

Emotional Intelligence :Family Size and Parental Education

Dr. T.C. Pandey,

Associate Professor, B.Ed.

Department, M.B. Govt. P.G. College Haldwani

Abstract

It is rightly said that the destiny of nation is shaped in its classrooms. Today's school going youngsters become tomorrow's citizens. The future prosperity of a nation and a region depends most heavily on the cognitive and psychomotor abilities as well as on the affective qualities of these youngsters. One who is capable to understand his/her own emotions as well as of others, may be expected to handle the dynamics of inter-personal relationships which makes him/her able to create a conducive environment around him/her in which love, affection etc. get created among the members of the society. In this study an attempt has been made to know about the relationship between emotional intelligence and family size, parental education of adolescent students. Family size wise groups of adolescents students do not differ in their attitude towards modernization. Also parental education wise groups of adolescents students do not differ somewhat in their emotional intelligence.

Keywords - emotional intelligence, family size, parental education.

1.1 Introduction

A normally healthy individual is expected to have the ability to attain proper control over his feelings and emotions so that he may live a balanced life. This balance life is related to mostly on emotional intelligence of the individual. It is now a unanimously held notion among educationists, psychologists, educational planners and educational-administrators that success in life does not solely depend only on the cognitive and psychomotor abilities of the individuals. For a society to prosper, it is a must that its human power should be in the possession of all the present day knowledge available to humanity and it should be adequately trained in the relevant skills emerged because of the techno-scientific advancement in the various walk of life. But it is to be remembered here that such a prosperity also depends upon the moral qualities and personality characteristics of the individuals. These qualities also intend peace of the life. These qualities and characteristics are concerned with the affective domain of the development of human personality. One important variable which may play vital roles in influencing the affective domain related developmental perspectives is emotional intelligence.

Goleman discussed many research studies showing that a person's I.Q. predicts only a small part of career performance ranging from four to twenty percent. But recent studies have shown that emotional intelligence predicts about 80 percent of a person's success in life. Further asserts that his understanding of emotional intelligence asserts on Howard Gardner's "Personal Intelligence"- the intra personal knowing yourself and the inter personal knowing how to get along with others. Goleman emphasized that educators need to consider "educating differently" for this intelligence because different areas of brain are involved. Goleman's description of

emotional intelligence is based on Peter Salovey's (1990) basic definition including the following five dimensions.

1. Self awareness,
2. Handling Emotions Generally,
3. Motivation,
4. Empathy,
5. Handling relationship

“Emotional Intelligence involves the accurate appraisal and expression of emotions in one self and others and the regulation of emotion in a way that enhances living. One aspect of emotional intelligence is the ability to recognize the consensually agreed upon emotional qualities of the objects in the environment” (Mayer and Salovey, 1990:772).

In this study an attempt has been made to know about the relationship between emotional intelligence and family size, parental education of the adolescent students.

1.2 Title of the study

The research work under investigation has been entitled as below:

“Study of Emotional Intelligence of Adolescent Students in relation to their Family Size and Parental Education”

1.3 Definition of the Terms used

The definitions of the main terms used in the title of the study is being presented below:

1.3.1 Emotional Intelligence

The term ‘Emotional Intelligence’ was first researched by Peter Salovey of Yale University and John Mayer of the University of New Hampshire in the year 1990. Emotional Intelligence has received a great deal of attention in the media, especially since the book “Emotional Intelligence” by Daniel Goleman (1995) hit the best seller list.

Peter Salovey, and John Mayer, credited with originating the term Emotional Intelligence, list the following as general components of EQ.

1. Awareness and acknowledgement.
2. Sensitivity
3. Compassion and understanding

A more complete definition of Emotional Intelligence as provided by Cooper and Sawaf (1997:XIII), “Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence”. The authors have described the four corner stones of Emotional Intelligence namely Emotional Literacy, Emotional Fitness, Emotional Depth and Emotional Alchemy. Emotional Intelligence means the skill that one requires for efficient living. This efficient living may depend on peace in life. It is expected that school going adolescent students should be trained for efficient living in their life.

Operationally, here in this research work, refers to a variable measured by ‘Emotional Intelligence Scale’ constructed, developed and validated by Tewary, Mala, and Joshi J.K. (1996)

for female college students of Kumaun Region. This is a three point scale containing 30 items spread over the five dimensions of 'Emotional Intelligence' namely self awareness, managing emotions, motivating oneself, empathy and handling relationships and concerned with eight basic emotions namely Anger, Sadness, Fear, Joy, Love, Surprise, Shame and Disgust.

1.3.2 Adolescent Students

An adolescent is an individual who has crossed the stage of child hood but has not yet entered in the stage of adulthood. This is a period of transition and its onset coincides with the end of childhood and its end point coincides with the beginning of youth hood/adulthood.

In a chronological definition individuals in the age group 12-18 years (as taken by offer and offer, 1975) are termed as adolescents. Sometimes individuals in their teens (13-19 years), are termed as adolescents. As a matter of fact, the terms, 'teenager' and 'adolescent' are supposed to be synonyms (Joshi, C.M. 1997:24). In order to make an operational definition of the term Kumaoni adolescents, as taken into consideration in this investigation, it requires to be mentioned here that Intermediate College going Kumaoni Students of class XI have been termed as 'Kumaoni adolescents' for the purposes of this study. The term Kumaoni refers to those individuals who are permanent residents of the geographical region known as Kumaon Hills and whose immediate ancestors were also permanent residents of this particular region.

1.3.3 Family Size

It refers to the size of the family of the adolescent. It is to be ascertained on the basis of the total number of individuals in the family.

1.3.4 Parental Education

It refers to the level of formal education acquired by parents of the adolescent students. Parents on the basis of this variable are to be referred as 'Highly Educated', 'Moderately Educated' and 'Lowly Educated parents'.

1.4 Objectives of the study

The objectives of the study have been presented below:

1. To find out whether adolescents grouped on basis of the family size differ in their Emotional Intelligence.
2. To ascertain whether adolescents grouped on the basis of various groups of parental education differ in their Emotional Intelligence.

1.5 Hypothesis

The hypothesis of the study is being presented below:

1. Adolescents grouped on the basis of the family size do not differ in their Emotional Intelligence
2. Parental education wise groups of the adolescents do not differ in their Emotional Intelligence

1.6 The Sample

The sample consisted of 290 male and female adolescents of the six Intermediate Colleges of Almora town. The sample adolescents were male and female Kumaoni Hindus studying in class 11th of these Intermediate Colleges. The sample were taken from six intermediate colleges of Almora town namely :- Almora Inter. College, Almora, Govt. Inter. College, Almora, Ramsay Inter College, Almora, Adams Inter College, Almora, Arya Kanya Inter College, Almora, Govt. Girls Inter College, Almora. College and academic stream wise distribution of the sample adolescents have been presented in table 1.1.

Table 1.1
College and academic stream wise distribution of the sample adolescents

Sl.No.	Name of the College	Academic Stream		Total
		Arts	Science	
1	Almora Inter College, Almora	09	33	42
2	Govt. Inter College Almora	14	93	107
3	Ramsay Inter College, Almora	06	-	06
4	Adams Inter College, Almora	32	34	66
5	Arya Kanya Inter College, Almora	18	-	18
6	Govt. Girls Inter College, Alomra	16	35	51
	Total	95	195	290

1.7 Tools Employed

In order to collect the relevant data the following tool was employed.

1.7.1 Emotional Intelligence Scale

Emotional Intelligence scale (EIS-96) of Tewary and Joshi (1996) was employed to measure the Emotional Intelligence of the adolescents. This scale was constructed and validated by Teway, Mala and Joshi, J.K. (1996). This is a three point scale and contains 30 items spread over the five dimensions.

1.7.2 Socio- Familial and Educational Data Schedule:

Information regarding the socio-familial and educational factors mentioned in the topic were made known by making use of socio-familial and educational schedule.

1.8 Data Analysis

The data analysis of the available data is being presented in the following manner.

Family size and Parental Education wise distribution of the sample adolescents has been presented below in table 1.2 and 1.3 respectively.

Table 1.2

Family Size wise Analysis of the data of the sample adolescents (N=290)

S.No.	Family Size	N	M	SD	t-ratio and df
1.	Small	37	64.65	6.23	$t_{1,2} = 0.10, df=206$
2.	Medium	171	64.77	6.58	$t_{1,3} = 0.07, df=117$
3	Large	82	64.74	7.16	$t_{2,3} = 0.03, df=251$

All the t-ratios computed to compare the mean emotional intelligence scores of the family size of three groups were found to be insignificant at 0.05 level of significance. This established that family size wise group of the students did not differ in their mean emotional intelligence scores.

Table 1.3

Parental Education wise analysis of the data of the sample adolescents (N=290)

S.No.	Parental Education Group	N	M	SD	t-ratio and df
1.	Low	10	8.80	1.87	$t_{1,2} = 0.05, df= 136$
2.	Moderate	128	8.77	1.95	$t_{1,3}=0.58, df=65$
3.	High	57	9.11	1.45	$t_{2,3}=1.18, df=183$

All the t-ratios computed to compare the mean emotional intelligence scores of the parental education of three groups were found to be insignificant at 0.05 level of significance. This established that parental education wise group of the students did not differ in their mean emotional intelligence scores.

1.9 Conclusions and Implication of the Study

On the basis of the various results obtained, some important conclusions have been derived and these are being presented as:

1. Family size wise groups of adolescents students differ in their emotional intelligence
2. Students grouped on the basis of Parental Education were found not to differ in their emotional intelligence.

Family size wise differences are not associated with differences in emotional intelligence of the students. Tewary, Mala (1999:308) found that family size wise groups of the female college students did not differ in their emotional intelligence. Hence finding of the present research work with regard to family size wise difference in emotional intelligence is in congruence of her finding.

Parents educational status wise differences in emotional intelligence of sample adolescent student were made non by computing three t-ratios. All three t-ratios were found to be insignificant at 0.05 level of significance. This reveals that adolescent students reared-up and looked after by lowly educated parents, moderately educated parents and highly educated parents do not differ from one-another in their emotional intelligence abilities respectively. It means that parents educational status on its own, does not seem to have any notable impact on the emotional intelligence of adolescent students.

References

- Goleman, D.(1995), Emotional Intelligence, Bantam Books, New York (USA).
- Salovey, P. & Mayer, J.D. (1990), Emotional Intelligence Imagination, Cognition and Personality, 9, 185-211.
- Tewary, Mala & Joshi, J.K. (1996), Emotional Intelligence Scale (EIS-96), Kumaun University, Nainital.
- Pandey, T.C. (2002), Study of Emotional Intelligence and Attitude Towards Modernization of Kumaoni Adolescents in Relation to some Socio-familial and Educational factors, unpublished doctoral dissertation, Kumaun University, Nainital.
- Pandey, T.C. (2020), Study of Emotional Intelligence of Adolescent Students in relation to their Academic Stream and Academic Achievement, Published in UGC CARE Journal-PURAKALA <https://www.purakala.com/index.php/0971-2143/article/view/2801>