



# The Empirical Impact of Emotional Intelligence on Decision Making Styles among Adolescents

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## Abstract:

Emotions play an important role in carrier decision making process. Adolescence is one of the periods when both the immediate as well as long term effects. This investigation aimed to evaluate the impact of emotional intelligence on decision making style among adolescent of educational institutions of Haryana states. The proposed correlation analysis was assessed with t-test techniques to see difference of emotional intelligence and decision making style among boys and girls. These relations were tested with a sample of 600 participants, 300 girls and 300 boys of educational institutions of Haryana states. The results assessed that boys are higher score on some dimensions of emotional stability, personality integration and independent as compare to girl and girls are higher score on the diminutions of emotional progression and social adjustment as compare to boys.

**Key words:** Emotional intelligence and decision making style.

## 1. INTRODUCTION:

All period in life span are most important, some are special than others because of their immediate effects on behavior and attitude, where as others are significant because of their long term effects. Adolescence is one of them when both immediate as well as long term effects are most important. This period is nighters a child nor a adult. If they behave like a child, they are asked to act,” according their age “And if they try to act like adults they are often accused of being too big for their britches (Hurlock, 2001). It is the stage of revolutionary changes in human life. The adolescent give up old stereotype habits and acquires new outlooks. He has to shoulders new responsibilities. At the end of adolescence he is able to establish his own personality but before he is able to do so, there kind of instability in his behavior. He is not firm in his views, principles and decisions (Chaube, 2002). Adolescence is also a time for rapid cognitive development. In this stage young adolescents have the ability to think out problem. This ability includes classification, learning to organize objects in to a series and reversing operations. The young adolescent understands principles of conversation and uses various approaches to solve a problem (Ginsburg and opper,1998). According to Sternberg(1996) creativity and practical abilities are also important components of intelligence including analytical abilities and memory skills .So how an individual exploit effectively whatever pattern of abilities he is having determine his decision making abilities. Those adolescence who cannot (Stenberg, Ferrari, Clinkenbeard and Gringorenko, 1996 ). Besides all the above discussed factors the most important factor that influences the development of decision making among adolescent is Emotional Intelligence. This is because the rapid development of the era is challenging the adolescents to face the wave of globalization. The overall development of any individual is not possible without having the

ability to regulate ones emotions. Emotional intelligence help to the person to maintain a state of harmony and be more confident in dealing with the challenges of living and learning in educational institutions (Carason and Wilson, 2004). Emotional Intelligence was first introduced by Slavery and Mayer in the early 1990's. Emotional Intelligence is 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. Thus, the emotional intelligence is an umbrella term that captures a broad collection of interpersonal and interpersonal skill. Interpersonal skills comprise of ability to understand once own motivation. Emotional intelligence plays a role in determining the success in life of an individual. Emotions are playing an important role in carrier decision making processes. Brown et al.(2003) state that individual with greater emotional intelligence probably play more trust in their own capacity to confront task related to career decision making .Emmerling and Cherness (2003) conclude that people who were better able to understand and manage their own emotions will probably also be better able the emotional consequence of a potential career choice and avoid jobs that imply unpleasant responsibilities and tasks for them .When emotional intelligence is high , one is able to experience feeling fully as they happen. Emotional awareness brings inner world in to focus which enables the person to make good choices and how to strike a mutually healthy balance between once is needs and that of others (Barsade, 1998). It can be conducted that emotional intelligence is an extremely important factor for decision making. This is an art and with practice people become better decision makers through emotional intelligence. It can be conclude from the above discussed factors that emotional intelligence plays a vital role in the life of an individual. Various researches have been done on emotional intelligence with its effects on parent child relationships (Adam, Kubeli, Boys & Fivush, 1996), academic

achievement and adjustment (Demir & Urberg, 2004) among adolescents but very scant literature is available on how emotional intelligence could affect the decision making styles of an individual. The present investigation attempts to reduce the imbalance in the research by incorporating emotional intelligence as a determinant of decision making styles of adolescents plays a significant role in their future personality development as well as every aspects of their adult life.

## 2. REVIEW OF LITERATURE

The review of literature is one of the most indispensable parts of research. It is a text of scholarly papers includes the current knowledge including substantive findings and helps to situate the current study with in the body of literature. This chapter makes a quick review of literature regarding the decision making style among adolescents and its relationship with emotional intelligence. In the light of this research a number of hypotheses are framed at the end of this chapter which needs to be explored through the present investigation. This chapter has been divided into the following sections:

### 2.1 Gender Differences In Emotional Intelligence:

Gender is considered to be both biologically and culturally constructed, while these may be innate biological differences between males and females (Urdu, 1994). A study conducted by Pandey and Tripathi(2004) on sex differences in emotional intelligence among 100 individuals(50 males and 50 females) revealed that females scored significantly higher than males. The finding of their study further indicates that females were more proficient managing and handling their own emotion as well as others. Brackett, Mayer and Warner (2004) examined the level of emotional intelligence among 330 college student. Researcher reported that women scored significantly higher in emotional intelligence than men. They revealed that males show lower level of emotional intelligence as compared to females due to poor quality peer relations and trouble in establishing meaningful social interactions as compared to females. A study of Indian's researcher Katyal and awasthi (2005) conducted on 150 adolescents from Govt. schools of Chandigarh and they reported contrary results. The finding of their study indicated that girls were high an emotional intelligence than that of boys. Girls were high on social responsibilities, empathy and interpersonal relationship than boys. They were more sensitive towards their relationship with parents, friends and siblings. Mishra and ranjan (2008) investigated the gender differences in emotional intelligence of adolescents and reported that adolescent's boys score high on emotional intelligence because they were better in interpersonal, intrapersonal adaptability and stress management skills than the adolescent girls. In a European study Brown, Mackett, Gong, Kitazawa and Paskins (2008) investigated independently mobility of children in South and North London. Researcher revealed that in both location boys appeared to be enjoying greater mobility than girls, and became independent much earlier as compared to girls. Tatawadi (2009) studied the difference in emotional maturity among male and female students of management school. Results revealed that females were emotionally stronger than males and females scored higher on empathy, social responsibilities and interpersonal relationship than males. They were more sensitive towards their relationship with parents, friends and siblings.

These traits help them to acquire more emotional intelligence as compared to male participants. In a recent study Singh , Pant and valentina (2013) assessed and compared the emotional maturity of 277 students of Pantnagar Utrakhnad. The results revealed that girls scored significantly higher on the social adequacy component of social maturity. In another recent study Dhyani and Singh (2013) examined the adjustment level of adolescents from foster home and biological nuclear families. Results revealed that girls from both the family settings exhibited higher level of adjustment in all domains than boys.

### 2.2 Gender Differences in Decision Making Styles:

In modern world gender equality is growing and people tend to see men and women as equal. Various studies have shown contradicting evidence when trying to prove the difference amongst genders in decision making. Researchers assumed though women have been more equal to men than ever before, their active participation in decision making is generally low in most countries. Taggart, Valenzi, Zalka and Lowe (1997) examined differences in response to rational and intuitive decision making style in relation to gender , age, ethnic, group across Australia, England, New Zealand and United states. Researcher revealed that no differences were found among age and ethnic group in rational decision making style. However, women scored more on intuitive decision making as compared to men. A study conducted in cultural America and Taiwanese, Wei-Cheng Mau(2000) investigated the cultural relevance of career decision making style and career decision making self-efficiency . The sample of the study was 540 American and 1026 Taiwanese and results suggested that career decision making styles had differential impact on decision making, self-efficiency depending on the cultural background. Results also revealed that females were higher on dependent decision making style than male participants. Furthermore, Rosenberg (2001)examined the relationship between rational decision making style, cognitive style, self efficiency and locus of control. The researchers reported that cognitive style, self efficiency and locus of control were significantly predicting rational decision making styles but they were failed to find gender differences in this study. Sadaf and Aktar (2011) examined decision making styles of University leadership among 440 leader (322 men and 118 women). Researchers reported that women leaders were significantly higher on rational decision making as compared to men.

### 2.3 Emotional Intelligence And Decision Making

Emotional Intelligence is an extremely important factor in decision making. Individuals who were better able to identify and distinguish among their current feelings achieved higher decision making performance via their enhanced ability to control the possible biases induced by these feelings Seo and Barrett(2007). Myeong and Barrett (2006) examined the link between affective experience and decision making performance among 101 stock investors. Researchers revealed that individuals who experienced more intense feeling achieved higher decision making performance. Moreover, individuals who were better able to identify and distinguish among their current feelings achieved higher decision making performance via their enhance ability to control the possible biases indices by those feelings. In an Indian study Agrwal and Chaudhary (2013) examined the role of emotional intelligence in ethical decision making of employees of corporate sector. Researchers found that

emotional intelligence helps the employees to take the right decisions which are beneficial for the welfare of organization. They further founded that employees with high emotional intelligence will take more rational decisions as compared to the employees with low emotional intelligence. Punithavathi (2013) examined the emotional maturity and decision making style among college students with day scholars and hostlers. The samples of the study were 32 students from arts, science and engineering college. The results revealed that there are significant differences between day scholar and hosteller women students. Day scholars were higher on emotional maturity than hostlers in making logical decisions. Researcher reported that day scholars were more vigilant and adaptable to their environment. In a recent investigation Akthar ,Khattak and Ghani(2014) investigated the relationship between leadership styles and decision making styles with moderating role of emotional intelligence. The sample of the investigation comprised of 150 employees from different organizations in Rawalpindi & Islamabad. Results revealed that transformational style had significant association with dependent, rational, intuitive, avoidant and spontaneous decision making styles and transactional leadership was positively associated with dependant decision making style but they could not found any role of emotional intelligence affecting leadership and decision making style.

## 2.4 Hypothesis

Keeping the above review of literature in view, the primary aim of the present research work was to investigated the impact of emotional intelligence on decision making styles of boys and girls In Haryana states , specially it was hypothesized that:

- The girls score higher on the dimensions of emotional progression, social adjustment as compared to boys.
- The boys will score higher on the dimensions of emotional stability, personality integration and independence as compared to girls.
- There will be a significant difference between boys and girls in term rational decision making style. Girls will score higher on rational decision making style as compared to boys.
- There will be a significant difference between boys and girls in term of intuitive decision making style. Boys will score higher on intuitive decision making style than girls.
- Girls will score significantly higher on dependent decision making style as compared to boys.

## 3. METHODOLOGY

This chapter presents the method and procedure adopted to find out the decision making styles among adolescents and its relation with emotional intelligence.

### 3.1 Research Design

A correlation design has been carried out to see the relationship between emotional intelligence and decision making among adolescents of Haryana state. Decision making style is measured by general decision making styles (GDMS) Scott and Bruce, (1995). Similarly, emotional intelligence is measured by emotional Maturity scale (Singh and Bhargava, 1999).

### Sample and procedure

The sample of the present study comprised of 600 school and college students (300 boys and 300 girls) studying in 12 to B.A

grade range of 16-19 years. The students were selected from different district of Haryana states.

### Tools used

In the present study following standardize tools have been used:

- **General decision Making Style (GDMS) by Scott and Bruce (1995).**

This standardize test was developed by Scott and Bruce in 1995 to measure the decision making styles among adolescents. The scale was designed to assess how individuals approaches different situation. GDMS measures the following five different decision making style- Rational(R), Intuitive(I), Dependent(D) , Avoidant(A) and Spontaneous(S) .This is a five likert scale ranging from 'strongly disagree' to 'strongly agree' weighted 1,2,3,4 and 5, respectively and contains 25 questions; each dimension is measured by five items selected for the purpose. The reliability coefficient of different dimensions of GDMS i.e. rational was found to be at 0.77-0.85, intuitive at 0.78-0.84, dependant at 0.62-0.86, avoidant at 0.84-0.94 and spontaneous was found to be at 0.83-0.87.

- **Emotional maturity scale(EMS) by Yashvir Singh and Mahesh Bhargava (1999).**

This scale was developed by Yashvir Singh and Mahesh Bhargava in 1999. The scale is a five point likert scale ranging from 'very much' to 'never' weighted 5,4,3,2,1.and comprises 48 items which are subdivided in five areas i.e. emotional stability, emotional progression, social adjustment, personality integration and independence. The reliability of scale has been derived by employing internal consistency i.e. internal consistency of emotional stability found to be at .75, emotional progression at .63, social adjustment at .58, personality integration at .86 and independence found at .42. Validity of inventory was found to be at .64.

### Statistical Analysis

**T-test:** T- Ratios were calculated to find out the significant differences between the mean score of boys and girls on various dimensions of decision making styles and emotional intelligence. Correlation Analysis Correlation was compute separately for boys and girls between the 5 subscales of emotional maturity (emotional stability, emotional progression, social adjustment, personality integration and independence) with five styles of GDMS (rational, intuitive, dependant, avoidant and spontaneous).

## 4. RESULTS

The aim of the present study was find out the decision making styles and relationship with emotional intelligence of adolescent boys and girls in the age 16-19 years. The sample comprised of 150 boys and 150 girls.

T- test was computed in order to find out the significant differences between the mean scores obtained by boys and girls on Emotional intelligence scale and Decision making Style .

- **Correlation analysis**

Pearson Product Moment correlation was applied to find out the correlation among the various dimensions of emotional intelligence and decision making .The results of correlation are presented in the following order:

- Correlation for boys sample

• Correlation for girls sample

Table 1 shows the t-ratios, computed in order to find out the significance of difference between the mean scores obtained by boys and girls on Emotional maturity Scale and Decision making Style and results are graphically depicted in figure-I and figure-II, respectively. Table 1 indicates that girls (M=31.6) have

significantly ( $t=2.23, p<.05$ ) more emotional on the progression as compared to boys (M=19.90). Girls (M=31.02) have also significantly ( $t=2.29, p<.05$ ) outsourced boys (M=20.30) on the dimension of social adjustment. On the other hand boys (M=30.76) have significantly ( $t= 2.21, p<.05$ ) scored higher on Independence than girls (M=19.14).

**Table.1. Shows the mean, standard deviation and t-ratio of Emotional Intelligence and Decision making among boys and girls**

	Girls n=		Boys n=		t-ratio
	Mean	SD	Mean	SD	
<b>Emotional Intelligence</b>					
Emotional stability	30.32	3.51	26.80	1.38	1.96
Emotional Progression	31.6	3.27	19.90	1.29	2.23*
Social Adjustment	31.02	2.90	20.30	1.56	2.29*
Personality Integration	24.96	1.35	26.52	3.67	1.72
Independence	19.14	1.48	30.76	3.40	2.21*
<b>Decision Making</b>					
Rational	22.10	2.24	12.06	1.75	2.49*
Intuitive	21.94	2.60	11.88	2.18	2.09*
Dependent	22.30	2.08	11.28	2.06	2.09*
Avoidant	11.86	1.85	20.92	2.51	2.05*
Spontaneous	10.80	1.79	22.96	1.84	3.34*

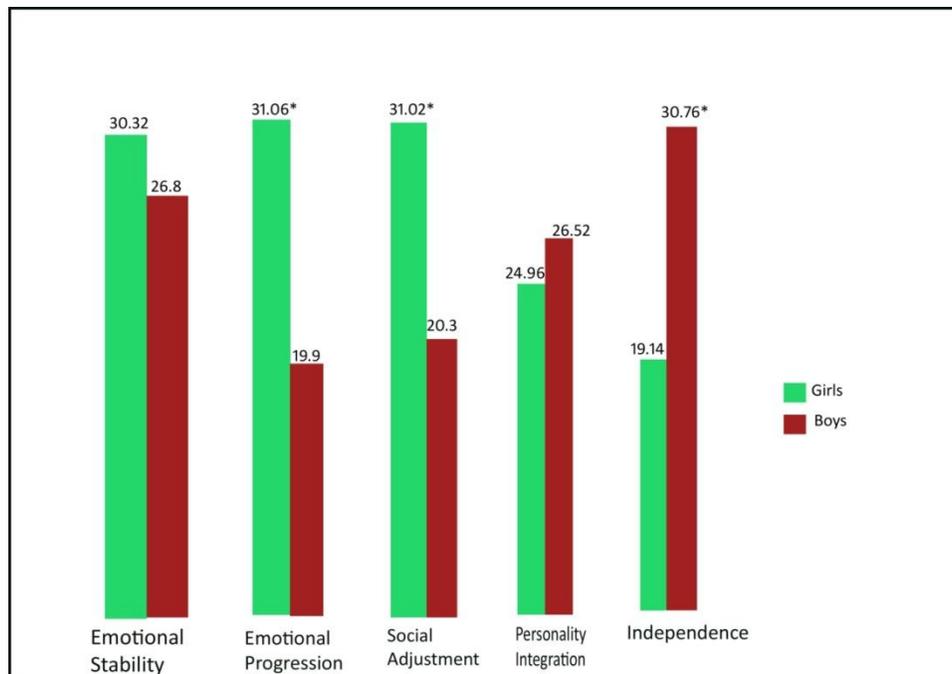
\*\*  $p<.01$ , \* $p<.05$

It is further evident from the table that girls(M=22.10) scored significantly ( $t=2.49, p<.05$ ) higher on rational decision making than boys(M=12.06). The results in the table further show that Girls (M=21.94) have scored significantly ( $t=2.09, p<.05$ ) higher on intuitive decision making as compared to boys (M=11.88). The table also reveals that girls (M=22.30) scored significantly

( $t=2.65, p<.01$ ) higher on dependant decision making than boys (M=11.28).

On the other hand boys (M=20.92) have scored significantly ( $t=2.05, p<.05$ ) higher on decision making as compared to girls (M=11.86).

Boys (M=22.96) have also scored significantly ( $t=3.34, p<.01$ ) more on spontaneous decision making than girls (M=10.80)



**Figure.1. showing difference among Boys and Girls on the five Dimensions of Emotional Intelligence**

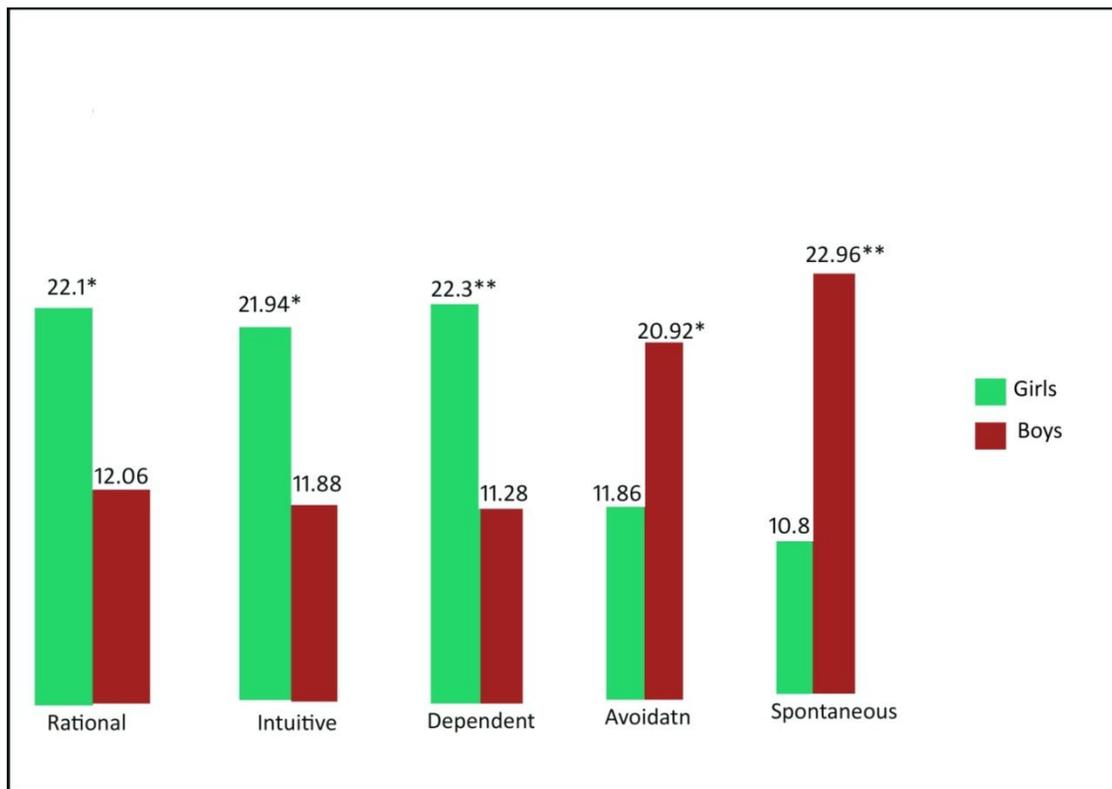


Figure.2. showing mean Difference among Boys and Girls on the five Dimensions of Decision Making Styles.

Table .2. Showing the correlation of Emotional Intelligence with the Decision Making Style among Boys

	Rational Decision Making	Intuitive Decision Making	Dependent Decision Making	Avoidant Decision Making	Spontaneous Decision Making
Emotional Stability	.484**	-.204	.013	-.093	.141
Emotional Progression	.101	.731**	.133	-.146	-.335*
Social Adjustment	-.029	-.162	.554**	-.211	.139
Personality Integration	.302*	-.002	-.190	.701**	-.196
Independence	.365**	-.249	.222	-.099	.517**

\*\*P<.01, \*p<.05

• **Inter correlation of Educational Intelligence with decision making of boys**

**Rational Decision Making:** It is evident from table-2 that emotional stability ( $r=.484$ ,  $p<.01$ ), personality integration ( $r=.302$ ,  $p<.05$ ), Independence ( $r=.365$ ,  $p<.01$ ) is significantly and positive correlated with rational decision making of boys. This indicates that more emotional stability, personality Integration and Independence will be the intuitive decision making among boys.

**Intuitive Decision making:** Table 2 also reveals that there is a significant and positive correlation of emotional progression ( $r=.731$ ,  $p<.01$ ) with intuitive decision making of boys which indicates that more the emotional progression higher will be intuitive decision making among boys.

**Dependent Decision Making:** It is clear from table 2 that social adjustment ( $r=.554$ ,  $p<.01$ ) as significantly and positive

correlated to dependent decision making of boys. Thus, more social adjustment higher will be the dependent decision making.

**Avoidant Decision making**

Table 2 indicates that there is a significant and positive correlation of personality integration ( $r=.701$ ,  $p<.01$ ) with avoidant decision making of boys which indicates that more the personality integration higher will be the avoidance among boys.

**Spontaneous decision Making**

It is evident from table 2 that Emotional progression ( $r=-.335$ ,  $p<.05$ ) is significantly and negatively correlated to spontaneous decision making boys. On the other hand, Independence ( $r=.517$ ,  $p<.01$ ) has significant and positive correlation with spontaneous decision making of boys. Therefore higher the emotional progression lower will be spontaneous decision making among boys. Furthermore, more the independence higher will be the spontaneity among boys.

**Table .3. Showing the correlation of emotional intelligence with decision making style among Girls**

	Rational Decision Making	Intuitive Decision Making	Dependent Decision Making	Avoidant Decision Making	Spontaneous Decision Making
Emotional Stability	.320*	-.83	0.263	-.037	-.339*
Emotional Progression	.124	.426**	-.045	-.073	-.015
Social Adjustment	-.010	-.183	.617**	.111	.298*
Personality Integration	.122	-.215	.214	.413**	.097
Independence	-.090	-.188	.230	.223	.876**

**• Inter Correlation of Emotional Intelligence with decision Making of girls**

**Rational Decision Making**

Table 3 reveals that emotional stability ( $r=.320, p<.05$ ) is significantly and positively correlated with rational decision making of girls. Thus, more the emotional stability higher will be the rational decision making among girls.

**Intuitive Decision Making**

Table 3 indicates that emotional progression ( $r=.426, p<.01$ ) is significantly and positively related to intuitive decision making of girls. This indicates that more the emotional progression higher will be the intuitiveness of decision making among girls.

**Dependent decision making**

It is evident from table 3 that social adjustment ( $r=.617, p<.01$ ) is significantly and positively correlated with dependent decision making. Therefore, more the social adjustment higher will be the dependence among girls in making decisions.

**Avoidant decision making**

Table n3 further indicates that personality integration ( $r=.413, p<.01$ ) is significantly and positively correlated with avoidant decision making of girls. Thus, more the personality integration higher will be the avoidance among girls.

**Spontaneous decision making**

It is evident from the table 3 that emotional stability ( $r=-.339, p<.05$ ) is significantly and negatively correlated to spontaneous decision making. On the other hand social adjustment ( $r=.298, p<.05$ ) and Independence ( $r=.876, p<.01$ ) are significantly and positively correlated with spontaneous decision making. This indicates that the emotional stability lower will be the spontaneity among girls and vice-versa. Furthermore, more the social adjustment and independence higher will be the spontaneity among girls.

**Discussion and Conclusion**

The present investigation was conducted to evaluate the decision – making style among adolescent boys and girls (Rational, Intuitive, Dependent, Avoidant and Spontaneous). Furthermore the aim of the study was to investigate the impact of emotional intelligence (emotional stability, emotional progression, social adjustment, personality integration and independence) on decision making style of adolescents. The study reveals that a number of important findings to confirm that there are

significant gender differences in the decision making styles of adolescents in the states of Haryana. The finding further revealed that emotional intelligence play a significant role in the decision making of adolescents .The discussion of the results of the study is presented in the following order.

- Gender differences in Emotional intelligence ( Shown in Figure-I)
- Gender differences in decision making (Shown in Figure-II)
- Impact of emotional intelligence on decision making styles.( Shown in Table-1,2,3)

**Gender differences Emotional Intelligence**

As is apparent from the results that significant differences have emerged between boys and girls students on emotional intelligence girls’ students score higher on emotional progression, social adjustment and emotional stability where as boys have scored higher on personality integration and independence sub scale of emotional intelligence.

**Hence, the hypothesis 1 girls will score higher on the dimensions of emotional progression and social adjustment as compared to boys was substantiated in the present investigation. Furthermore, hypothesis 2 boys will score higher on the dimensions of emotional stability, personality integration and independence as compared to girls was partially substantiated in the present investigation.**

Contrary to the present findings some researchers have reported that male student are more emotional stable than female students because females get anxious very early and have feeling of insecurity (Alleen,2005). Resently Verma and Dash (2014) also observed that boys are more integrated and self developed as compared to girls. It can be concluded from above mentioned it studies those girls where more emotionally progressed and will socially adjust than boys. Whereas boys were found to be more independent as compared to girls.

**4. GENDER DIFFERENCES IN DECISION- MAKING STYLE**

**Rational decision making**

It is clearly evident from the results that there is a significant difference between boys and girls on the rational decision making style. Girls have a higher mean score, which means that girls have a more rational decision making than their counterparts. Hence, the hypothesis that “there will be a significant difference between boys and girls in term of rational

decision making style. Girls will be score higher on rational decision making style as compared to boys” was substantiated in the present investigation. Rosenberg, 2011; Sadaf and Aktar, 2011) found that gender differences in rational decision making style have been reported by a number of researchers with girls having more rational decision making style. Nedakerimi (2005) argued that females needed more time and viewed the alternative more before making logical decisions.

### **Intuitive decision Making**

The results of present investigation further revealed that there is a significant difference between boys and girls on intuitive decision making style. Girls have a higher mean score, which means that girls have more intuitive decision making style as compared to boys. Boys will score higher on intuitive decision making style than girls” was not substantiated in the present investigation. Bjork and Hamilton (2011) reported in their cross cultural survey in Norway hospitals that male nurses were high on intuitiveness as compared to female nurses.

### **Dependent decision Making**

Results clearly demonstrate that significant difference has emerged between boys and girls on the dimensions of dependent decision making. Girls have a higher mean score as compared to boys on the dependent decision making which indicates the adolescent girls in the present study were dependent on significant others when it come to making decisions. Hence, our hypothesis that “Girls will report significantly higher on dependent decision making styles as compared to boys” was substantiated in present investigation. Salo and Allwood (2011) also revealed that females showed higher values of dependent decision making as compared to male counterparts.

### **Avoidant decision making**

It is clearly demonstrated that significant difference has emerged between boys and girls on the dimensions of avoidant decision making. Boys have a higher mean score than the girls on the avoidant decision making styles. Females are more vigilant decision makers than males owing to strict social, religious and cultural values under which they are groomed as compared to liberal norms set for males in the same society ( Jac and Reuben, 2012). They are more attentive and observant and see many fine things in their life as compared to males. They are more vigilant because they have to follow all the social, religious and cultural values whereas males are less vigilant in their nature because the norms set for males are more liberal as compared to females.

### **Spontaneous Decision Making**

It is evident on the dimension of spontaneous decision making; from results that there is a significant difference between boys and girls. Boys outscored girls on the dimensions of spontaneous decision making styles. They become impulsive and usually make decision on the sure of the moment. Their desire is to come through the decision making process as quickly as possible, where as women needed more time and reviewed in alternatives more before making decisions ( Nedakerimi,2005). Males tend to be less selective and make decisions and prefer to explore all the outcomes and possibilities rationally in a situation (Burke and Miller, 2005).

The present research work also clearly states that emotional stability has a negative relationship with spontaneous decision making which means that higher the emotional stability lower will be the spontaneity among girls. Person with the emotional stability are characterized by evenness of mood, calmness of mind and freedom from anxiety. Emotional stability enables the person to develop reality oriented thinking judgment and ability to evaluate situations. Emotionally stable person will think logically before making any decision, thus, the decision cannot be quick or spontaneous (Hay & Ashman, 2003). From the discussion of the results above it can be conclude that emotional stability, integrated personality and independence positively affected and increased the rational decision making among both boys and girls. Further it was found that emotional progression positively increased the intuitive style among both children. It can be concluded that social adjustment positively affected the dependent decision making among both boys and girls. People who need for higher affiliation are better adjusted socially which makes them dependant on society for making decisions in life. It can be concluded from above results that emotional progression and stability in emotions negatively influences the spontaneity in making decisions among both boys and girls. On the other hand, social adjustment and independence increases the spontaneous decision making among children.

### ***The findings of the present study are as followings:***

- Girls were found to have more emotional progression than boys.
- Girls were found to have more social adjustment than boys.
- No significant difference was found between boys and girls on the dimension of emotional stability.
- Boys scored significantly higher on independence than girls.
- Girls were found to have more rational decision making style than boys.
- Girls scored significantly higher on intuitive decision making than boys.
- Girls were found to have more dependent decision making to boys.
- It was found that for boys there is a significant and positive correlation of emotional stability, personality integration and dependence with rational decision making, whereas for girls emotional stability is significantly and positively related to rational decision making.
- It was observed that both boys and girls there is a positive and significantly correlation of emotional progression with intuitive decision making style.
- It was found that for both boys’ and girls’ social adjustment has a positive and significant correlation with dependent decision making style.
- It was found that personality integration has a positive and significant correlation with avoidant decision making among both boys and girls.
- It was observed that for boys there is a negative and significant correlation of emotional progression with spontaneous decision making .And independence has a positive and significant correlation with spontaneous decision making. On the other hand for girls emotional stability has a negative and significant correlation with spontaneous decision making. And

further social adjustment and dependence has a positive and significant correlation with spontaneous decision making. Therefore, it can be concluded from the findings that the significant and positive relationship among boys and girls contributed positively to emotional intelligence, whereas negative relationship contributed negatively to emotional intelligence of children.

**Limitation and Implication of Study:** As it is true for every research, certain limitations were there in the present study as well. The study was conducted at some particular age factors adolescent of the state. Therefore, generalization of findings to the total population of the age group from Haryana is limited. Further, the study investigated the impact of emotional intelligence on decision making styles among adolescents. There are more psychological economical and environmental variables that could be affected on intelligence and decision making. The present study would be implacable at age group which is taken in this research and college students' also same age group. It's helpful to adolescence to take decision for their careers, life important decisions based on emotional intelligence and also helpful to take a right decision in a employability or organizational environment to motivate self and others.

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