

Research Paper

Emotional Intelligence and Social Desirability Among Late Adolescents; A Study Across Gender and Academic Level

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ABSTRACT

Salovey and Mayer defined emotional intelligence as a type of intelligence that allows people to understand and manage emotions. Social desirability is the tendency for people to present themselves in a generally favorable fashion. The goal of this study is to determine the differences and relationship between social desirability and emotional intelligence levels among late adolescents across gender and postgraduate and undergraduate academic levels. The study was conducted on 84 late adolescents aged 18 to 25 who were asked to complete the emotional intelligence scale by Hyde, Pethe, and Dhar and the Marlowe-Crowne Social Desirability Scale (MCSDS). Data analysis involved descriptive and inferential statistics of as ANOVA and Pearson's product-moment correlation. The findings suggest that gender and academic level do not play a significant role in determining emotional intelligence or social desirability among late adolescents and also positive correlation between emotional intelligence and social desirability, indicating that individuals who possess higher emotional intelligence are more likely to display socially desirable behaviors.

Keywords: *Emotional Intelligence, Social Desirability*

Adolescents are the ones in the transition from childhood to the period of adolescence marked by significant cognitive, emotional, social, and physical changes. As individuals go through puberty physical and hormonal changes leading to sexual maturity may affect their regulation of emotion, mood, and behaviour. This stage also includes aspects of significant social role shifts that calls for certain reaction and behaviour from the individual. People go through three periods of adolescence in their lives: Early adolescence, Middle adolescence, and Late adolescence. Each stage has unique traits, distinct characteristics, and advancements in terms of cognitive, social interaction, and emotional development.

Early adolescence is the stage in which rapid physical growth and sexual development occur. Changes can start as early as age 8 in females and 9 for males but can become more obvious in adolescence. Preteens' thoughts and feelings are mostly about themselves making them egocentric and self-conscious. They try to be part of the peer group. Middle

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adolescence is the period where physical growth slows down. Children when they get to this stage will be capable of abstract thinking and logical decision-making. Some teenagers desire to stand out as individuals others desire to be part of the peer group.

Teenagers after going through their first 2 rounds of the stage enter the final stage of adolescence called the late adolescence period. By the time adolescents reach this stage most of them have reached their peak physical growth. This late adolescence period is also referred to as emerging adulthood it is a developmental stage that is neither adolescence nor young adulthood but is theoretically and empirically distinct from them both, spanning the late teens through the twenties, with a focus on ages 18 to 25. Emerging adulthood is distinguished by relative independence from social roles and normative expectations. Having left the dependency of childhood and adolescence, and having not yet taken on the responsibilities that are normative in adulthood, emerging adults engage in identity exploration, a process of trying out various life possibilities (e.g., in love, work, and worldviews) and gradually moving toward making enduring decisions. During this period, individuals have the highest rates of residential instability (change) of any age group and see themselves neither as adolescents nor entirely as adults (American Psychological Association).

The characteristics of Late adolescents

Cognitive development: Late adolescence is a period in which complex thought processes are employed to concentrate on ideas and choices. Development of view for alternative ideas, justice, and focused thinking about social roles in adult society (Amy Ramsey). Ability to think critically and solve problems. Giving judgement through abstract reasoning also develops.

Increased autonomy and identity exploration: Even though adolescent behaviour and development are influenced by social context the self also evolves to become an important source of value and intrinsic motivation, with increasing development and exploration of identity commitments and autonomy, the self can be utilized for self-regulation and other motivated behaviour. In particular, identity-based and other self-related values are considerably changed, either in terms of the content of identity in a different context or the relative importance of different aspects of identity that might promote different behaviour. (Jennifer H. Pfeifer Elliot T. Berkman ,2018).

Future Orientation: An individual's future orientation is full of images, and ideas a person has about the future and these are often mirrored in hopes and fears he holds about his future (Seigner and Halabi-Kheir, 1998). Late adolescents begin to think more about their long-term goals, aspirations, and plans for the future. They may consider their educational and career pathways, financial independence, and forming long-term relationships or starting a family. late adolescents are reported to have more exploration in commitment to areas of future education, occupation, marriage and family. (Zhang Ling-Ling; Zhang Wen-Xin, 2008)

Some of the challenges faced in the last stage of adolescence are controlling the difficult roles, being aware of the personal assets and areas for improvement, successfully coordinating between skills and various skills, Finding meaning and purpose in the newly found goals and roles, evaluating, implementing and adjusting to the life changes. Dealing with these challenges requires psychosocial, physical and cognitive skills of individuals it

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also requires social support a sense of self-worth and self-control over their emotions and behaviour (Eccles and Gootman, 2002)

Emotional intelligence

Emotional intelligence is the ability of the individual to understand, manage and be aware of one's own emotions and to express the same to successfully handle social situations empathetically and effectively. It is an individual's ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Mayer, Salovey 1990)

Emotional intelligence makes one accurately assess and express feelings (Arnold 1990) and it is crucial to understand why one individual can thrive in life while others with the same capabilities may struggle. According to Goleman (2009), emotional aptitude is a meta-ability, a basic skill for living determining how well we can use whatever other skills we have, including raw intellect. To be able to control emotional impulsivity, detect another's thoughts and feelings, to navigate interpersonal relationships with dignity is a rare skill.

Salovey explains 5 domains of emotional intelligence

1. Being aware of emotions and recognizing them as they arise. The capacity to continuously observe one's emotions is essential for developing psychological clarity and self-awareness. Failure in recognizing these emotions will lead to difficulties in life.
2. Managing emotions, and controlling and balancing emotions are equally important as it adds to self-awareness. People who struggle to handle emotions often experience psychological distress in contrast to those who are better able to manage their emotions and can rebound from life's challenges.
3. Motivating self, To improve competence, self-motivation, and to improve concentration to attain a task at hand can be made possible by suppressing unwanted emotions. This may make individuals highly capable to handle and completing the task at hand enabling them to become highly productive and motivated.
4. Recognizing and acknowledging others' emotions. This conveys the impression of empathy; it is the capacity to understand others feeling and experience them as their own. This ability can make people thrive in caring professions.
5. Managing relationships and emotional intelligence can be correlated to leadership and interpersonal effectiveness as it also involves managing emotions in others.

Consequences of Low Emotional Intelligence

Inability to recognize emotions effectively in both self and others. It includes failure in using this knowledge to guide one's thinking and behaviours. There are different ways in which low emotional intelligence might manifest itself in a person.

The characteristics of those with low emotional intelligence are listed below (Kendra Cherry, 2022)

- Individuals with low emotional intelligence always try to prove their views even with contradictory proof. They often get into arguments with colleagues, family members and even strangers.
- These individuals are ignorant and insensitive to other people's feeling and gets annoyed when others expect them to understand.

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- They get puzzled as to what to say at the right time and have trouble distinguishing between proper and improper situations, and appropriately responding to emotional tone and atmosphere.
- They also show less capacity to deal with intense emotions often making them walk away from problem situations or shield emotions rather than resolve them.
- These individuals have small groups of close relationships as they struggle to make friends due to their inability to express emotions. They are often perceived as rude and abrasive.
- Low EQ individuals often dominate the conversation they always desire to be the topic of discussion.
- Poor emotional intelligence can also manifest itself in terms of poor mental health.
- Research says that low emotional intelligence is correlated with depression. (Syeda Shahida Batool, Ruhi Khalid,2009).
- Usage of alcohol and drug-related substances can be predicted by low emotional intelligence (Riley, H., & Schutte, N. S.,2003).

Emotional Intelligence and Late Adolescents

Late adolescents who are approaching adulthood must undergo life changes and make choices about their future. By emerging adulthood, people are more self-reliant and capable of handling responsibility and taking on an active role in their own development.

Studies show that late adolescents' emotional perception and social effectiveness plays a significant role in developing positive attitude and behaviours. Emotional intelligence will promote interest in community initiatives and prosocial behaviours and also reduces antisocial behaviour in late adolescents (Marco et. al,2022)

Higher emotional intelligence is negatively correlated with peer conformity in adolescents which may mean that late adolescents with better emotional intelligence might not engage in negative behaviours influenced by their peers (Yunalia, E. M., & Etika, A. N.,2020). A person who is intelligent and emotionally mature are capable of regulating their emotions well and adapting to their surrounding (Dariyo, 2017).

Emotional intelligence could be one of the risk factors for developing behavioural issues during the adolescent years. Children who fail to develop adequate emotional intelligence may contribute in terms of internalising and externalizing these disruptive behaviours in the later stage of maturation (Liau. Et. al. 2003). As they age individuals will also increase their ability to understand and comprehend their own and others' emotions (Kaufman et al., 2008) According to Bar-On (2006), having a high emotional intelligence level helps in maintaining a state of harmony inside oneself and ultimately makes one more self-confident when facing daily obstacles. There is evidence that adolescents' males and females differ in their capacity to perceive and manage their emotions (L. Sati and S. Gir,2016). Social expectations such as boys should be distant and controlled when it comes to expressing their emotions while girls are given the freedom to express and reflect on feelings resulting in a huge gap in emotional sensitivity (Berk, 1992). Also, studies have shown that emotional intelligence acts as a barrier against suicidal thoughts and actions in late adolescents (Cha & Nock, 2009). Emotional intelligence is also correlated with resilience, and self-efficacy making them less anxious, depressive and reactive (Mary Rachelle R. Wapaño,2021).

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Emotional intelligence has a direct effect on academic achievement in students (Ana Costa, Luísa Faria,2020). In undergraduate students, there was a positive association between emotional intelligence and academic success (Suleman Q et. al,2019). Emotional intelligence also increases with age and experience among postgraduate students (Ravikumar et. al,2017). Hence according to several research emotional intelligence plays a major role in managing several aspects of life factors in late adolescence.

Social desirability

When gathering individuals' accounts of themselves they make crucial assumptions about what others think about them. Social desirability is the extent to which someone or something (a trait, attribute, or the like) is admired or considered valuable within a social group (APA). It is a defensive inclination to avoid criticism and present oneself as conforming to social norms. The presence of social desirability can be seen even in childhood and adolescence. Whereas is not the same as social approval while both are viewed as permanent traits (NIH). Social approval is the need to receive a favourable answer (Hebert JR et al.,1997) Social desirability is real and intriguing because it can predict individual behaviour differences. Paulhus defines social desirability as the inclination to show a response that makes one look good. His 2-component model shows a high correlation with the measure of adjustment and other personality traits. According to Paulhus Self-deception and impression management are two basic components of social desirability. Impression management is the deliberate effort made by people to deceive and change the perceptions that others have of them. Self-deception refers to the positive attitude even exaggerated that individuals have of themselves (Paulhus & Reid, 1991). Particularly impression management is related to responses in the less anonymous situation. Whereas self-deception is an unconscious response distortion because of high self- esteem. Hence it is important to control impression management statistically (Paulhus, 1981). The individuals while taking tests shows a correlation between socially desirable responses and self-esteem (Baumeister, 1993).

The links between trait social desirability and the establishment and management of both relationships of marriage or friendships. Hence social desirability is found to be crucial for various types of social success (Russell & Wells, 1992; Twenge et.al., 2007). A person with the high attribute of social desirability would probably deny being envious of somebody else's success because being envious is not often accepted by others. This could potentially damage one's reputation. Being socially acceptable not only helps to maintain a personal positive reputation but also contributes to it (Uziel, 2010). Social desirability could also be because of the need to conform to social norms and it can be measured as both personality and item characteristics.

“The Marlowe-Crowne scale continues in wide use, but I am afraid that a lot of it pursues a chimaera. Many investigators still think that by identifying respondents with high social desirability scores, research on other personality variables can be decontaminated. But I believe, more strongly now than ever before, that social desirability as we defined and measured it, represents a personality variable in its own right “ - Douglas P Crowne

Marlowe & Crowne (1961) in their scale measures the need for social approval, where they consider social desirability as a personality trait. They measure 2 components in their scale desirable but uncommon behaviours and undesirable but common behaviours. High scores on the scale showed obedience to the rules and regulations (Marlowe & Crowne, 1961), they

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generally exhibited “conventional, polite, acceptable behaviour and based their action on cultural conventions” (Crowne & Marlowe, 1964). High scores on the scale display “a socially conventional, dependable persona” Paulhus (1991). There is much confusion about the usage of MCSD as to use it to measure response bias or personality traits. The results of recent studies show that using the social desirability scales to correct scores does not improve results ((Ellingson et al.) in fact it reduces the validity of the test as social desirability is considered a personality trait (McCrae & Costa, 1983).

P.J. Watson and Ronald J. Morris (1991) argue that dimensions of the Narcissistic Personality Inventory (NPI) Exploitativeness or entitlement forecast poor emotional and cognitive empathy, less social responsibility and lower social desirability scores. On the other hand, leadership is correlated with greater social responsibility. Maladaptive characteristics are marked by socially undesirable traits and a strong need for social approval, even in the presence of positive societal trends such as low divorce rates, low crime rates, and low unemployment rates. However, the lack of correlation between the need for social approval and changes in anxiety and self-esteem over time suggests that these trends among birth cohorts cannot be solely attributed to shifts in response styles. (Twenge, J.M., & Im, C.,2007)

The trait becomes problematic when participants respond in a socially favourable light in self-report questions which may lead to social desirability bias. This may affect the result of the study as individuals conceal their true identity and opinion. Social desirability bias mainly occurs when individuals are expected to answer items that revolve around personal information, drug use and other sensitive issues (Kassiani Nikolopoulou, 2022).

REVIEW OF LITERATURE

The research carried out by Priya D., & Jaswanti V. P. (2022). On the topic “Relationship between parenting styles and emotional intelligence among late adolescents in Chennai”. A total of 89 adolescents in Chennai were asked to complete a questionnaire of parental authority and quick emotional intelligence self-assessment scale. The conclusion of the study showed that there is a positive correlation between parenting styles and emotional intelligence also it implies that there is no significant gender difference in the level of emotional intelligence.

Gamal, A.A. et.al., (2022) conducted a study on the topic “Social desirability and its relationship to emotional intelligence among students of the Faculty of Education - Minia University”. The sample of the research consisted of 755 students. The balanced inventory of desirable responding (Paulhus, 1991) translated by the researcher and the emotional intelligence scale (Hussein& Abd El-Hamid, 2013) were used as tools. The results of the research revealed that there was a significant correlation (0,01) between social desirability and emotional intelligence ($r= 0,43$).

Sureka V. & Nethravathi. R (2020) “Influence of emotional intelligence and level of education on academic procrastination among undergraduate and postgraduate students”. The study was conducted on 365 female undergraduate and postgraduate students. Tools used were ‘Schutte Emotional Intelligence Scale’ and the ‘Academic Procrastination Scale’. Findings showed that there are no significant differences between undergraduate and postgraduate students.

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Kant, R. (2019) conducted a study on “emotional intelligence: a study of university students”. This study aimed to determine the level of intelligence of university students and explore the differences between emotional intelligence based on sex, locality, course level and school with 200 students in Bihar. The results of the study showed male and female students’ emotional intelligence had a significant difference in emotional intelligence. Females are emotionally more intelligent on the basis of high average values also UG students showed higher emotional intelligence, but this was not significant.

Tyagi. N, Komal (2018) conducted a study on ‘Study of Emotional Intelligence of adolescent students of senior secondary school In Relation to their Sex and Locale’, 200 senior secondary students were the sample for the study from the Ghaziabad district of Uttar Pradesh. For the collection of necessary information investigator used Emotional Intelligence Inventory- MEII by Dr S.K. Mangal and Shubra Mangal. The results of this research inferred that secondary school students studied in schools of urban localities have better EI than the students of schools of rural areas but gender-wise students do not differ significantly in emotional intelligence.

Ghosh, Subhajit & Srivastava, Asheesh. (2017) In their research “A Study on the Emotional Intelligence of the Post-Graduate Students in Relation to Some Variables” Post- Graduate Students were taken from two Universities in India. The assessment was done using the Emotional Intelligence Scale (EIS) developed by Hyde, Pethe and Dhar. Mean, Standard Deviation and t-test of the study revealed that Postgraduate students have a high level of emotional intelligence.

In the study conducted by Sati, L., & Gir, S. (2016). “Emotional Intelligence of Late Adolescent Boys and Girls Belonging to Nuclear Family”. The total sample for the study was 120 late adolescents aged 16 to 18 years from Udaipur City. To assess emotional intelligence, Mangal’s emotional intelligence inventory (2004) was administered. The result of the study showed that girls had higher levels of emotional intelligence in intrapersonal awareness and interpersonal awareness as compared to boys. Whereas boys scored higher in the dimensions of intrapersonal management and interpersonal management skills.

In the study conducted by Joshi, S., & Thingujam, N. S. (2009) on “Perceived Emotional Intelligence and Marital Adjustment: Examining the Mediating Role of Personality and Social Desirability” The sample consisted of 60 married couples. Based on the score of four self-reported scales of the variables, results showed that cohesion and overall marital adjustment were related to all the sub-scales and overall emotional intelligence and remained significant after controlling for social desirability, extraversion, agreeableness, and conscientiousness.

Magnus et.al., (2006) in their research on “Social desirability: the role of over-claiming, self-esteem, and emotional intelligence” correlated individual difference Marlowe-Crowne scale scores of 198 subjects. Results showed that there is a significant correlation between social desirability response and both self-esteem and emotional intelligence.

Charbonneau, D., & Nicol, A. A. (2002) studied “Emotional intelligence and prosocial behaviours in adolescents.” 134 Military training camp adolescents were asked to evaluate themselves on emotional intelligence and randomly chosen peers evaluated them on prosocial behaviours, indicated by organizational citizenship behaviours, a measure used in

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work organizations. Results showed that in terms of emotional intelligence, the girls performed slightly higher than boys which was not significant.

Hebert, J. R., et.al. (1997) in their study on “Gender differences in social desirability and social approval bias in dietary self-report.”. Data from 1003 young adults participating in the Advice, Ideas and Motivation for My Eating trial, median age 21.7 years, BMI 24.7 kg/m² were included. Biases were measured using Marlowe-Crowne Social Desirability Scale Short- Form, Martin Larsen Approval Motivation Scale, and diet quality using the Australian Recommended Food Score. Social desirability did not differ by gender but females have higher social approval scores than males ($p = 0.009$).

Thornthwaite, M.R. (1981) in his study of “The relationship between identity statuses, perceptions of parents, self-perceptions, and social desirability in late adolescents” investigated identity development in 80 late adolescents of age 18-21 to know how person with different identities statuses perceived themselves their parents and presented themselves in terms of social desirability.

In the review study conducted by Muhammadiyah Malang's Nusaibah Nur Furqan Z.A University. This study contains accurate research findings from 15 studies that have been performed on adolescent difficulties. And says that teenage boys have lower levels of emotional intelligence than girls when compared based on gender differences. Teenagers' conduct is greatly influenced by emotion, particularly during the developmental stages.

Rationale of the study

A late adolescent is on the cusp of adulthood and must make decisions on a course of life, which calls for sound judgement and self-worth, controlling their emotions and behaviours. Meanwhile, in this phase of life, they will be well known with the social norms and show those behaviours which are desirable. Considering that the majority of the age group is in college particularly postgraduate and undergraduate programmes on way to face social, and professional academic challenges which often require emotional regulation. Hence the current study aims to find out whether emotional intelligence is related to social desirability in late adolescents across gender and academic level.

METHOD

Aim

The aim of this study is to examine the level of emotional intelligence (EI) and social desirability (SD) among late adolescents across gender and academic level and to find out the relationship between the variables.

Research Questions

- Is there a significant difference in the level of emotional intelligence among male and female late adolescents across academic levels?
- Is there a significant difference in the levels of social desirability among male and female late adolescents across the academic level?
- Is there a significant relationship between emotional intelligence and social desirability among late adolescents?

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Objectives

- To examine any significant differences in the level of emotional intelligence among male and female late adolescents across academic levels.
- To examine any significant differences in the levels of social desirability among male and female late adolescents across the academic level.
- To examine any significant relationship between emotional intelligence and social desirability among late adolescents.

Hypotheses

- **H1:** There is no significant difference in the level of emotional intelligence among male and female late adolescents across academic level.
- **H2:** There is no significant difference in the levels of social desirability of among male and female late adolescents across academic level.
- **H3:** There is no significant relationship between emotional intelligence and social desirability among late adolescents.

Variables

Independent variable

- Gender-Male and Female
- Academic level-Post graduates and Undergraduates

Dependent variable

- Emotional intelligence and social desirability

Sample description

Convenient sampling method was employed to select the participant. The sample consists of 84 late adolescents of age 18-25 across gender and academic level belonging to the locality of Ujire, Mangalore.

Table 3.1 Sample Composition

	Male	Female	Total
Postgraduates	21	21	42
Undergraduates	21	21	42
Total	42	42	84

Inclusion criteria

- Male and female late adolescents going to undergraduate and postgraduate courses.
- 18-25 years of age.
- Those who know to read and write English.

Exclusion criteria

- Employed and Married Late Adolescents.
- Those who are studying in other courses.

Operational definitions

Emotional intelligence is the ability to process information about your own emotions and other people's. It's also the ability to use this information to guide your thoughts and behaviour (Mayer & Salovey 1997).

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Social desirability is the tendency for people to present themselves in a generally favourable fashion (Holden,2001).

Late adolescence period is also referred to as emerging adulthood it is a developmental stage that is neither adolescence nor young adulthood but is theoretically and empirically distinct from them both, spanning the late teens through the twenties, with a focus on ages 18 to 25(APA).

Postgraduates and Undergraduates represent different stages of higher education, with postgraduates typically being more experienced and advanced in their studies compared to undergraduates.

Research Design

This study is Exploratory in nature which utilized a quantitative technique and it adopts a 2*2 factorial design, survey method was used to collect necessary data.

Assessment Tool

Hyde A, Pethe S, and Dhar U created the emotional intelligence scale in 2002. It uses a five-point scale from strongly agree to strongly disagree and has a total of 34 items spread across its 10 subscales. The scale is used to determine how each person's emotions differ from one another. Self-awareness, empathy, self-motivation, emotional stability, managing relationships, integrity self-development, value orientation, commitment, and altruistic behavior are the 10 subscales.

Scoring -On a five-point scale, the emotional intelligence scale was scored as follows: 1 for strongly disagree, 2 for disagree, 3 for uncertain, 4 for agree, and 5 for strongly agree. The sum of all response values for each item on a subscale yields the final raw score. A higher score denotes greater emotional intelligence, whereas a lower number denotes less emotional intelligence.

Table 3.2 Norms of the scale

Raw scores	Interpretation
85 and above	High
52-84	Average
51 and below	Low

Reliability and Validity

The reliability of the scale was determined by calculating the reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88 validity was found from the coefficient of reliability by calculating the reliability index which indicated high validity on account of being 0.93.

Marlowe-Crowne Social Desirability Scale (MCSD)

The MCSD was initially created by Crowne and Marlowe (1960) as a measure of social desirability response in self-reports, later studies on the same revealed that the construct tapped into more than one purpose. Crowne and Marlowe focused on ordinary personal and interpersonal behaviors. Fifty such items were assembled and reduced to 33 by item analyses and ratings of experienced judges (Paulhus,1991, p.p17).

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The 33 items describe either (a) desirable but uncommon behaviors (e.g., admitting mistakes) or (b) undesirable but common behaviors (e.g., gossiping).

Scoring

Respondents are asked to respond "True" or "False" to 18 items keyed in the true direction and 15 in the false direction. Hence, scores range from 0 to 33, with higher scores representing a higher need for approval.

Statements 3,5,6,9,10,11,12,14,15,19,22,23,28,30,32 are keyed in a false direction. Hence if the individual gives a false response it is graded with 1 point and a True response is given 0 points. Statements 1,2,4,7,8,13,16,17,18,20,21,24,25,26,27,29,31,33 are keyed in a true direction. Hence if an individual gives a true response it is graded with 1 point and a false response is given 0 points. In the end, the total raw score is calculated and determined whether the social desirability is high or low.

Table 3.3 Norms of the Scale

Raw scores	Interpretation
20-33	High
9-19	Average
0-8	Low

Reliability

Internal Consistency reliability of alpha coefficients ranged from .73 to .88 in the samples reported. Crowne and Marlowe (1964) reported a test-retest correlation of .88 over 1 month. Fisher (1967) reported a value of .84 over a 1-week interval.

Validity

A series of studies, summarized in Crowne and Marlowe (1964), uncovered a broad range of correlates suggesting the existence of an underlying motivational construct, namely, the need for approval. For example, evidence showed that, compared to low scorers, high scorers on the MCSD respond more to social reinforcement, inhibit aggression, and are more amenable to social influence. (Paulhus, 1991).

Procedure

The purpose of the was explained to the participants. The participant's willingness to participate in the study was ascertained and consent was taken. Data from the participants was collected from SDM Undergraduate and Postgraduate colleges of ages between 18-25. Participants were given Marlowe-Crowne Social Desirability Scale (MCSD) and Emotional intelligence scale along with a section of demographic data to fill in with clear instructions. The collected data was then scored and analyzed using a suitable test in SPSS ver.22.

Ethical considerations

- Institutional approval was taken for conducting the research.
- Consent was asked from the participants before collecting the data and confidentiality was maintained throughout the study.

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Statistical analysis

Descriptive statistics

Mean and Standard deviation: To find the level of emotional intelligence and social desirability among late adolescents.

Inferential statistics

A two-way analysis of variance is used to test the significance of emotional intelligence and social desirability among late adolescents across gender and academic level. The interaction effect of gender and education was also found.

Pearson's product-moment coefficient correlation is used to know the relationship between Emotional intelligence and social desirability among late adolescents.

RESULTS AND DISCUSSION

In this chapter, the data obtained from the quantitative research presented were analyzed using the normality test, two-way analysis of variance, and Karl Pearson's coefficient of correlation. A normality test was done followed by a t-test to understand the significant difference in the level of emotional intelligence and social desirability among undergraduate and postgraduate late adolescents across gender. The coefficient of correlation between variables' emotional intelligence and social desirability was obtained through Karl Pearson's coefficient of correlation.

Results and discussion

Section 1: Socio-demographic details of participant

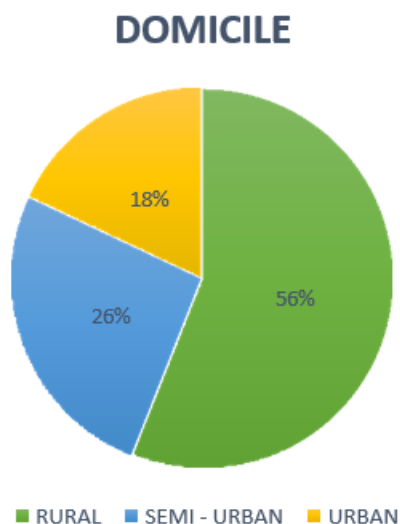


Figure 4.1 Percentage of Domicile

Out of 84 samples collected 18% belongs to urban domicile, 26% belong to semi-urban domicile and 56% belong to rural domicile.

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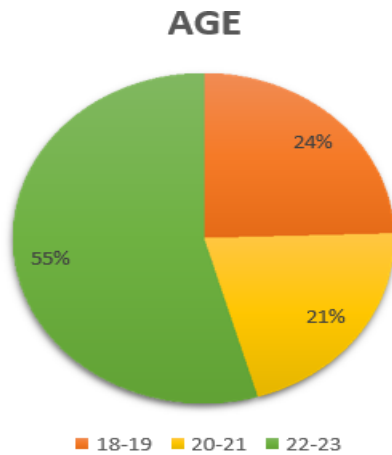


Figure 4.2 Percentage of late adolescents across age

Among the total samples, 50% of late adolescents are of age 22-23, 21% are 20-21 years old and 24% belong to the 18-19 age range.

Section 2. Results of two-way analysis of variance and Pearson -product-moment correlation.

Table 4.1 Mean and standard deviation of emotional intelligence among late adolescents.

Academic level	Gender	N	Mean	SD
Post Graduates	Female	21	133.57	15.622
	Male	21	135.76	16.688
	Total	42	134.67	16.004
Under Graduates	Female	21	130.67	8.604
	Male	21	134.38	11.728
	Total	42	132.52	10.332
Total	Female	42	132.12	12.543
	Male	42	135.07	14.263

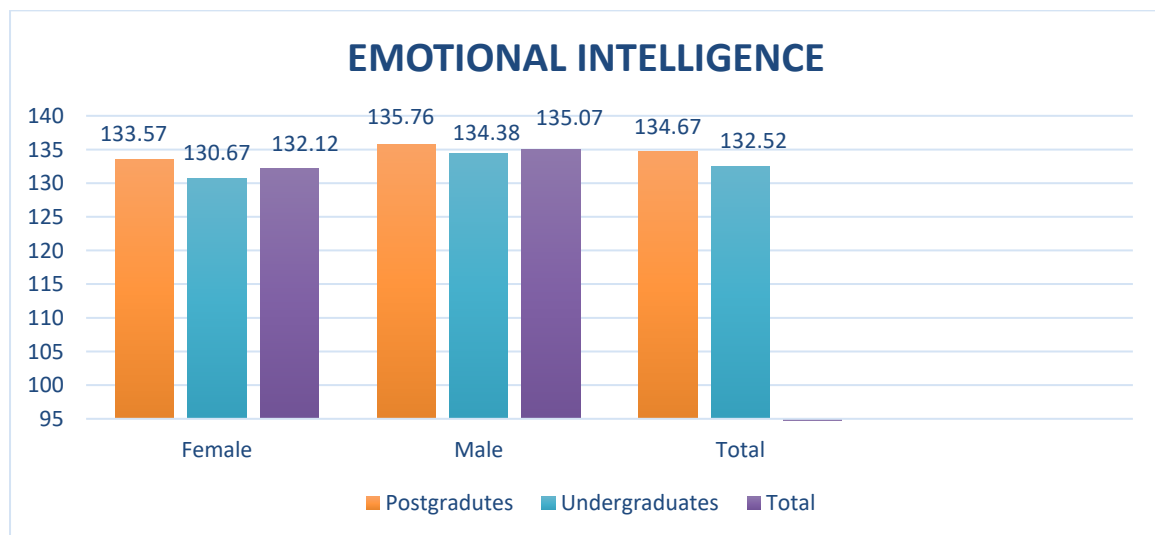


Figure 4.3 Mean scores on emotional intelligence across gender and academic level.

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Table 4.2 Two-way analysis of variance for emotional intelligence among late adolescents across gender and academic level.

Variable	Sum of squares	df	Mean square	F	Sig
Gender	183.04	1	183.04	.997	.321
Academic level	96.429	1	96.429	.525	.471
Gender *Academic level	12.19	1	12.190	.066	.797

From Table 4.1 Among Male and Female late adolescents’ male shows higher emotional intelligence than females with a mean score of 135.07 and 132.12 respectively. The total mean of 134.67 and 132.52 at the academic level indicates that postgraduates have higher emotional intelligence than undergraduates.

Hypothesis H1 stating that there is no significant difference in the level of emotional intelligence among male and female late adolescents across academic level was tested using two-way ANOVA. From Table 4.2 the obtained significant value for gender is 0.321 and for academic level is 0.471, which is not significant at 0.05 level. Hence null hypothesis stating there is no significant differences in the level of emotional intelligence among male and female late adolescents across academic level is accepted. The research carried out by Priya D., & Jaswanti V. P. (2022) also found that there is no significant gender difference in the level of emotional intelligence among late adolescents. Sureka V. & Nethravathi. R (2020) in their study findings showed that there are no significant differences between undergraduate and postgraduate students.

Hypothesis H3 stating that there is no significant interaction effect of gender and academic level on emotional intelligence among late adolescents was tested using two-way ANOVA. The obtained significant value for the interaction effect between gender and academic level is 0.797 which is not significant at 0.05 level. Hence H3 is accepted.

Table 4.3 Mean and standard deviation of social desirability among late adolescents across gender and academic level.

Academic level	Gender	N	Mean	SD
Post Graduates	Female	21	18.57	4.578
	Male	21	18.71	3.633
	Total	42	18.64	4.095
Under Graduates	Female	21	18.10	3.999
	Male	21	18.62	2.872
	Total	42	18.36	3.449
Total	Female	42	18.33	4.252
	Male	42	18.67	3.251

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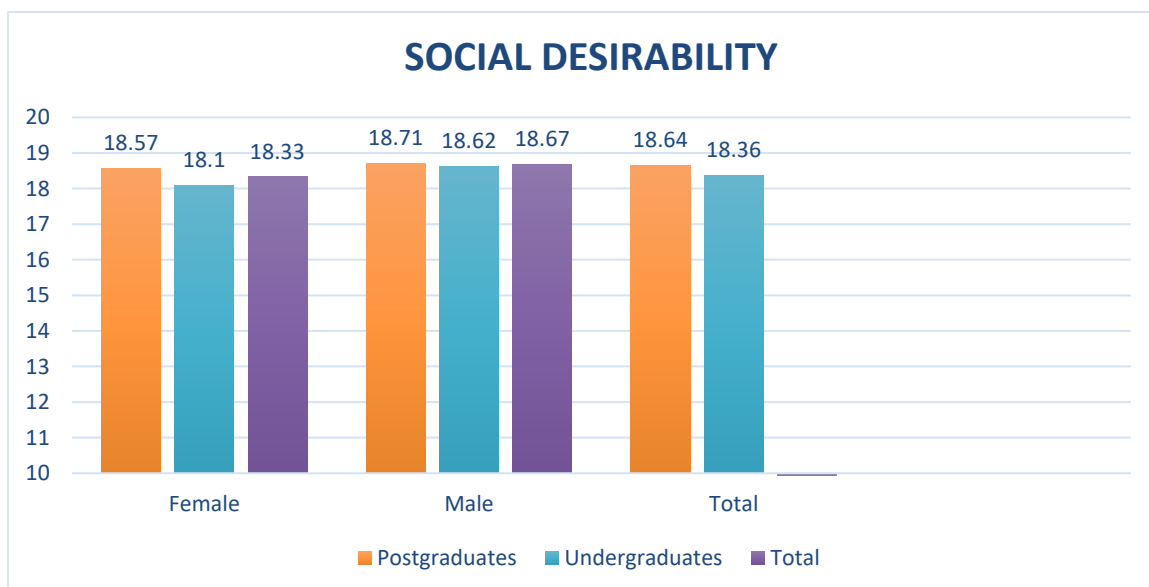


Figure 4.4 Mean scores on social desirability across gender and academic level.

Table 4.4 Two-way analysis of variance of social desirability among late adolescents across gender and academic level.

VARIABLE	Sum of squares	D	Mean square	F	Sig.
Gender	2.333	1	2.333	.159	.691
Academic level	1.714	1	1.714	.117	.733
Academic level*Gender	.762	1	.762	.062	.820

From Table 4.3 Among male and female late adolescent males show higher social desirability than females with a mean score of 18.67 and 18.33 respectively. The total mean of 18.64 and 18.34 at the academic level indicates that postgraduates have higher social desirability than undergraduates.

Hypothesis H2 stating that there is no significant difference in the level of social desirability among male and female late adolescents across academic level was tested using two-way ANOVA. From Table 4.4 the obtained significant value for gender is 0.691 and for academic level is 0.733, which is not significant at 0.05 level. Hence null hypothesis stating there is no significant differences in the level of social desirability among male and female late adolescents across academic level is accepted. Research findings of Hebert, J. R., et.al., (1997) also showed that social desirability did not differ by gender.

Hypothesis H4 stating that there is no significant interaction effect of gender and academic level on social desirability among late adolescents was tested using two-way ANOVA. The obtained significant value for the interaction effect between gender and academic level is 0.820 which is not significant at 0.05 level. Hence null hypothesis H4 is accepted.

Table 4.5 Coefficient of correlation between emotional intelligence and social desirability among late adolescents using Pearson’s product-moment coefficient correlation.

VARIABLES	Emotional Intelligence	
	p-value	r- value
Social desirability	.009	.405**

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Hypothesis H5 stating that there is no significant relationship between emotional intelligence and social desirability among late adolescents was tested using Pearson's product-moment coefficient correlation. The significant value obtained is 0.009 which is significant at 0.01 level. The correlation value between variables is 0.405 which indicates a positive correlation between social desirability and emotional intelligence. Hence null hypothesis H5 is rejected. Gamal, A. A. et.al., (2022) in their research the results also revealed that there was a significant correlation between social desirability and emotional intelligence.

SUMMARY AND CONCLUSION

Overview

The chapter provides a brief description of the current research, major findings, conclusions, implications, limits, and scope for future research.

Summary

The present study was undertaken to examine the level of emotional intelligence and social desirability among male adolescents across gender and academic level taking gender (male and female) and academic level (postgraduates and undergraduates) as independent variables, social desirability and emotional intelligence as dependent variables. The sample included 84 late adolescents comprising 42 females and males. A convenient sampling technique was used to collect data by adopting an exploratory research design. The tools used in the study were the Emotional Intelligence Scale (Hyde A, Pethe S, and Dhar U,2002) and Marlowe-Crowne Social Desirability Scale (Crowne and Marlowe,1960). The obtained results were analyzed using two-way ANOVA and Pearson's product-moment correlation to test the hypothesis.

Major findings of the study

- There is no significant difference in the level of emotional intelligence among male and female late adolescents across academic level.
- There is no significant difference in the levels of social desirability among male and female late adolescents across academic level.
- There is a significant relationship between emotional intelligence and social desirability among late adolescents.

CONCLUSION

In conclusion, this study aimed to explore the relationship between emotional intelligence and social desirability among late adolescents across gender and academic level. The results of the study showed that there was no significant difference in emotional intelligence and social desirability scores between male and female participants, these findings suggest that gender and academic level do not play a significant role in determining emotional intelligence or social desirability among late adolescents. Results also showed a positive correlation between emotional intelligence and social desirability, indicating that individuals who possess higher emotional intelligence are more likely to display socially desirable behaviors. However, further research is needed to better understand the complex relationship between emotional intelligence and social desirability among adolescents.

Limitations

- Study was limited on the basis of the number of samplings. (N=84).

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- Samples were taken from Mangalore, Ujire.
- The data was not randomly selected.
- The study was limited to only 2 variables.

Implications

- The findings of this study can help those individuals who work with late adolescents.
- The implications of these findings are that the integration of emotional intelligence training into educational programs and mental health interventions may help promote socially desirable behaviors.
- This finding highlights the importance of gender-inclusive approaches to promoting emotional intelligence and social desirability in this population.

Scope for further studies

- The study could be done on a more generalized sample from different regions and age groups for better understanding.
- Research can be extended to study the variables in other stages of adolescence.
- Examining the cultural factors that may influence the relationship between emotional intelligence and social desirability.
- Qualitative study can be done for an in-depth understanding of the variables.

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Conflict of Interest

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