

## **INTENTIONAL INTELLIGENCE AS RELATED TO EMOTIONAL INTELLIGENCE OF THE ADOLESCENTS**

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### ***Abstract***

*The present study was designed to find out the relationship between Intentional intelligence and Emotional intelligence of the adolescents. The sample comprised of 100 adolescents (50 Male and 50 female). Self developed Intentional intelligence scale and the seven fold Emotional intelligence scale developed by Kherha, Ahuja and Kaur (2000) were used. The findings of the present study revealed no significant difference between Intentional intelligence of male and female adolescents. The mean scores of Emotional intelligence of adolescents revealed that there exists a significant difference between the groups, as male adolescents were found to be emotionally more stable as compared to the female adolescents. A highly significant correlation was found between Intentional intelligence and Emotional intelligence of male as well as female adolescents, indicating the interdependence of Intentional intelligence and Emotional intelligence of adolescents.*

***Keywords: Intentional intelligence; Emotional intelligence; male; female; adolescents***

### **Introduction**

Over the years psychologists have proved and have been working upon three main intelligences- General Intelligence (IQ), Emotional intelligence (EQ) and Spiritual intelligence (SQ). Many researches are still exploring deeper into the human psychology. Recent studies have proved that we, the humans are also blessed with a fourth type of intelligence i.e., Intentional intelligence (IIQ) Intentional intelligence is defined as one's ability to (a) identify one's current thoughts and (b) choose positive thoughts in one's mind (Steingard and Dufrene, 2011).

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Ramsey and Fitzgibbons (2005) define Intentional intelligence as something which looks at the foundational level of “being” - thoughts. Steingard (2008) states “Intentional Intelligence bridges the gap between “conscious awareness” and the “practical applications” of how the mind manifests successful or unsuccessful actions. While Intentional intelligence talks primarily about the machinations of the mind and not “a silent, unbounded, timeless inner domain” the mind is actually anchored in and supported by a spiritual source.” A snapshot of one’s mental interiority is categorized into positive, negative, and neutral thoughts. At any given time, we are capable of both identifying and evaluating being mindful of particular thoughts. While we maintain untold numbers of thoughts in our mind and memory, only a certain subset of these can enter our awareness at a particular moment. Of the universe of possible thoughts, we can choose particular thoughts upon which to focus our attention (Steingard, 2008). It is to be noted that mindfulness is the dimension of intentional intelligence Mindfulness is basically maintaining a moment to moment basis of our thoughts, feelings, body sensations and deeper awareness of the surrounding environment. Mindfulness is a characteristic of mental states that emphasizes observing and attending to current experiences, including inner experiences, such as thoughts and emotions (Baer, Smith, Hopkins, Krietemeyer, and Toney, 2006; Bishop et al., 2004; Brown and Ryan, 2003), with a nonjudgmental attitude and with acceptance (Bishop et al., 2004).

Emotional intelligence (EQ) was defined by Salovey and Mayer (1990) as “the subset of social intelligence that involves 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 and actions.” EQ represents the ability of individuals to make a connection between emotions and reasoning in a way that enables them to use emotions to guide their actions and use reasoning to regulate their emotions (Mayer, Salovey, and Caruso, 2000). In literature, scholars have reported a positive relationship between mindfulness and EQ (Baer et al., 2006; Brown & Ryan, 2003). Since the meditation training requires practitioners to closely observe their thoughts and feelings moment-to-moment without any judgment or interference, practitioners tends to develop a higher tendency to be aware of their emotional state and change than those who do not. This contribution is supported by a study conducted by Feldman, Hayes, Kumar, Greeson, and Laurenceau (2007), which found that the level of mindfulness was associated positively with more clarity of feelings, attention to feelings, and lower distraction. Regularly practicing Mindfulness can significantly enhance the ability of individuals to regulate and control their emotions (Cahn and Polich, 2006).

## **Objectives**

1. To assess the Intentional intelligence of male and female adolescents.
2. To assess the Emotional intelligence of male and female adolescents.
3. To find out the relationship between Intentional intelligence and Emotional intelligence of male and female students.

## **Hypotheses**

To achieve these objectives, the following hypotheses were framed:

1. There exists no significant difference in Intentional intelligence of male and female adolescents.
2. There exists no significant difference in Emotional intelligence of male and female adolescents.
3. There exists no significant relationship between Intentional intelligence and Emotional intelligence of male and female students.

## **Sample**

A sample of 100 adolescents (50 male and 50 female) of 9<sup>th</sup> grade was selected randomly out of the three Government schools of Chandigarh.

## **Tools used**

The following scales were used for data collection so as to achieve the desired objectives:

- Self developed Intentional intelligence scale- The initial draft of this scale was comprised of 100 items which then underwent item analysis, exploratory and confirmatory factor analysis. The final tool was then found having 56 items with 21 Positive and 35 negative items. The value of test-retest reliability i.e., the reliability index for this Intentional intelligence scale was found to be 0.82 which is regarded well. The Cronbach's Alpha value of the Intentional intelligence scale was found out to be 0.939. So, the tool showed good validity and reliability results.
- The Seven fold Emotional intelligence scale developed by Kherha, Ahuja and Kaur (2000)- The scale was consisted of 63 items with 7 items dealing with self awareness, 11 items with self regulation, 7 items with empathy and acceptance of others, 7 items with interpersonal relations and 15 items with social skills.

## Result and discussion

**Hypothesis no 1- There exists no significant difference in Intentional intelligence of male and female adolescents**

**Table 1: Mean scores of Intentional intelligence and Emotional intelligence of adolescents**

| Variable | Intentional intelligence |        |          | Emotional intelligence |        |          |
|----------|--------------------------|--------|----------|------------------------|--------|----------|
|          | Male                     | Female | t- value | Male                   | Female | t- value |
| Mean     | 137.22                   | 144.54 | 0.360    | 155.12                 | 131.47 | 5.552    |
| S.D.     | 11.1                     | 13.2   |          | 9.50                   | 4.44   |          |
| N        | 50                       | 50     |          | 50                     | 50     |          |

From table 1, it can be seen that the mean scores of Intentional intelligence (M=137.22) of male adolescents is slightly lesser than the mean scores of emotional intelligence (M=144.54) of female adolescents. But the difference was not found to be statistically significant. Hence, Hypothesis no 1- “There exists no significant difference in Intentional intelligence of male and female adolescents” stands accepted. The reason behind the insignificant difference between the groups could be that the Intentional intelligence is basically a thought power. It is the ability of a person to have control on his/ her mind. And this ability does not depend upon the gender of a person. Be it a male or a female, anybody who follows the path of spirituality, practices meditational practices, or engages himself or herself productively with greater concentration and attention gets mental training which enhances a person’s Intentional intelligence.

**Hypothesis no 2- There exists no significant difference in Emotional intelligence of male and female adolescents**

Table 1 shows that the male students were found to be emotionally more stable (M=155.12) as compared to the female adolescents (M=131.47) and the difference was found to be statistically significant. Hence Hypothesis no 2- “There exists no significant difference in emotional intelligence of male and female adolescents” stands rejected. This result is consistent with the findings of studies conducted by Chu (2002) who revealed that males have higher level of emotional intelligence than that of females. However, these findings contradicted the results of previous studies (e.g., Mayer,

Salovey, & Caruso, 2002; Palmer, Gignac, Manocha, & Stough, 2005). They all found females to have higher emotional intelligence than that of males. Among the various reasons behind this result, few can be that the emotional intelligence primarily deals with managing and expressing ones emotions as well as social skills. Our society socializes the two genders differently as has been found in studies by Duckelt and Raffalli (1989) and Sandhu and Mehrotra (1999), so men show more assertiveness, self recognition, show more independence and management according to the situations than the women. Independence impulsive assertiveness is usually observed more in men (Ahmad, Bangash, and Khan 2009). Since, males tend to control their emotion well and are able to develop healthy relationships as compared to females, so they are emotional intelligence than that of females.

**Hypothesis no 3- There exists no significant relationship between Intentional intelligence and Emotional intelligence of male and female students**

**Table2. Coefficient of correlations (r) between Intentional intelligence and Emotional intelligence of male and female adolescents.**

| <b>Variable</b>   | <b>Coefficient of correlation (r)</b> | <b>Significance at 0.01 level</b> |
|---|---------------------------------------|-----------------------------------|
| Intentional intelligence and Emotional intelligence of male adolescents   | 0.622                                 | Significant                       |
| Intentional intelligence and Emotional intelligence of female adolescents | 0.592                                 | Significant                       |

A highly significant correlation was found between Intentional intelligence and Emotional intelligence of male adolescents ( $r=0.622$ ) as well as female adolescents ( $r= 0.592$ ), indicating the interdependence of Intentional intelligence and Emotional intelligence of adolescents. Hence hypothesis no 3- “There exists no significant relationship between Intentional intelligence and Emotional intelligence of male and female students” stands rejected. Table 2 presents the correlation coefficients between Intentional intelligence and Emotional intelligence of male and female adolescents. The possible reasons behind this positive correlation between Intentional intelligence could be that the Emotional intelligence is best conceived as the ability similar in nature to cognitive intelligence (Mayer, Salovey, and Caruso, 2004). Facilitating the growth of Emotional intelligence

may be one of the processes through which Intentional intelligence brings about desirable outcomes. Greater subjective well-being is associated with both more mindfulness which is the dimension of Intentional intelligence (Baer et al., 2008; Brown & Ryan, 2003; Falkenstrom, 2010) and higher Emotional intelligence (Brackett & Mayer, 2003). Mindfulness may facilitate the development of greater Emotional intelligence, and Emotional intelligence in turn may lead to greater well-being. Some preliminary evidence suggests that higher levels of intentional intelligence are associated with more adaptive emotional functioning, operationalized as Emotional intelligence (Baer, Smith, & Allen, 2004; Brown & Ryan, 2003).

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