

**EMPOWERING YOUTH IN TERMS OF PERSONALITY &
EMOTIONAL INTELLIGENCE TOWARDS ACHIEVING
SUSTAINABLE DEVELOPMENT GOALS AMONG YOUTH IN
DR. AMBEDKAR GOVERNMENT ARTS COLLEGE**

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ABSTRACT

The aim of the study was to assess personality and emotional intelligence among young people. According to the United Nations, 18–24-year-olds are considered young people. The type of research is quantitative in nature. The study design is descriptive, and the sampling technique is a simple random sampling from the probability method. Sample size of the study is 50 and the field of study is Dr. Ambedkar Government College of Arts, Vyasarpadi. The data collection tool used the Big Five Personality Inventory to measure personality and the Emotional Intelligence Questionnaire was used to measure the Emotional Intelligence Leadership Toolkit. Data analysis is done by SPSS (Statistics Collection for Social Sciences). Statistical testing uses t-tests. Incorporated in the study. The study results show that most young people need attention because their emotional intelligence and personality are weak. Therefore, the study suggests that young people need to manage their emotional intelligence and be self-aware of their personality, which is the basic self-development that enables them to function effectively towards sustainable development.

KEYWORDS-PERSONALITY, EMOTIONAL INTELLIGENCE, YOUTH, SUSTAINABLE DEVELOPMENT GOAL

INTRODUCTION

Emotional Intelligence & Personality plays a very major role among youth which will pave way for various achievements in their life, personality varies from person to person they may be of any of this ambivert where this personality will impact the individual's emotional intelligence

Emotional Intelligence Emotional intelligence (EI) is the area of cognitive capability that facilitates interpersonal behavior. The term emotional intelligence was popularized in 1995 by psychologist and behavioral wisdom intelligencer Dr. Daniel Goleman in his book, Emotional Intelligence.

According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it Self- awareness, Self- regulation, Motivation, Empathy, and social skills. Emotional intelligence in leadership

1. Self- awareness

Still, you'll always know how you feel, and you'll know how your feelings and your actions affect those around you, If you're self-aware. Being self-aware when you're in a leadership position means having a clear picture of your strengths and weaknesses, and it means behaving with humility.

2. Self- regulation

Leaders who effectively control themselves infrequently attack others with words, make hasty or emotional opinions, treat people the same or compromise their values. Self- control is about being in control. This element of emotional intelligence, according to Coleman, embodies a leader's flexibility and commitment to personal responsibility.

3. Motivation

Self-motivated leaders are constantly working towards their goals, and they've the highest norms for the quality of their work. How can you improve your motivation? Reevaluate why you do your job- it's easy to forget what you really want in your career. So, take some time to remember why you like this job.

However, try the Five Why technique to find the source of the problem, if you aren't happy with your character and you have difficulty remembering why you like it. Starting from scratch helps you see your situation in a new way. Make sure your target statements are fresh and upbeat. To learn more about this, see our article on Target Settings.

4. Empathy

For leaders, empathy is crucial to managing a successful team or association. Compassionate leaders have the capability to involve themselves in the circumstances of others. They help improve those in their group, challenge others who act unjustly, provide constructive feedback, and listen to those in need. Still, you watch by being compassionate, if you want to earn the respect and fidelity of your platoon.

5. Social skills

Leaders who top in the social capacity elements of emotional intelligence are excellent agents. They're open to hearing bad news as well as good news, and they're experts at helping their platoon support themselves and are agitated about a new task or design.

PERSONALITY

The word personality is frequently understood in terms of being beautiful and seductive. They go through the feeling created by the person involved. Being beautiful and being suitable to talk and interact nicely with others will make others say that the person involved is a good personality. People who don't look good or dress well or don't communicate well are considered to have bad personality. But scientifically this isn't the true conception of personality. In fact, psychologists consider any attempt to define personality in terms of social attractiveness for two reasons, first limiting the number and types of actions that are considered important and meritorious to be incorporated into personality exploration. Second, it has the absurd recrimination that some people with particular capacities and traits aren't personality. In this section we will deal with the description of personality put forward by psychologists.

The description of personality presented by Gordon Allport will be presented and there will be a discussion on the conception of personality development. Under personality development, a variety of factors contribute to this, including natural, cerebral, and environmental factors.

DESCRIPTION AND CONCEPTION OF PERSONALITY

Gordon Allport was a pioneering psychologist frequently appertained to as one of the authors of personality psychology. Define According to Gordon Allport (1937), "Personality is the dynamic association within the existent of those sickie-physical systems that determine his unique adaptation to his terrain".

Meaning

Personality, a characteristic way of thinking, feeling, and carrying. Personality embraces moods, stations, and opinions and is most easily expressed in relations with other people. It includes behavioral characteristics, both essential and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group.

REVIEW OF LITERATURE

Desle (2015) aimed at studying the association between personality correlates and emotional intelligence of 274 adolescents (male-137 and female-137). NEO-PI by McCrae and Costa and Emotional Intelligence Scale was used in the study. Pearson product- moment correlation demonstrated that emotional intelligence was significantly and negatively related to Neuroticism;

whereas extroversion was significantly and positively related and openness to experience, and agreeableness was neither positively nor negatively correlated with emotional intelligence.

Nwadinigwe and Azuka-Obieke (2012) attempted to find out the effect of emotional intelligence on the academic achievement of 156 senior secondary school students in Lagos, Nigeria. Students who received emotional intelligence training techniques were compared with the control group of students. The results of the study showed a positive relationship between emotional intelligence skills and academic achievement. The study stressed inculcating emotional intelligence skills in the school curriculum due to its positive impact on academic achievement.

Mahajan and Hoshiaiour (2011) assessed the relationship between academic achievement and emotional intelligence. 140 Students studying in XI class in four schools of Hoshiarpur were selected using multistage randomization of clusters at school and section level for the study. In their study, they found academic achievement was significantly and positively related to the emotional intelligence of boys and girls.

RESEARCH METHODOLOGY

The study is conducted to obtain data on Empowering Youth in Terms of Personality & Emotional Intelligence Towards Achieving Sustainable Development Goals Among Youth in Dr. Ambedkar Government Arts College. A sample size of 50 was selected using the convenience sampling procedure. The sample includes both Middle school and Higher secondary schooling levels of the population since they're the ones who give their views on emotional intelligence not from the primary schooling level, their response determines the reliability of the survey. A survey method is used for collecting data with the help of a questionnaire. The responses from the respondents were collected and analyzed using the SPSS tool package and the study has been carried out based on the collection of the relevant secondary data. Secondary data collection was based on various sources such as published books, articles published in different journals & newspapers, periodicals, conference papers, working papers, and websites.

MAJOR FINDINGS

PERSONAL PROFILE OF THE RESPONDENTS

- Nearly two-thirds of the respondents (72) is Post Graduate.
- Further than three-fourth (92) of the respondents were unattached
- Nearly one-third of the respondents (34) are in the second year.

CORRELATION TEST

- The Pearson correlation coefficient of personality and emotional intelligence is 0.601 ($p = 0.000$) which shows a high degree of positive correlation between personality and emotional intelligence. That's statistically significant.
- Hence $N.H_1$ is accepted.
- The Pearson correlation coefficient of age and emotional intelligence is 0.044 ($p = 0.762$) which shows no correlation between age and emotional intelligence. That's statistically not significant.
- Hence $N.H_2$ is rejected.
- The Pearson correlation coefficient of personality and age is 0.144 ($p = 0.320$) which shows a veritably low degree of positive between personality and age. That's statistically not significant.
- Hence $N.H_3$ is rejected.

SUGGESTIONS FOR FUTURE RESEARCH

- Further research is needed to determine the nature of relationships between personality and emotional intelligence, and to determine whether emotional intelligence concepts can be used effectively to support moral/ ethical development among adolescents.
- Even the social and spiritual intelligence of adolescents can be related to personality for further research.
- Multiple intelligence and its relationship with personality could be a new avenue for research.

CONCLUSION

It's clear that the behavior patterns, thoughts, beliefs and ideologies, patterns of socialization, social cohesion, emotional bonding, simplicity, and sincerity of relationships among youth exist. Still, stress that results from a fast life, which aren't part of a peaceful and relatively slow-paced life. This may have an impact on higher emotional intelligence among youth. Though the influence of parenthood style/ family

Environment on emotional intelligence isn't being studied in the present study, the researcher feels that parenthood style/ family environment may contribute a lot to the development of emotional intelligence among their wards. A busy schedule of both working parents, influence of materialistic nature of areas, nuclear family influence, lone child status, over minding or no caring by parents, dependence of the youth on mobile and other digital technologies and other factors has an influence on the personality of the growing youth and there may be limited scope for development of emotional intelligence. With regards to alike ill effects on developing youth, the researchers, educationists,

psychologists, and policymakers must seriously think of planning suitable remedial and productive measures which include curriculum planning, effective parenthood, and research on the cause and effects of various youth issues. As the present study clearly revealed that area and culture have a distinct impact on emotional intelligence and personality, the development of a mix of mixed personality factors and creation of emotional, social, and multiple intelligences may lead to a prospective positive human growth potential in the long run and one day a dream of a romantic world might come true. Participatory techniques like role-plays, street plays, folk dances, music, puppetry, posters, exhibition, slogan writing, etc. could be used extensively in intervention programs to enhance emotional intelligence and handle social issues. Like activities can be part of the formal as well as non-formal education system.

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