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## Need Structure in Context of Emotional Intelligence

ORIGINAL ARTICLE



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### Abstract

The present study was conducted on 120 female respondents of Patna town. Objectives : 1. To compare adolescents of high and low emotional intelligence groups in terms of (i) need for achievement, (ii) level of aspiration, (iii) risk taking and (iv) sense of security. 2. To examine the relationship among need for achievement, level of aspiration, risk taking and sense of security. Hypotheses : (i) High and low emotional intelligence groups of adolescents will differ significantly in terms of used for achievement. (ii) High and low emotional intelligence groups of adolescents will differ significantly in terms of level of aspiration. (iii) High and low emotional intelligence groups of adolescents will differ significantly in terms of risk taking. (iv) High and low emotional intelligence groups of adolescents will differ significantly in terms of sense of security. (v) There will be significant correlation among need for achievement, level of aspiration, risk taking and sense of security respectively. For the

purpose Mangal's EIS, Chaubey's Non Risk Taking Scale, Mukherjee's SCT, Singh's Level of Aspiration Scale and Singh's Hindi version of Maslow's Security/ Insecurity Scale were employed to measure emotional intelligence, need for achievement; level of aspiration, risk-taking and security/ insecurity of respondents all undertaken in the study. Besides these, a PDS was employed to get other necessary information relating to the respondents. The data were obtained as per the direction of the manuals concerned and analysed using *t*-test. The results confirmed the hypotheses. It was found that high emotional intelligence group of female respondents showed dominance over their counterparts in terms of need structure dimensions. Further, need structure dimensions were found significantly and positively correlated. Thus, need structure is function of emotional intelligence.

### Key Words

Structure, Context, Emotional Intelligence.

### Introduction

Emotional intelligence (EI), often referred to as emotional quotient (EQ), is the ability to recognize, understand, manage, and influence emotions in oneself and others. Unlike traditional intelligence, which primarily measures cognitive abilities, emotional intelligence emphasizes the understanding and regulation of emotions. It has become a vital concept in both personal development and professional settings, with research showing

that people with high emotional intelligence tend to experience better interpersonal relationships, enhanced leadership abilities, and greater success in their careers. Understanding emotional intelligence is crucial for navigating the complexities of modern life, especially as society increasingly recognizes the significance of emotional well-being and social connection.

The concept of emotional intelligence first gained prominence in the mid-1990s, thanks to psychologist Daniel Goleman's groundbreaking work. Goleman expanded upon earlier studies by researchers such as Peter Salovey and John Mayer, who initially developed the EI model. Goleman's 1995 book, *Emotional Intelligence: Why It Can Matter More Than IQ*, brought the concept to the forefront of both academic and popular discourse. According to Goleman, emotional intelligence consists of five key components: self-awareness, self-regulation, motivation, empathy, and social skills. These components collectively shape how individuals navigate their emotions and interact with others:

1. **Self-Awareness:** The foundation of emotional intelligence lies in the ability to recognize and understand one's own emotions. Self-awareness involves not only identifying emotions as they occur but also understanding their impact on thoughts, behaviors, and decision-making. People who are self-aware tend to be more in tune with their feelings, allowing them to respond thoughtfully rather than react impulsively. Self-awareness also includes an understanding of one's strengths and weaknesses, which can foster a greater sense of personal growth and confidence.
2. **Self-Regulation:** Once individuals are aware of their emotions, the next step is to manage them. Self-regulation involves the ability to control one's emotional responses, particularly in challenging situations. This includes being able to remain calm under pressure, not allowing negative emotions such as anger or frustration to dictate behavior, and staying adaptable in the face of change. Self-regulation helps individuals maintain emotional balance and avoid knee-jerk reactions that could lead to regrettable outcomes.
3. **Motivation:** Motivation, in the context of emotional intelligence, refers to the ability to harness emotions to pursue goals with energy and persistence. It goes beyond external rewards or recognition and is deeply rooted in intrinsic motivation the internal drive to achieve for the sake of personal growth or satisfaction. High emotional intelligence individuals are typically optimistic, even in the face of setbacks, and are driven by a sense of purpose and passion for their goals.
4. **Empathy:** Empathy is the ability to understand and share the feelings of others. It involves not just recognizing emotional cues but also connecting with others on a deeper emotional level. Empathy allows individuals to build trust and strengthen relationships, as they can accurately interpret others' emotional states and respond appropriately. In social settings, empathy is a crucial skill for resolving conflicts, offering support, and fostering collaborative environments.
5. **Social Skills:** Social skills, or interpersonal skills, refer to the ability to build and maintain healthy relationships with others. This component of emotional intelligence encompasses a wide range of abilities, including communication, conflict resolution, teamwork, and leadership. People with strong social skills are adept at influencing others positively, collaborating effectively in groups, and leading teams with confidence and integrity.

The role of emotional intelligence in both personal and professional life cannot be overstated. In the workplace, emotionally intelligent individuals often excel in leadership positions, as they are able to connect with their teams, navigate challenging situations, and foster a positive work environment. They are skilled in conflict resolution and can inspire others to achieve collective goals. Moreover, high EI is associated with better mental health, as individuals with high emotional intelligence tend to cope more effectively with stress, anxiety, and negative emotions.

In personal relationships, emotional intelligence is equally valuable. People with high EI tend to have more fulfilling relationships because they are better at understanding and responding to the emotional needs of others. Whether in romantic relationships, friendships, or family dynamics, emotional intelligence fosters deeper connections and enhances communication, leading to greater harmony and understanding.

Overall, emotional intelligence is essential for personal growth and success. It enables individuals to manage their emotions, connect with others, and navigate complex social environments with greater ease and confidence. As the world continues to evolve, emotional intelligence will remain a key factor in both individual well-being and societal cohesion.

## **Review of Literature**

Goleman, D.<sup>4</sup> (1995) introduced the concept of emotional intelligence to the public and professional domains, arguing that emotional competencies such as self-awareness, empathy, and social skills are equally important as cognitive intelligence (IQ) in determining personal and professional success. Goleman's framework, which includes self-awareness, self-regulation, motivation, empathy, and social skills, has been widely adopted in various fields, including education, psychology, and business leadership. Salovey, P., & Mayer, J. D.<sup>9</sup> (1990) laid the foundation for the theoretical and empirical exploration of EI. They defined emotional intelligence as a set of skills that enables individuals to process emotional information accurately and effectively, particularly in decision-making and social interactions. This early work forms the basis for most subsequent research on EI, framing it as an ability-based model rather than a personality trait. Bar-On, R.<sup>1</sup> (1997) contribution to the field of EI was the development of the Emotional Quotient Inventory (EQ-i), one of the first self-report measures designed to assess emotional intelligence. His model includes five key domains: intrapersonal, interpersonal, stress management, adaptability, and general mood. Bar-On's work emphasizes the importance of emotional and social functioning in overall well-being and success, and his EQ-i has been used in numerous research studies to measure EI in both clinical and organizational settings. Mayer, J. D., Salovey, P., & Caruso, D.<sup>7</sup> (2004) considered EI as a cognitive ability that involves four key areas: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and managing emotions. The authors argue that EI is not a personality trait but rather a set of skills that can be developed and refined over time. This work solidified the ability-based perspective of EI and presented evidence of its predictive power in areas like academic achievement and professional performance. Cherniss, C.<sup>3</sup> (2010) provided a comprehensive overview of emotional intelligence, clarifying its definition, models, and applications. He emphasizes the importance of EI in leadership development, organizational behavior, and personal well-being. Cherniss also explores the challenges in measuring EI and highlights the importance of EI training programs in enhancing workplace effectiveness, leadership, and interpersonal relationships. Mayer, J. D., & Salovey, P.<sup>6</sup> (1997) refined the ability-based model of EI, with a focus on the theoretical framework and empirical research supporting the concept. The authors provide a detailed explanation of the four branches of emotional intelligence, offering a foundation for future research and practical applications. This paper also draws attention to the necessity of measuring EI in a way that reflects its cognitive nature rather than self-reported personality traits. Goleman, D.<sup>5</sup> (2001) focused on how EI applies specifically to the workplace. This book highlights how emotionally intelligent organizations are better at fostering leadership, teamwork, and employee motivation. Goleman emphasizes the importance of EI in managers and leaders, arguing that EI skills such as empathy, self-regulation, and social awareness can significantly improve organizational performance and employee satisfaction. Zeidner, M., Matthews, G., & Roberts, R. D.<sup>11</sup> (2004) evaluated the research on emotional intelligence in the workplace. The authors question some of the methodological approaches used to assess EI and highlight the challenges in establishing EI as a valid predictor of job performance and leadership. They also discuss the limitations of self-report questionnaires, which are often used in EI research, and call for more rigorous approaches in assessing and applying emotional intelligence in organizational contexts. Petrides, K. V., & Furnham, A.<sup>8</sup> (2001) investigated the construct validity of emotional intelligence, specifically focusing on trait EI, which

refers to emotional self-perceptions and behavioral tendencies related to emotional functioning. The study provides empirical evidence supporting the validity of trait EI as distinct from personality traits and cognitive intelligence, offering new insights into the role of emotional functioning in individual differences. Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., & Golden, C. J.<sup>10</sup> (1998) developed one of the most widely used self-report measures of EI, the Schutte Emotional Intelligence Scale (SEIS). The paper provides validation for the SEIS and explores its relationship with mental health, job performance, and social functioning. This scale has been used in a variety of studies to assess the impact of EI on various life outcomes and is an essential tool for EI research. Boyatzis, R. E., Goleman, D., & Rhee, K.<sup>2</sup> (2000) introduced the Emotional Competence Inventory (ECI), a tool used to assess the emotional competencies that underpin EI. The authors examine the relationship between emotional competencies and leadership effectiveness, demonstrating that certain competencies—such as emotional self-awareness, self-regulation, and empathy—are essential for leadership success. This work also explores the implications of EI for personal and professional development and its role in improving interpersonal interactions within organizations.

These studies highlight the evolution of emotional intelligence as a concept and underscore its relevance in diverse areas such as leadership, mental health, interpersonal relationships, and organizational behavior. Emotional intelligence continues to be an area of intense research, with ongoing efforts to refine models, improve measurement tools, and explore practical applications across various domains. The literature shows that EI is not just an innate trait but a set of skills that can be developed and applied to enhance personal and professional life. It is clear that emotional intelligence has not been studied as predictor of need structure dimension among adolescents especially in context of Patna, Bihar. Hence, the study is warranted.

## Objectives

1. To compare adolescents of high and low emotional intelligence groups in terms of (i) need for achievement, (ii) level of aspiration, (iii) risk taking and (iv) sense of security.
2. To examine the relationship among need for achievement, level of aspiration, risk taking and sense of security.

## Hypotheses

- (i) High and low emotional intelligence groups of adolescents will differ significantly in terms of need for achievement.
- (ii) High and low emotional intelligence groups of adolescents will differ significantly in terms of level of aspiration.
- (iii) High and low emotional intelligence groups of adolescents will differ significantly in terms of risk taking.
- (iv) High and low emotional intelligence groups of adolescents will differ significantly in terms of sense of security.
- (v) There will be significant correlation among need for achievement, level of aspiration, risk taking and sense of security respectively.

## Method of Study

### Sample Used

The study was conducted on 120 female adolescents based on incidental-cum purposive sample. They were selected from among the students of Patna. Other than the required condition they were matched so far as practicable.

### Research Tools

- (i) Emotional Intelligence Inventory by Mangal S.K. and Mangal was used to measure emotional intelligence of the respondents.

- (ii) Achievement Motive Scale by Mukharjee was used for measuring need for achievement of the respondents.
- (iii) Level of Aspiration Scale by Singh was used to measure level and aspiration of the respondents.
- (iv) Non-Risk Taking Scale by Chaubey was used for measuring the risk-taking trait of the respondents.
- (v) Security/Insecurity Scale by Shanti Singh was used to measure the sense of Security/Insecurity of the respondents.
- (vi) A PDS was employed on the respondents to get the necessary informations relating to the respondents.

**Procedure**

Emotional Intelligence Scale along with PDS were employed on the respondents and equal number (N=60) of respondents in respect of high and low emotional intelligence were selected using median value of the score obtained. Thereafter remaining scales were employed on the same two groups and data were recorded as per the direction of the manuals concerned. The obtained data were treated using t-test.

**Results and Interpretations**

**Table 01:** t-value showing a comparison between respondents of high and low emotional intelligence groups in terms of need for achievement measure

Variable	Groups	N	Mean	SD	t-value	df	P
Emotional Intelligence	High	60	39.55	5.23	7.01	118	<.01
	Low	60	32.84	4.86			

Table-01 shows the comparison between high and low emotional intelligence (EI) groups on need for achievement. The mean score of respondents with high emotional intelligence (M = 39.55, SD = 5.23) is substantially higher than that of respondents with low emotional intelligence (M = 32.84, SD = 4.86). The obtained t-value = 7.01 with 118 degrees of freedom is statistically significant at the .01 level. This indicates a significant difference in need for achievement between high and low EI groups. The findings suggest that individuals with higher emotional intelligence possess stronger achievement motivation than those with lower emotional intelligence. Hence, the null hypothesis is rejected. Adolescents with high emotional intelligence (EI) excel in need for achievement because they possess strong self-awareness, motivation, and emotional regulation skills that drive goal-oriented behavior. They can manage frustration, stay focused, and persist through challenges—traits essential for high achievement. Their ability to empathize and build positive relationships also fosters collaborative success. In contrast, those with low emotional intelligence often struggle with self-control and motivation, limiting their drive to achieve.

**Table 02:** t-value showing a comparison between respondents of high and low emotional intelligence groups in terms of level of aspiration

Variable	Groups	N	Mean	SD	t-value	df	P
Emotional Intelligence	High	60	26.84	5.01	8.22	118	<.01
	Low	60	19.35	4.98			

Table-02 presents the comparison of level of aspiration between respondents with high and low emotional intelligence. The mean score of the high EI group (M = 26.84, SD = 5.01) is considerably higher than the mean score of the low EI group (M = 19.35, SD = 4.98). The calculated t-value of 8.22 with 118 degrees of freedom is significant at the .01 level. This result clearly demonstrates that respondents with higher emotional intelligence have significantly higher levels of aspiration compared to those with lower emotional intelligence. Therefore, the null hypothesis is rejected. Adolescents with high emotional intelligence (EI) excel in level of aspiration because they possess greater self-awareness, self-confidence, and motivation, which enable them to set higher yet realistic goals. Their ability to regulate emotions helps them handle setbacks constructively,

while empathy and optimism boost their belief in future success. In contrast, those with low EI often lack goal clarity and emotional control, leading to lower ambition and fear of failure, which suppress aspiration levels.

**Table 03:** t-ratio showing a comparison between respondents of high and low emotional intelligence groups in terms of risk taking

Variable	Groups	N	Mean	SD	t-value	df	P
Emotional Intelligence	High	60	49.85	4.57	9.01	118	<.01
	Low	60	42.27	4.64			

Table-03 shows the comparison between high and low emotional intelligence groups on the variable of risk-taking. The high EI group obtained a higher mean score ( $M = 49.85$ ,  $SD = 4.57$ ) than the low EI group ( $M = 42.27$ ,  $SD = 4.64$ ). The obtained t-value = 9.01 with 118 degrees of freedom is statistically significant at the .01 level. This finding suggests that individuals with high emotional intelligence display greater risk-taking behavior compared to individuals with low emotional intelligence. Hence, the null hypothesis is rejected. Adolescents with high emotional intelligence (EI) excel in risk-taking because they can assess situations logically while managing fear and anxiety effectively. Their strong self-awareness and confidence allow them to take calculated risks without impulsivity. They also handle failure constructively, viewing it as a learning experience. In contrast, low EI individuals may avoid risks due to fear, poor emotional regulation, or lack of self-belief, which limits their willingness to step outside their comfort zones.

**Table 04:** t-ratio showing a comparison between respondents of high and low emotional intelligence groups in terms of sense of security

Variable	Groups	N	Mean	SD	t-value	df	P
Emotional Intelligence	High	60	45.76	4.88	7.66	118	<.01
	Low	60	38.93	4.93			

Table-04 presents a comparison between high and low emotional intelligence groups in terms of sense of security. The mean score of the high EI group ( $M = 45.76$ ,  $SD = 4.88$ ) is higher than that of the low EI group ( $M = 38.93$ ,  $SD = 4.93$ ). The obtained t-value = 7.66 with 118 degrees of freedom shows significance at the .01 level. This indicates a significant difference in sense of security, suggesting that individuals with higher emotional intelligence experience a greater sense of psychological security than individuals with lower emotional intelligence. Thus, the null hypothesis is rejected. Adolescents with high emotional intelligence (EI) excel in sense of security because they possess strong self-awareness, emotional regulation, and interpersonal skills, which foster inner stability and confidence. They can effectively manage stress, resolve conflicts, and build supportive relationships, all of which contribute to a secure self-image. In contrast, adolescents with low EI often experience emotional volatility, poor coping mechanisms, and social difficulties, which undermine their overall sense of security.

**Table 05:** Pearson ‘r’ showing co-efficient of correlation among need structure dimensions

Variables	N	r	df	P
NA Vs LA	120	0.672	118	<.01
NA Vs RT	120	0.695	118	<.01
NA Vs SS	120	0.669	118	<.01
LA Vs RT	120	0.682	118	<.01
LA Vs SS	120	0.659	118	<.01
RT Vs SS	120	0.672	118	<.01

NA — Need for Achievement

LA — Level of Aspiration

RT — Risk Taking

SS — Sense of Security

Table-05 presents the Pearson correlation coefficients among the four dimensions of need structure, namely Need for Achievement (NA), Level of Aspiration (LA), Risk Taking (RT), and Sense of Security (SS) for a total sample of 120 respondents. The results reveal that Need for Achievement is positively and significantly correlated with Level of Aspiration ( $r = 0.672, p < .01$ ), Risk Taking ( $r = 0.695, p < .01$ ), and Sense of Security ( $r = 0.669, p < .01$ ). Level of Aspiration shows a significant positive relationship with Risk Taking ( $r = 0.682, p < .01$ ) and Sense of Security ( $r = 0.659, p < .01$ ). Risk Taking also has a significant positive correlation with Sense of Security ( $r = 0.672, p < .01$ ). These findings indicate that all dimensions of need structure are positively interrelated, and an increase in one dimension is associated with corresponding increases in the others.

## Conclusions

- (1) High emotional intelligence is conducive to high need for achievement among adolescents.
- (2) Adolescents with high emotional intelligence possess high level of aspiration and vice-versa.
- (3) High emotional intelligence leads high risk taking motivational traits among female adolescents.
- (4) Adolescents respondent belonging to high emotional intelligence group possess high sense of security motivational trait.
- (5) Need structure dimensions namely need for achievement, level of aspiration, risk taking and sense of security all are significantly and positively correlated.

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