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## EMOTIONAL INTELLIGENCE IN RELATION WITH LOCUS OF CONTROL- A COMPARITIVE STUDY

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### ABSTRACT

As of today, every day, a young adult deals with stress and pressure. Due to a lack of mental well-being, those who lack the skills to deal with these stressors have a greater chance of acting out. Having emotional intelligence skills tends to increase the perception and attitude of the individuals. Emotional intelligence plays an important role in dealing effectively with anxiety, mood swings, emotion management and better decision-making skills and improved self-control. Those who are emotionally intelligent can prevent depression, develop quality relationship skills because by understanding the needs and feelings of others, it can help them to understand one's emotion and can relate to those around them and this could help them to build strong bonds and have more fulfilling relationships. In fact, LOC seems to play a role more frequently in controlling one's emotions. Therefore, in every aspect of the quality of our professional and personal existence, Emotional Intelligence & LOC plays a critical role. Mastering emotional intelligence can help young adults learn to manage and master their emotions. The aim of this paper is to evaluate emotional intelligence in relation to the control locus of young adults (25 males and 25 females) between the ages of 21 and 24 years of Lucknow city.

**Key words:** Self regulation, Locus of control and Emotional intelligence.

### INTRODUCTION

Young adults are facing several problems in the current scenario in India, such as stress, anxiety substance abuse, harmful use of alcohol, suicides, depression, high risk of sexual behaviour, problems of adjustment. The Young Adults period is the longest period of human life in which the exploratory and selection stage of maturity develops when people are concerned with life goals, romance and channelling their life goals and they are devoted to this task in the remaining years of adulthood until the early 40s. In India, 30 percent of the population (327 million people) is in the 10-24-year age group (WHO 2007), the adolescent population in the 15-24-year age group is 12.4 crores, of which young people in this age group are 6.56 males, while 5.92 crores are females. (India 2001 Census).

The Early Adulthood has been defined by Hurlock as the settling and reproductive age, a problem age and one of emotional tension, a time of social isolation, a time of commitments and often a time of changes in dependence & value, creativity and adjustments to new life, the age range of this period is between the ages of 21-40.

The three main stages of physical, emotional, and psychological development in early adulthood are early adulthood, middle adulthood, and late adulthood. Our physical abilities are at their peak, including muscle strength, reaction time, sensory abilities, and cardiac function. During early adulthood, the ageing process, though not overt, begins. Many bodily changes start to occur around the age of 30.

### EMOTIONAL INTELLIGENCE

Emotional intelligence can be described as the ability to monitor the emotions of one's own and other people, to discriminate between and properly label different emotions, and to use emotional information to guide thinking and behaviour. In order to improve thinking and understanding of interpersonal dynamics, emotional intelligence also reflects the ability to combine intelligence, empathy and emotions. There is, however, a substantial disagreement on the definition of EI with regard to both terminology and operationalization. In his study, Goleman (1995) stated that in the best of conditions, the intelligence quotient (IQ) accounts for only 20 percent of achievements and the remaining 80 percent depends on other variables.

He gave five key elements: Goleman (1995) believes that emotional intelligence refers to self-awareness of feelings and the ability to use them to make appropriate decisions in life.

- Self-awareness (knowing our own feelings).
- Self-regulation (managing our feelings).
- Motivation (motivating ourselves).
- Empathy (recognizing others' emotions).
- Social skills (relationship management).

Goleman concluded that emotional skills are not innate talents, but rather learned skills that need to be worked on and can be developed in order to achieve excellent performance.

### WHY EMOTIONAL INTELLIGENCE IS IMPORTANT?

Research has shown that some individuals face more difficulties in their job despite having a high IQ than others. Emotional Intelligence can help young adults succeed in life fields. For young adults, emotional control is very important because a lack of



emotional control has a major impact on performance in many areas of life. It has been consistently observed that, in spite of appropriate knowledge, experience, expertise and abilities, young adults are unable to produce the desired results in competitions due to decreased focus and competence.

Therefore, to cope effectively with stress, anxiety, and doubt, it is important to improve the excitation control centre in the brain. And young adults are encouraged to maintain a sense of peace and optimism by encouraging the mental abilities of EI, feel less frustrated, preserve their self-confidence in the face of failure and strive to conquer the obstacles and do not give up trying to change their strength after victories. These abilities are considered an asset in a challenging and skill-based life scenario. In every region and culture, however, the EI of young adults, especially their ability levels, needs to be studied.

Several factors influence the EI of young adults and one of the factors could be the locus of control, as peer pressure, social media etc. affect young adults' mental well-being as their tendency is more towards these areas during this time. It was found in many researches that those who are emotionally intelligent are often affected by other factors where one of the key factors that young adults offer their job and achievement credit to themselves or to the outside world has been found to be Locus of Control? Therefore, it's important to also take a look at the LOC definition.

### LOCUS OF CONTROL

Internal-external LOC refers to the perceptions of individuals that they have influence over events (Phares, 1968; Rotter, 1975). Internals generally believe that they are solely accountable for and in charge of what happens to them; externals generally believe that significant events in their lives are decided primarily by other entities or powers outside themselves. Prior studies found that internals appeared to report more stressors and strains than externals (e.g. Harari, Jones, & Sek, 1988; Kirkcaldy & Cooper, 1992; S).

The single feature of the personality functioning as a stress mediator to which stress researchers have paid the most attention is the control locus (Kobassa, 1993). Control is expressed as a propensity to feel and act as if one is dominant (rather than helpless). Individuals with an internal LOC assume that their reinforcement depends on their own actions, skills, and characteristics. External LOC people assume that their reinforcements are under the influence of powerful others, chance or destiny (Rotter, 1966). Internal LC individuals have a widespread, permanent sense of trust that their internal and external worlds are predictable and that all things are extremely likely to turn out as well as can be anticipated based on their own efforts (Kobassa, & Puccetti, 1983). Internal LOC people often appear to be more driven for accomplishment, more purposeful and goal-oriented, and more extroverted, engaging, involved, and less neurotic and dogmatic than externals (Ormel, & Schaufelid, 1991). LOC is a clear positive mental burden correlation. Externals, faced with traumatic events, appear to report more negative moods.

In his 1985 book *Psychology and Life*, psychologist Philip Zimbardo clarified that a control orientation locus is a conviction on whether the effects of our actions depend on what we do (internal control orientation) or on events beyond our personal control (external control orientation). In 1954, psychologist Julian Rotter proposed that incentives and punishments govern our conduct and that it was these implications for our actions that dictated our assumptions about the root causes of these actions. Our ideas on what triggers our behaviour then impact our attitudes and behaviours.

Rotter published a scale in 1966 aimed at measuring and comparing the external and internal locus of influence. The scale uses a forced choice between two options, asking respondents for each component to select only one of two possibilities. While the scale has been widely used, there has also been substantial criticism from those who claim that the locus of control can not be completely controlled.

The locus of control is also regarded as an inborn feature of personality. There is also evidence, however, that it is influenced by childhood experiences, including the relationships of children with their parents. Children raised by parents who promoted their independence and helped them learn the connection between behavior and their implications appeared to have a better established internal locus of control.

In a research study that looked at the possible health effects of the control trait locus, the advantages of this were specified. As adults, children with a more internal locus of control behave more healthily because they have greater confidence in their ability to impact results by their own acts. Often, they can have greater self-esteem.

It is also significant to remember that a continuum is the locus of influence. No one has a control locus that is 100 percent external or internal. Instead, on the spectrum of the two extremes, most individuals lie somewhere. The internal control locus is also used as a synonym for "self-determination" and "personal agency." Research has shown that men tend to have a higher internal locus of control than women, and as people get older, that locus of control tends to become more internal. Experts also found that individuals with an inner locus of influence appear to be better off in general.

Nevertheless, it is also important to note that "good" is not always equal internally and "bad." is not always equal externally. An external locus of control can actually be a good thing in certain cases, particularly if the level of competence of an individual in a specific field is not very high.

### Objective:

1. To find out Gender Difference in Emotional Intelligence among Young Adults.
2. To find out Gender Difference in Self-Regulation among Young Adults.
3. To find out Gender Difference in LOC among Young Adults.



4. To find out relationship between Emotional Intelligence and Self-Regulation among Young Adults.
5. To find out relationship between Emotional Intelligence and LOC among Young Adults.

**Hypothesis:**

1. Females Young Adults would be higher on Emotional Intelligence as compared to Male young adults.
2. Females Young Adults are more Self-Regulated as compared to than Male Young Adults.
3. Female Young Adults would be higher in Internal LOC as compared to Male Young Adults.
4. Males Young Adults would be higher in External LOC compared to Female Young Adults.
5. Emotional Intelligence would be positively correlated with Self Regulation among Young Adults across gender.
6. Emotional Intelligence would be positively correlated with LOC among Young Adults across gender.

**Design:**

**Correlational Design** is used to find out the relationship between Emotional Intelligence & Self-Regulation among Young Adults and relationship between Emotional Intelligence & LOC among Young Adults.

**Variables:**

Predictor Variable- Self-Regulation, LOC.

Criterion Variable-Emotional Intelligence

**Sample- The sample comprised of 25females and 25males in the age group of 21-24 years.**

**Inclusion Criteria:**

- Must be students of Lucknow University.
- Must be young adults.
- Must be students of Faculty of Arts.
- Post-graduation students were taken.
- Must be 25 Female students & 25 Male students.

**Exclusion Criteria:**

- Must not be from any other University other than Lucknow University.
- Must not be children, adolescents & older adults.
- Must not be students other than Faculty of Arts.
- Must not be having any Mental or Psychological problem.

**Tools used:**

**1. EMOTIONAL INTELLIGENCE SCALE-** The emotional intelligence scale developed by **Anukool Hyde, Sanjyot Pethe and Upinder Dhar** to assess emotional intelligence of an individual or group. The questionnaire consists of 34 statements of various components. They were required to select anyone of the following 5 responses to indicate the extend to which they agree or disagree with each statement to describe them well.

Reliability: The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity: Besides face validity, as all items were related to the variable under focus, scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

**2. SELF-REGULATION QUESTIONNAIRE-** is a 63-item instrument designed to measure the generalized ability to regulate behavior so as to achieve desired future outcomes, this scale assesses the seven dimemnsions of self-regulation as articulated by and developed by **Brown & Miller (1999)**, to assess the self regulation of Young Adults.The questionnaire consists of 63 statements to be answered on 5-point Likert scale.

Reliability: Reliability of SRQ appears to be excellent.Test-retest reliability for the total SRQ was high( $r+.94$ ,  $p<.0001$ ) [Aubrey, Brown, & Miller]. Internal consistency of the scale of the was quite high ( $\alpha=.91$ ), consistent with the idea that its items contain much redundancy, so that reliable shorter forms could be developed.

Content Validity: The SRQ has strong convergent validity with concomitant measures.

**3. LEVENSON'S LOC SCALE:** this scale is developed by **Levenson (1974)** to assess the locus of control. The questionnaire consists of 24-items. The statements were pertaining to general life outcomes to be answeres on 5-point Likert scale. Out 24 statements, 8 statements for P-powerful others, C-chance control, and I-individual control.



Statements 3, 8, 11, 13, 15, 17, 20, 22 for P-powerful others.  
 Statements 2, 6, 7, 10, 12, 14, 16, 24 for C-chance control.  
 Statements 1, 4, 5, 9, 18, 19, 21, 23 for I-individual control.

**Reliability:** A trial run of the present scale was made to find out reliability of the scale, first the split-half method of reliability was employed. The scale was divided into two parts of 12 statements each. Each part containing 4 statements each for P= Powerful others, C-chance control, I-individual control. The split-half reliability of scale with N=380, was found to be 0.72 for P, 0.79 for C and 0.65 for I, using Spearman-Brown. Further, with odd-even method, reliability coefficient was found to be 0.69 for P, 0.72 for C, and 0.66 for I.

**Validity:** The scale has high reliability and predictive validity, the present scale was also validated against the Rotter's LOC scale i.e. the concurrent validity was also established. Present scale was validated by correlating it with Rotter's LOC scale (I-E Scale) this was done by giving both the scales were then correlated with each other and the correlation coefficient was found out to be 0.54 (with N=220).

### Procedure:

The present study is to find out Self regulation and Locus of Control in relation to Emotional Intelligence of Young Adults using Emotional Intelligence Questionnaire by Anukool Hyde, Sanjyot Pethe and Upinder Dher, Self-Regulation Questionnaire by Brown and Miller (1991), Levenson's Locus Of Control Scale (1974) were administered on sample of 50 Young Adults.

All subjects for the study were approached personally. A good rapport was established, investigator introduced herself as M.A. student of Department of Psychology, Lucknow University.

When the subjects were comfortable and ready for conduction of the test following instructions were given as test was administered individually, for the Emotional Intelligence Questionnaire "I am going to give a set of questionnaire, in which you have to answer and tick mark in the option which you strongly agree, agree, uncertain, strongly disagree, disagree, there is no right or wrong answer you may proceed now"

For SRQ "I am going to give a set of questionnaire, in which you have to answer and tick mark in the option provided which you strongly agree, agree, uncertain, strongly disagree, disagree, there is no right or wrong answer you may proceed now"

For LOC "Below are some statements that pertain to general life outcomes. Please indicate how much you agree or disagree with each statement on a five point scale. The five points are: Strongly Agree, Agree, Undecided, Strongly Disagree, Disagree. You have to put a (X) mark on point which best indicates how closely you agree or disagree with the feeling expressed in each statement AS IT CONCERNS YOU.

After the conduction, proper calculations were done on basis of norms provided for each questionnaire in the manual. Tables were formed stating the hypotheses and further interpretation were done summary was formed and limitations and suggestions were stated.

### RESULTS AND INTERPRETATION

The present study was designed to investigate the Self-Regulation and Locus of Control in relation to Emotional Intelligence of Young Adults. A Correlational design was applied, it focuses on attention on the relationship between two variables without either of them being altered by the experimenter.

A Correlation study states whether two variable tend to be related to each other or not. Further, t-test was used to see the Gender Difference. The present section deals with the results and interpretation of observed findings.

Table 1.1 – Showing the significant difference of scores between female young adults and male young adults on Emotional Intelligence.

Variable	Mean		Standard deviation (SD)	Standard Error of deviation (SED)	t-value
	M	F			
Emotional Intelligence	119.6	135.8	24.25	6.79	2.3917**

**\*\*significant at level 0.05 and 0.01 level difference.**

As depicted in table no 1.1 the Hypothesis 1: Females Young Adults would be higher on Emotional Intelligence as compared to Males Young Adults is accepted, there's a significant difference in Emotional Intelligence of female young adults and male young adults at 0.01 and 0.05 level. And also on basis of Mean scores female scored 135.8, Mean score of male is 119.6, female young adults scored higher compared to male young adults. It states that Female young adults are more emotionally intelligent as compared to male young adults stating that female young adults have better ability to monitor one's own and other people's emotions, to discriminate between emotions and label them appropriately as compared to male young adults.



Female young adults use emotional information to guide thinking behaviour, reflect empathy and emotions to enhance thought and understanding of interpersonal dynamics better than males. Being more emotionally intelligent means female young adults are more self-aware of their own emotions. More self regulated, more self-motivating, more empathetic and more socially skilled in handling relationships. Gilles van Luijtelaar (2018) study on Gender differences in emotion perception and self-reported emotional intelligence: A test of the emotion sensitivity hypothesis result showed women are more sensitive to perceive subtle, i.e. low intense or ambiguous, emotion cues as compared to males, Sudha A.

Rao (2016); Korn Ferry Hay (2016) study on Emotional Intelligence and Gender Differences: showed result as females scored higher compared to males, **Rajendra Prasad Das** and **Tapas Lata Sahu** (2015) study on Relationship between Emotional Intelligence and Gender Difference: An Empirical Study result came as emotional intelligence among female students was higher than it was in male students, Bhagat Singh & Arun Kumar (2013) study on Gender Difference in Emotional Intelligence result came female have higher social competency and social skills than males and scored higher in emotional intelligence, Sandra and Eccles (2012), study on Emotional Intelligence and LOC showed Females scored higher in emotional intelligence compared to males, Fataneh Naghavi, Marof Redzuan (2011), study on the Relationship Between Gender and Emotional Intelligence as conclusion came scores of girls are higher than boys in emotional intelligence, but high emotional intelligence in boys is a better predictor for achievement, Jennifer (2010), study on Gender and Work Experience are associated with Emotional Intelligence, Females scored higher in emotional intelligence compared to males.

Table 1.2- Showing the significant difference in scores of Female young adults & Male young adults in Internal LOC

Variable	Mean		Standard deviation (SD)	Standard Error of deviation (SED)	t-value
	M	F			
Internal LOC	21.96	26	4.390	1.23	3.284**

\*\*significant at 0.05 level and 0.01 level.

As depicted in table no. 1.3 the Hypothesis 3: Female Young Adults would be higher in internal LOC as compared to Male Young Adults is accepted. There's a significant difference in Internal LOC of female young adults and male young adults at 0.01 and 0.05 level. And also on basis of Mean scores female scored 21.96, Mean score of male is 26, female young adults scored higher compared to male young adults.

The result states that there's a significant difference between male and female young adult's internal LOC meaning females believe that their behaviours guided by their own personal decisions and efforts, take the accountability for their actions gets very less affected by others thoughts & have a strong belief in their effectiveness. They believe in hardworking and strive to achieve success, confident, independent and aim in achieving greater success in the workplace. Better social adaptation also females have weak sense of control over their environment females have better problem solving skills than males. Further, the findings corroborated by studies Adrian C. Sherman (2007) ,study on Gender differences in the locus of control construct result came as females have internal LOC and males have external LOC, Jonathan Weston Elliott( 2014 ),study on Self-Efficacy, Motivation, and Locus of Control, among Male and Female Construction Management Students indicated females have high internal LOC compared to males, Katherine Fiori, Edna Brown & Kai S. Cortina (),study on Locus of control as a mediator of the relationship between religiosity and life satisfaction: age, race, and gender differences result indicated LOC varies across age, culture and gender, Prabha Khanna (1979),study on Locus Of Control in India: a cross cultural perspective, showed females have high internal LOC compared to males, Abdul Rafi Naik (2015), study on Locus of Control among College Students of Gulbarga City showed females on higher internal LOC compared to males.

Table 1.3 – Showing the significant difference in scores of Female young adults & Male young adults in External LOC.

Variable	Mean		Standard deviation (SD)	Standard Error of deviation (SED)	t-value
	M	F			
External LOC	46.8	39.92	14.7	4.116	1.67*

\*significant at 0.05 level.

As depicted in table no 1.4 the Hypothesis 4: Male Young Adults would be higher in External LOC as compared to Female Young Adults is partially accepted indicating that there's a significant difference in External LOC of male young adults and female young adults at 0.01 and 0.05 level. And also on basis of Mean scores male scored 46.8, Mean score of femle is 39.92, Male young adults scored higher compared to Female young adults.



The result shows there's a significant difference between male and female young adult's external LOC meaning males having higher external locus of control have always a belief in their mind that they don't have any control over what is happening around them and other people will control their actions and these people have to simply obey them. Rotter (1990) has described that external locus of control as "the degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable, male young adults are very much passive and always look at the things as they happen and they feel they can do very little about it, They are more likely to attribute their success to luck and not their own efforts, Vahideh Fatemi (2016), study on Study of Locus of Control in Female & Male MSC students showed that males have high external LOC they consider their failure to external factors, Sherman et al. (1979), study on effect of gender, age, grade level, subjects & family control on LOC college students showed males are more reliant on chance factor than females, Further, the findings corroborated by studies Walky (1979), study on gender perspective on leadership acquisition across Qatar and Denmark showed males perceive higher control on powerful others and chance factor than females.

**Table 1.6– Showing the correlation coefficient between Emotional Intelligence and LOC among young adults:**

Variable	Correlation(r) value
Emotional intelligence and internal LOC	0.9031
Emotional intelligence and external LOC	0.4621

As depicted in table no 1.6 the Hypothesis 6: Emotional Intelligence would be positively correlated with LOC among Young Adults across gender is accepted indicating that emotional intelligence is **highly positively correlated** with the internal locus of control (  $r = 0.9$  ) and positively correlated with external locus of control (  $r = 0.46$  ) indicating that there's a positive correlation between emotional intelligence and LOC (both internal and external) among young adults stating that those who are emotionally intelligent tend to be have both internal as well as external Locus of Control these people believe they have both internal and external control over their achievements and failures those who are emotionally intelligent tend to have a flexible tendency to deal with situations, young adults who are emotionally intelligent and have both internal and external LOC tend to have high achievement motivation, be more purposeful and goal directed more sociable, active ,less neurotic and dogmatic, as LOC is a positive correlate of mental strength so being emotionally intelligent helps individual to succeed in all sectors of life especially helps in dealing when in crisis, Further, the findings corroborated by studies Dawan Ejomah (2014), study on Emotional Intelligence and LOC as predictors of academic achievement among secondary school students in Lagos metropolis showed positive correlation between emotional intelligence and Locus of Control. Omoniyi, Mary Banke Iyabo (2014), study on Relationship between Locus of Control, Emotional Intelligence and Subjective Happiness among Widows Implications for Psychological Mental Health showed positive correlation between emotional intelligence and LOC Sandra and Eccles (2012); Sandra Gildea (2012), study on Emotional Intelligence and Locus of Control: Fate, Faith, or Personal Control, showed emotional intelligence is positively correlated with Locus ,of Control, study on Emotional Intelligence and Locus of Control:Fate, Faith or Personal Control findings showed that Emotional Intelligence was positively correlated with internal personal control and Kulshrestha & Sen(2006), study on Well-being in relation to Emotional Intelligence & LOC result showed Emotional Intelligence & LOC significantly correlated with well-being and Emotional Intelligence and LOC are positively correlated.

**Summary Chart**



Hypothesis	Status	t-value	Level of Significance	Correlation value ( r )
Hypothesis 1	Accepted	2.3917**	Significant at 0.05 and 0.01 level.	-----
Hypothesis 2	Rejected	0.0576	-----	-----
Hypothesis 3	Accepted	3.284**	Significant at 0.05 and 0.01 level.	-----
Hypothesis 4	Accepted	1.67	Significant at 0.05 level.	-----
Hypothesis 5	Accepted	-----	-----	0.08
Hypothesis 6	Accepted	-----	-----	r = 0.9031 (Highly correlated with internal LOC). r = 0.4621 (positively correlated with external LOC).



The purpose was to study the Self –Regulation, Locus of Control in relation to Emotional Intelligence among Young Adults. A correlation design was used to see the relation between the variables and further t-test was applied to see the gender difference. The sample comprises of 50 Young Adults. The major findings of study was that there exists a positive correlation between emotional intelligence and self-regulation and positive correlation between emotional intelligence and locus of control and female young adults were high in emotional intelligence and females young adults were high in internal locus of control compared to male young adults, but due to limited sample size there's an insignificant difference in Self-Regulation of female young adults and male young adults at 0.01 and 0.05 level but on basis of Mean scores female scored high compared to males.

### Results across Parameters

The purpose of the study is to investigate the Self regulation and Locus of control in relation to Emotional Intelligence of Young Adults, the result indicates that hypothesis 1 is accepted indicating female young adults are high on emotional intelligence and hypothesis 2 is(rejected) but females scored high in self regulation compared to males on basis of means, hypothesis 3 is accepted female young adults high in internal LOC, whereas male young adults are high on external LOC (hypothesis 4 is accepted)and there exists a positive correlation between the emotional intelligence and self regulation(hypothesis 5 is accepted) among young adults across gender and positive correlation between emotional intelligence and locus of control among young adults across gender (hypothesis 6 is accepted) indicating that emotional intelligence plays an important role in regulation of emotions of one's own self as well as of others' and those who are emotionally intelligent tend to have both internal and external locus of control & believes that control resides internally within them, or externally, with others or the situation they have flexible personality and adjusting traits to deal with the situations specially when in crisis. Being emotionally intelligent indicates one's cognitive ability for self reflection and understanding of emotion they've the ability to appraise other emotions and skills to manage relationships and to adjust one's own emotional response accordingly to suit a situation being emotionally intelligent will help the young adults to manage their emotions and to deal with environment effectively this will help the young adults to deal effectively with stress, anxiety, depression and an achieve success with no hindrance as better youth will lead to strong parents as the period of early adulthood is the most problematic and longest period of human life where exploratory and selecting stage of maturity develops, this is the stage of emotional tension and a time of social isolation(Hurlock), period of early adulthood is full of transitions where the parenting and nurturing role plays an important role as being emotional intelligent has an heredity and environment effect because the kind of social modelling child has been exposed and type of personality develop and parenting type child has received predicts the self image that is being created and kind of identity crisis the child will face in later life also the attachment styles is a great predictor of personality and attachment pattern the child will develops so being emotionally intelligent and having good self-regulation has an interlinked factors that is being determined at early stages of childhood which is reflected in later life. Being emotionally intelligence helps individual to balance the both positives and negatives in life and to have resilience to bounce back to normal stage when met with crisis lack of these qualities and skills might lead to pathology if not dealt properly or not given proper interventions timely.

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