

## FEATURES OF EMOTIONAL INTELLIGENCE OF ADOLESCENTS WITH DIFFERENT LEVELS OF INTERNET ADDICTION

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**Abstract:** *The article is devoted to the study of emotional intelligence in modern psychological science. The study was carried out using the following methods: theoretical analysis of research works, empirical methods („Internet addiction test”, K. Yang, adaptation of V. A. Loskutov, „Test for emotional intelligence”, N. Kholm), mathematical methods statistics (the Mann-Whitney test for the analysis of the reliability of differences in the variables studied). Authors proved that the indicators of emotional intelligence of adolescents with different levels of Internet addiction are different. Adolescents with a high level of Internet addiction are dominated by a low level of emotional intelligence; adolescents with an average level of Internet addiction are dominated by a low level of emotional intelligence; in adolescents with a low level of Internet addiction, the average level of emotional intelligence predominates. The indicators of the total emotional intelligence, „emotional awareness”, „managing your emotions”, „self-motivation” and „managing the emotions of others” are significantly higher in adolescents with a low level of Internet addiction. Perhaps excessive use of the Internet, replacing interpersonal communication in real life, can have a negative impact on emotional competence.*

**Keywords:** Internet addiction, emotional intelligence, adolescents.

At present, the problem of psychological addictions the phenomenon of Internet addiction, acquires special significance. The problem of Internet addiction was studied by such scientists as K. Yang, O. V. Voyskunsky, L. I. Selivanova, V. L. Malygin et al. Thus, K. Young writes in his works that Internet addiction is a voluminous term that includes a huge number of problems related to behavior and control over drives.<sup>1</sup>

Because of their age, adolescents are most vulnerable to this type of dependence. A significant risk factor for the development of addiction in this period are violations of the cognitive-emotional sphere,

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<sup>1</sup> K. Yang, „Diagnosis-Internet addiction”, in *World Internet*, no. 2, 2000, pp. 24-29.

deformations of the basic social and psychological attitudes of the individual and his „*I-conception*”.<sup>2</sup>

Adolescence is considered „*emotionally saturated*”, and therefore the study of the emotional development of adolescents takes a leading place in psychology. Recently, interest in the problem of emotional intelligence has increased considerably.

The problem of emotional intelligence is presented in the works of D. Goleman, I. N. Andreeva, D. V. Lyusina, Yu. V. Davydova. So, D. Goleman defines emotional intelligence primarily as a social competence and defined it as an important component of people’s abilities.

The importance and necessity of developing components of emotional intelligence as factors contributing to the personal and professional growth of the individual and influencing his success in life are also undeniable. In our opinion, it is urgent to identify the differences in the emotional intelligence of adolescents who have and do not have Internet addiction.

### Review of literature

The term „*Internet addiction*” was first used by American psychiatrist Goldberg in 1994. In this concept, the author did not lay the medical meaning, as if it were drug addiction or alcoholism, and this behavior, which is accompanied by a low level of self-control, stress and threatens to displace normal life. Goldberg describes Internet addiction as „*having a detrimental effect on the everyday, educational, social, work, family, financial or psychological spheres of activity*”.<sup>3</sup>

According to Kimberly Young, there are the following 4 main symptoms characteristic of Internet addiction: 1. obsessive desire to check e-mail; 2. constant waiting for the next Internet connection; 3. complaints from others that a person spends too much time on the

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<sup>2</sup> V. L. Malygin, *Internet-dependent behavior in adolescents: clinic, diagnosis, prevention*, Moscow, Mnemosyne, 2010, p. 136; V. L. Malygin, A. A. Antonenko, E. I. Vovchenko, A. B. Iskandirova, „Features of emotional and social intelligence among Internet-dependent adolescents”, in *Medical psychology in Russia*, no. 5. 2011 (date of circulation: August 2, 2017).

<sup>3</sup> D. Goleman, R. Boyatzis, „Clustering Competencies in Emotional Intelligence: Insights from the Emotional Competence Inventory”, in *The Handbook of Emotional Intelligence*, San Francisco, Jossey-Bass, 2000, pp. 343-364.

Internet; 4. Complaints of others that a person spends too much money on the Internet.<sup>4</sup>

In the opinion of V. L. Malygina, at present, Internet addiction in all its various manifestations can be considered as: 1. pathological enthusiasm for the Internet, as one of the forms of dependent behavior in understanding it as a painful disorder; 2. The syndrome of Internet addiction, behind which other mental disorders are hidden, and the Internet itself is only a means of satisfying them; 3. Internet addiction, as an independent pathology, caused by the mutual pathogenic influence of character traits and the Internet, which has a certain dynamics and signs of mental disorders.<sup>5</sup>

A. Hull and D. Parsons in 2001 introduced the term Internet-dependent behavior. They agree that excessive use of the Internet can harm the cognitive, behavioral and affective spheres, that is, affect the state of human health, but they do not support the pathological etiology of this problem. Scientists imagine surplus use of the Internet by a „benign” disorder, which is seen as compensation for the lack of behavior in real life.<sup>6</sup>

During the development of science, a considerable number of scientists were engaged in the problem of emotional intelligence. According to the authors, the original concept of the emotional intelligence of J. Meyer, P. Salovey, emotional intelligence is a group of mental abilities that contribute to awareness and understanding of one's own emotions and emotions of others.<sup>7</sup>

D. Caruso gave the following definition: „*it is very important to understand that emotional intelligence is not the opposite of intelligence, not the triumph of reason over feelings, it is a unique intersection of both processes*”.<sup>8</sup>

D. Goleman considered emotional intelligence primarily as a social competence and defined it as an important component of people's abilities.<sup>9</sup>

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<sup>4</sup> K. S. Yang, *Clinical Assessment of Internet-Addicted Clients*, New Jersey, John Wiley & Sons, 2011, pp. 19-35.

<sup>5</sup> V. L. Malygin, *Internet-dependent behavior in adolescents: clinic, diagnosis, prevention*, Moscow, Mnemosyne, 2010, p. 136.

<sup>6</sup> A. Hall, J. Parsons, „Internet Addiction: Student case study using best practices in cognitive behavior therapy”, in *Journal of Mental Health Counseling*, volume 23, no. 4, 2001, p. 312.

<sup>7</sup> D. R. Caruso, J. D. Mayer, P. Salovey, *Relation of an ability to measure emotional personality*, 2002, pp. 34-47.

<sup>8</sup> *Ibidem*.

In his article, V. D. Shadrikov returns to the problem of the concept of emotional intelligence. The scientist defines him as a systemic manifestation of cognitive and emotional abilities for the purpose of processing various types of information in various ways in various forms of behavior and activity and assigns him a great role in mastering the man of the world.<sup>10</sup>

I. N. Andreeva defines emotional intelligence as a systemic manifestation of intellectual abilities to analyze, process and use emotional information. Taking as a basis the theory of abilities of V. D. Shadrikova, the author deduces a synthetic theory of emotional intelligence. This theory has a hierarchical structure and on the one hand includes the intellect of the individual (emotional intelligence as ability), the intellect of the subject of activity (emotional competence) and the intellect of the individual (emotional creativity). On the other hand, in the structure of emotional intelligence it is expedient to single out an intrapersonal one directed at one's own emotions, and an interpersonal component directed at the emotions of other people.<sup>11</sup>

Currently, most of the work is devoted to the study of the emotional intelligence of adults. The problem of emotional intelligence among adolescents is poorly illuminated.

In his work, L. D. Kamyshnikova explored the emotional intelligence of adolescents in the context of social situations and came to the conclusion that understanding their emotions and the ability to competently manage them is one of the factors of personal adaptability. The ability to find solutions in various situations provides a socially adaptive function of emotional intelligence. According to the author, the formation of emotional intelligence.<sup>12</sup>

A. A. Alexandrova in her studies revealed that adolescents generally have a low level of emotional intelligence and a high level of empathy. The findings indicate that most teenagers are unable to express the feelings they experience, and also to associate these feelings with

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<sup>9</sup> D. Goleman, *Emotional Intelligence*, trans. with English. A. P. Isayeva, Moscow, Vladimir VKT, 2009, p. 478.

<sup>10</sup> V. D. Shadrikov, „To the concept of emotional intelligence”, in Yu. P. Povarenkova, Yaroslavl, The Chancellor (eds.), *Systemogenesis of educational and professional activity, Proceedings of the III All-Russian Scientific and Practical Conference, October 9-10, 2007*, 2007, pp. 10-12.

<sup>11</sup> I. N. Andreeva, „On the synthetic theory of emotional intelligence”, in *Psychology of man in the modern world*, no. 2, 2009, pp. 289-297.

<sup>12</sup> L. D. Kamyshnikova, *The structure of emotional intelligence in the context of social situations*, Doct. Diss., Moscow, 2012, p. 21.

gestures. And girls have more ability to empathize with another person, feel what the other feels, experience the same emotional states, identify themselves with others. The author believes that a greater variety of ways of expressing emotions in girls may be due to the fact that girls have the ability to verbalize emotions earlier and form faster than boys.<sup>13</sup>

Yu. V. Davydova studied the essential features, features and structure of emotional intelligence of adolescents and came to the conclusion that emotional intelligence at this age is a stable heterogeneous category that provides such important functions as: successful activity, improvement of processes of interpersonal and interpersonal interaction. According to the author, the development of emotional intelligence and its essential characteristics is of a quantitative nature: to the older adolescent age, a greater number of children demonstrate a high ability to recognize the emotions of others and show empathy. Davydova also found that the emotional intelligence of boys is much lower than that of girls, and this pattern persists throughout adolescence.<sup>14</sup>

In the studies of V. A. Kulganova, N. N. Samuylova found that the girls are trying to take control of their own manifestations of aggression and feelings of guilt, which is not typical for young men. This proves that girls especially try to protect themselves from aggressive manifestations, and young men at the same time do not seek to cope with aggression and feelings connected with feelings of guilt. The study shows that young men who are able to manage the feelings well are ready to accept other people as they are, with their pluses and minuses. The authors believe that the very setting for acceptance of other people helps them in emotional regulation. Girls have no such relationship. For girls more important is the personal quality, like independence. Independent girls most fruitfully control their feelings.<sup>15</sup>

A. S. Rodionova in her study studied the characteristics of emotional intelligence of individuals with Internet addiction and found that the overall decline in the level of emotional intelligence is observed in people who have an Internet addiction. This category of subjects is characterized by insufficient self-motivation and low ability to manage

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<sup>13</sup> A. A. Alexandrova, T. V. Gudkova, „The gender aspect in the study of emotional intelligence in adolescents”, in *Young scientist*, no. 5, 2013, pp. 617-622.

<sup>14</sup> Yu. V. Davydova, *Emotional intelligence: essential signs, structure and features of manifestation in adolescence*, Doct. Diss., Moscow, 2011, p. 204

<sup>15</sup> V. A. Kulganov, N. N. Samuylova, „Gender features of managing emotions in adolescence”, in *Healthy person: materials of an international scientific and practical conference June 21-22, 2012*, St. Petersburg, 2012, p. 168.

their emotions. The author suggests that such results are a consequence of the fact that excessive use of the Internet, replacing interpersonal communication, in real life imposes a negative impact on emotional competence.<sup>16</sup>

V. L. Malygin and co-authors in his study found that adolescents prone to Internet addiction demonstrate reduced ability to perceive emotions in the face of the interlocutor, assimilate their current experience, find it hard to describe their feelings. It is difficult for them to distinguish between different mixed, multi-level feelings, to quickly switch from one emotion to another. The author puts forward an interesting hypothesis that a reduced emotional intelligence with certain characterological traits can create fertile ground for the development of Internet-dependent behavior.<sup>17</sup>

So, the results of the theoretical analysis of the material give us grounds to carry out an empirical study of emotional intelligence and Internet addiction of adolescents.

### **Methods of research**

The purpose of the work was to study the emotional intelligence of adolescents with different levels of Internet addiction. We assumed that there are differences in the emotional intelligence of adolescents with different levels of Internet addiction.

The sample was placed by adolescents (15 years old), students of 9th grades of the School No. 18 in Rostov-on-Don. A total of 50 people, including 27 boys, 23 girls.

The following methods were used in the study: theoretical analysis of research papers, empirical methods („Internet addiction test”, K. Yang, adaptation of V. A. Loskutov, „Test for emotional intelligence”, N. Holl), mathematical methods statistics (the Mann-Whitney test for the analysis of the reliability of differences in the variables studied). The calculation was carried out in the program SPSS 17.0.

The study was conducted in three stages. At the first stage, we studied the features of Internet addiction of adolescents using the „Internet addiction test” technique (author K. Yang). At the second stage, the characteristics of emotional intelligence of adolescents were

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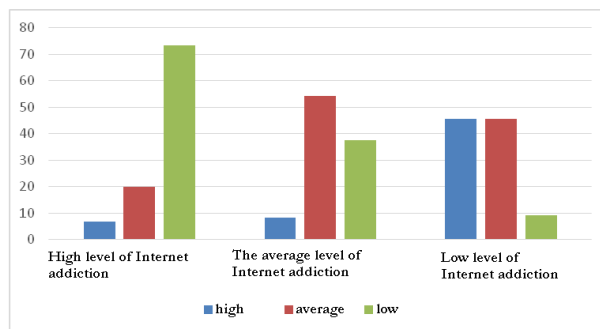
<sup>16</sup> A. S. Rodionova, „Investigation of the features of emotional intelligence of persons with Internet addiction”, in *Perspectives of science and education*, no 6, 2013.

<sup>17</sup> V. L. Malygin, *Internet-dependent behavior in adolescents: clinic, diagnosis, prevention*, Moscow, Mnemosyne, 2010, p. 136.

studied using the technique „Test for emotional intelligence” (author N. Hall). At the third stage, we compared the indicators of the emotional intelligence of adolescents with different levels of Internet addiction.

### Results and discussion

The study showed that 48% of adolescents are prone to Internet addiction, 30% of adolescents have an Internet addiction, 22% of adolescents are Internet-independent. Based on the findings for further research, all adolescents were conditionally divided into three groups according to the level of Internet addiction: the group „high level” included Internet-dependent adolescents (15 people), the „middle level” group included teenagers inclined to the Internet-dependence (24 people), the „low level” group included online independent teens (11 people). Thus, in general, teenagers are dominated by the average level of Internet addiction. This means that most teenagers are at risk of Internet addiction.

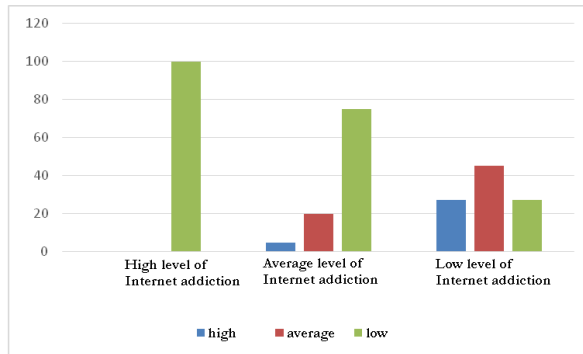


**Figure 1: Emotional awareness of adolescents with different levels of Internet addiction (in%)**

In accordance with the purpose of our study, we studied the emotional intelligence of adolescents with high, medium and low levels of Internet addiction (Figures 1-5).

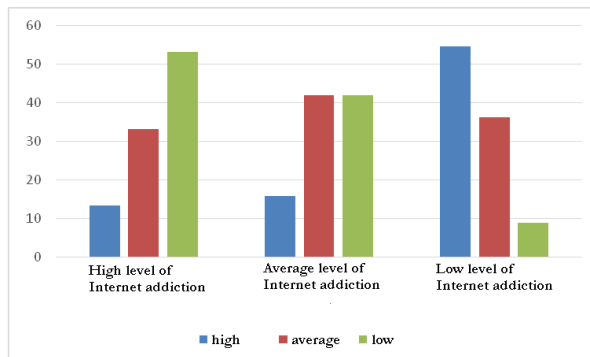
According to figure 1, it can be concluded that adolescents with a high level of Internet addiction have a low level of emotional awareness (73.3%); in adolescents with an average level of Internet addiction - the average level (54.2%); in adolescents with a low level of Internet addiction - high and medium levels (45.5%). This suggests that Internet-

dependent adolescents, unlike others, do not fully understand and understand their emotions, are less aware of their internal state.



**Figure 2: Managing your emotions of adolescents with different levels of Internet addiction (in%)**

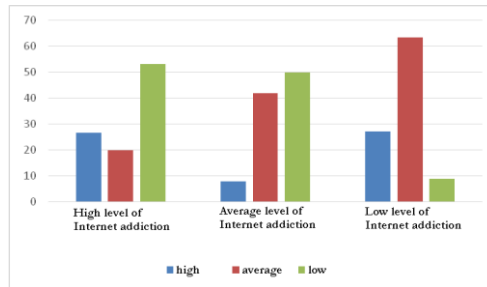
According to figure 2, it can be concluded that adolescents with a high level of Internet addiction have a low level of management of their emotions (100%); in adolescents with an average level of Internet addiction - a low level (74%); in adolescents with a low level of Internet addiction - the average level (45.4%). This suggests that dependent and addicted to internet addiction, adolescents are not primarily able to arbitrarily manage their emotions. This can manifest itself in uncontrolled aggression, anger, quick temper.



**Figure 3: Self-motivation of adolescents with different levels of Internet addiction (in%)**

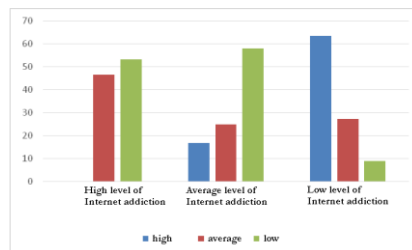


According to figure 3, it can be concluded that adolescents with a high level of Internet addiction are dominated by a low level of self-motivation (53.6%); in adolescents with an average level of Internet addiction - medium and low levels (42%); in adolescents with a low level of Internet addiction-a high level (54.6%). This suggests that Internet-dependent adolescents, unlike others, can not motivate themselves, they do not have the desire to achieve or strive for anything.



**Figure 4: Empathy of adolescents with different levels of Internet addiction (in%)**

According to Figure 4, it can be concluded that adolescents with a high level of Internet addiction are dominated by a low level of empathy (53.3%); in adolescents with an average level of Internet addiction - a low level (50%); in adolescents with a low level of Internet addiction - the average level (63.7%). This suggests that dependent and dependent on the Internet teenagers, because of the limited interpersonal contacts in real life, are not able to understand the emotions of others, empathize, provide emotional support.



**Figure 5: Management of adolescents with different levels of Internet addiction by the emotions of others (in%)**

According to figure 5, we can conclude that adolescents with a high level of Internet addiction are dominated by a low level of „management of emotions of other people” (53.6%); in adolescents with an average level of Internet addiction-a low level (58%); in adolescents with a low level of Internet addiction-a high level (63.7%). This suggests that dependent and addicted teenagers are not able to influence the emotional state of other people.

Indicators of the integrative level of emotional intelligence of adolescents with different levels of Internet addiction: in adolescents with a high level of Internet addiction, a low level of emotional intelligence is revealed (93.3%); in adolescents with an average level of Internet addiction-a low level (58.4%); in adolescents with a low level of Internet addiction-the average level (54.6%).

Thus, based on the results of studying the emotional intelligence of adolescents with different levels of Internet addiction, it can be concluded that adolescents with high and medium levels of Internet addiction experience a general decline in emotional intelligence. The obtained results are correlated with the studies of A. S. Rodionova (2013), V. L. Malygin and co-authors (2011) etc., who proved that individuals who have an Internet addiction have a general decrease in the level of emotional intelligence. Based on the results obtained, it can be assumed that excessive use of the Internet, replacing interpersonal communication in real life, can have a negative impact on emotional competence.

Comparative analysis of the emotional intelligence of adolescents with different levels of Internet addiction using the Mann-Whitney statistical criterion to conclude that indicators of integrative emotional intelligence, emotional awareness, management of emotions, self-motivation are higher among adolescents with an average level of Internet- dependencies. This means that adolescents in this group are more aware of their emotional states, can control them, and also have the ability to motivate themselves, develop themselves. Indicators „empathy” and „management of the emotions of other people” are higher in adolescents with a high level of Internet addiction. This means that due to their constant communication in social networks, adolescents are more focused on understanding and changing the emotional states of other people than their own. However, the differences revealed reached a level of statistical significance only with respect to the indicator „emotional awareness” ( $p=0.041$ ).

Indicators of emotional intelligence are higher in adolescents with a low level of Internet addiction. This means that the lack of addiction to the Internet and interpersonal communication contribute to the normal development of the emotional component in adolescence. The revealed differences have reached a level of statistical significance with respect to indicators of integrative emotional intelligence ( $p=0.008$ ), „emotional awareness” ( $p=0.024$ ), „managing their emotions” ( $p=0.008$ ), „self-motivation” ( $p=0.004$ ) and „management emotions of other people” ( $p=0.018$ ).

The conducted research allowed to draw the following conclusions:

1. Adolescents have an average level of Internet addiction (48%).
2. Adolescents with a high level of Internet addiction are dominated by a low level of emotional intelligence (93%); adolescents with an average level of Internet addiction are dominated by a low level of emotional intelligence (58%); in adolescents with a low level of Internet addiction, the average level of emotional intelligence predominates (55%).

3. Indicators of total emotional intelligence ( $p=0.008$ ), „emotional awareness” ( $p=0.024$ ), „managing your emotions” ( $p=0.008$ ), „self-motivation” ( $p=0.004$ ) and „controlling the emotions of other people” ( $p=0.018$ ) higher in adolescents with a low level of Internet addiction. Perhaps excessive use of the Internet, replacing interpersonal communication in real life, can have a negative impact on emotional competence.

Thus, the hypothesis of our study that there are differences in the indicators of the emotional intelligence of adolescents with different levels of Internet addiction has been confirmed.

## **Conclusion**

One of the most striking characteristics of modern society is the ubiquitous spread of the Internet, which is actively developing in recent decades, which entails such a problem as Internet addiction. The teenagers are the most vulnerable to this type of dependence. Adolescence is considered especially „emotionally saturated” and therefore the study of the emotional development of adolescents takes a leading place in psychology. Emotional disorders that occur during this period can have serious consequences. Since the Internet has a detrimental effect on all spheres of teenager’s life, it seemed to us

appropriate to study the emotional intelligence of adolescents with different levels of Internet addiction.

In accordance with the purpose of our study, we studied the emotional intelligence of adolescents with different levels of Internet addiction. In the study, adolescents (15 years) of 9<sup>th</sup> grades of the MBUU School No. 18, Rostov-on-Don took part. Only 50 people, 27 boys, 23 girls.

The conducted research allowed to draw the following conclusions:

1. Adolescents have an average level of Internet addiction.
2. Adolescents with a high level of Internet addiction are dominated by a low level of emotional intelligence; adolescents with an average level of Internet addiction are dominated by a low level of emotional intelligence; in adolescents with a low level of Internet addiction, the average level of emotional intelligence predominates.
3. Indicators of total emotional intelligence, „emotional awareness”, „managing their emotions”, „self-motivation” and „managing the emotions of other people” is significantly higher in adolescents with a low level of Internet addiction. Perhaps excessive use of the Internet, replacing interpersonal communication in real life, can have a negative impact on emotional competence.

The conducted research clarifies the ideas about the emotional intelligence of adolescents with different levels of Internet addiction. The obtained results can be used in the advisory, developing directions of the practical psychologist's activity with the purpose of preventing Internet addiction of adolescents, as well as for the development of educational disciplines, special courses for vocational training of students of a teacher training university.