



Emotional intelligence of college students among joint and nuclear family

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Abstract

The purpose of this research is to understand emotional intelligence among joint and nuclear families. Study also compares emotional intelligence with other socio-demographic variables such gender and residential area. Study was administered among 120 college students (from Calicut, Kannur and Malappuram districts of Kerala) of age between 20-28. Samples contains 54 males and 66 females in which 58 are from rural area and 62 are from urban area. Data were collected using emotional intelligence scale developed by Anukool Hyde, Sanjyoth Pethe and Upinder Dhar in 2002. t-test analysis concludes that there is no significant difference between emotional intelligence among joint and nuclear families ($p > 0.05$), gender and residential arê.

Keywords: emotional intelligence, college students, joint family, nuclear family

Introduction

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people. Salovey and Mayer (1990) [16] view emotions as adaptive and as something that can potentially lead to a transformation of personal and social interaction into enriching experience. Goleman (1995) [7] refers emotions to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act. There are hundreds of emotion along with their blends, variations, mutations and nuances. He further argues that in the mechanics of emotions, each feeling has its own distinct repertoire of thoughts, reactions, even memories.

Emotional Intelligence

According to Mayer and Salovey (1993) [13] emotional intelligence is the ability to monitor one's own and others feelings and emotions to discriminate among others, and use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and /or generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth. Emotional intelligence is defined as an array of skills and characteristics that drive leadership performance by Daniel Goleman (1998) [6].

The advancement of knowledge about human behavior and psychology led to the development of the concept emotional intelligence. Thorndike (1920) [17] was one of the first to identify the aspect of emotional intelligence. He classified intelligence into three types: Abstract intelligence, concrete intelligence and social intelligence now termed as emotional

intelligence-the ability to understand and manage people to act wisely in human relations. Bar-On (1998) [1] used the term emotional quotient (EQ) long before it gained widespread popularity. Gardner (1983) [5] had a major hand in discussing the emotional intelligence theory in psychology. The multiple intelligence models included two varieties of personal intelligence: the intrapersonal and interpersonal. Intrapersonal intelligence is the ability to reward the moods, intentions and desires of others and potentially to act his knowledge. Salovey and Mayer (1990) [16] put forward an ability model of intelligence and wrote numerous books and articles that added to the repertoire of emotional intelligence.

There are several models are there based on emotional intelligence.

Ability Model

The model claims that EI includes four types of abilities: perceiving emotions-the ability to detect and decipher emotions in faces, pictures, voices and cultural artifacts including the ability to identify one's own emotions.; using emotions-the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving.; understanding emotions-the ability to comprehend emotion language and to appreciate complicated relationships among emotions.; the ability to regulate emotions in both ourselves and in others.

Mixed Model

Goleman's model outlines five main EI constructs: self awareness-the ability to recognize and understand personal moods and emotions and drives, as well as their effect on others.; self regulation-the ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting.; internal motivation-a passion to work for internal reasons that go beyond money and status which are external rewards.; empathy-the ability to

understand the emotional makeup of other people. It is important to note that empathy does not necessarily imply compassion; social skills-proficiency in managing relationships and building networks, and an ability to find common ground and build rapport. (Boyatzis, Goleman & Rhee, 2000) [3].

Trait Model

Konstantinos Vasilis Petrides proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous publications. In lay terms, trait EI refers to an individual's self perceptions of their emotional abilities. This definition of EI encompasses both behavioral dispositions and self-perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement (Petrides and Furnham, 2001) [11].

Need and Significance

Emotional intelligence is an important factor in maintaining good mental health. The need of the study was understand the emotional intelligence of college students among joint and nuclear family. Research studies on emotional intelligence are few in India, especially in joint family and nuclear family. The score established by this study could be used by future studies.

Operational Definitions

Emotional intelligence will be defined as the global score obtained by the participants in the emotional intelligence scale (Anukool Hyde, SanjyothPethe and Upinder Dhar, 2002) [9]. It measures Self awareness Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, Commitment and Altruistic behavior.

Joint family will be defined as a large undivided family where more than one generation live together in a common house

Nuclear family will be defined as a family group that consists only of parents and children.

College students include students who studying in different colleges

Objectives

- To understand emotional intelligence of college students based on their family types.
- To understand emotional intelligence of college students based on their genders.
- To understand emotional intelligence of college students based on their residential areas.

Hypotheses

H1: There is a significant mean difference in emotional intelligence among joint and nuclear families.

H2: There is a significant mean difference in emotional intelligence and genders.

H3: There is a significant mean difference in emotional intelligence and residential areas.

Research Methods

Participants

The participants for present study consist of 120 college students from Kozhikode, Kannur and Malappuram district. Samples consist of 54 males and 66 females. Purposive sampling technique is used in this study. Samples included were between the age limit of 20-28.

Research Tools

i) Demographic Data Sheet

Demographic data sheet consist of personal details and socio demographic variables such as family type, gender, residential area etc. It is prepared by the researcher.

ii) The Emotional Intelligence Scale (Anukool Hyde, Sanjyoth Pethe and Upinder Dhar, 2002) [9].

The emotional intelligence scale was developed by Anukool Hyde, Sanjyoth pethe, and Upinder dhar in 2002 [9]. it has 34 items with 10 subscales that adopt a five point scale. The scale is meant for knowing the difference in emotional intelligence of individuals. The 10 subscales are self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behavior.

Reliability and Validity

The reliability of the scale was determined by calculating 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 reliability index which indicated high validity on account of being 0.93.

Scoring

The emotional intelligence scale was scored on a five point scale with 1-strongly disagree, 2-disagree, 3-uncertain, 4-agree, 5-strongly agree. Response values to all items within a subscale are then added together. Higher score indicates more and lower scores indicate less emotional intelligence. Items related to following factors:

Self awareness: 6,12,18,29; *Empathy:* 9, 10,15,20,25; *Self motivation:* 2, 4,7,8,31,34; *Emotional stability:* 14,19,26,28; *Managing relations:* 1, 5, 11, 17; *Integrity:* 16, 27, 32; *Self development:* 30, 33; *Value orientation:* 21, 22; *Commitment:* 23, 24; *Altruistic behavior:* 3, 13.

Procedure

In order to get necessary samples, college students from different parts of Kozhikode, kannur and malappuram districts were selected. Permission to collect data was obtained from the concerned authorities and individuals. The participants were explained the purpose of the study and general instructions were given. After taking informed consent, data collection was carried out.

Data Analysis

Data were collected from the selected samples and incomplete

data sheets were removed. Remaining data were scored and analyzed through independent sample t-test in SPSS 20.

Results and Discussions

The analysis of data is the key process in research process. The data collected has to be processed and analyzed as outlined in the research plan. Statistical analysis helps the researcher to test the spelt out hypothesis from which

conclusion can be drawn. It breaks all complex parts into simpler one for the purpose of interpretation. The detailed analysis of data with the testing of hypotheses are presented below

The first objective of the study is to understand emotional intelligence of college students among joint and nuclear family.

Table 1: t test results of Emotional Intelligence among joint family and nuclear family among adolescents

Dimension		N	Mean	SD	t	Sig. (2 tailed)
Self Awareness	Joint Family	60	16.40	2.366	-.690	.492
	Nuclear family	60	16.68	2.127		
Empathy	Joint Family	60	19.30	3.191	1.107	.270
	Nuclear Family	60	18.72	2.545		
Self Motivation	Joint Family	60	23.43	3.997	-.447	.656
	Nuclear Family	60	23.72	2.847		
Emotional Stability	Joint Family	60	15.45	2.878	1.291	.199
	Nuclear Family	60	14.83	2.323		
Managing Relations	Joint Family	60	15.62	2.650	.645	.520
	Nuclear Family	60	15.32	2.439		
Integrity	Joint Family	60	11.98	1.780	-.200	.842
	Nuclear Family	60	12.05	1.863		
Self Development	Joint Family	60	8.25	1.674	.000	1.000
	Nuclear Family	60	8.25	1.398		
Value Orientation	Joint Family	60	7.88	1.530	.445	.657
	Nuclear Family	60	7.77	1.332		
Commitment	Joint Family	60	8.18	1.490	.622	.535
	Nuclear Family	60	8.02	1.444		
Altruistic Behaviour	Joint Family	60	7.90	1.674	1.367	.174
	Nuclear Family	60	7.52	1.384		
Total	Joint Family	60	134.40	17.157	.195	.846
	Nuclear Family	60	133.85	13.6135		

Independent sample t test was run to compare emotional intelligence among college students based on type of family. It has been found that there is no significant difference in emotional intelligence among joint family and nuclear family ($p > 0.05$). (H_1 is rejected).

Results indicate that there is no significant mean difference in emotional intelligence of college students among joint and nuclear family. There is a common belief that joint family has more emotional intelligence. But the results of this study indicate that family patterns with more members or existence of more than one generation in a single house doesn't

influence the emotional intelligence. It is commonly believed that Family with more members needs more adjustment. It is also believed that joint family need more adjustment among members and it leads to development of high emotional intelligence. But this belief is disproved here. Adjustment and understanding of emotions needs in both joint and nuclear family, so joint and nuclear family has same effect on emotional intelligence.

The second objective of the study is to understand emotional intelligence of college students among males and females.

Table 2: t- test results of emotional intelligence in male and female among adolescents

Dimension		N	Mean	SD	t	Sig(2tailed)
Self Awareness	Male	54	17.06	2.114	2.309	.023*
	Female	66	16.12	2.277		
Empathy	Male	54	19.31	2.794	1.052	.295
	Female	66	18.76	2.962		
Self Motivation	Male	54	24.04	3.909	1.328	.187
	Female	66	23.20	3.019		
Emotional Stability	Male	54	15.43	2.446	1.075	.285
	Female	66	14.91	2.755		
Managing Relations	Male	54	16.26	2.259	3.255	.002*
	Female	66	14.82	2.589		
Integrity	Male	54	12.19	1.884	.919	.360
	Female	66	11.88	1.759		
Self Development	Male	54	8.13	1.660	-.776	.440

	Female	66	8.35	1.430		
Value Orientation	Male	54	8.22	1.208	2.833	.005*
	Female	66	7.50	1.522		
Commitment	Male	54	8.13	1.454	.200	.842
	Female	66	8.08	1.481		
Altruistic Behaviour	Male	54	8.15	1.280	2.915	.004*
	Female	66	7.35	1.650		
Total	Male	54	136.93	15.038	1.817	.072
	Female	66	131.83	15.469		

*p< 0.05

Independent t test was run to compare emotional intelligence among college students based on gender. It has been found that there is no significant difference ($p > 0.05$) in emotional intelligence among males and females (H2 rejected).

Contrary to common belief that women are more apt in emotional skills, this study revealed no significant difference in overall emotional intelligence of male and female students. These results can be compared to studies conducted by Petrides and Furnham (2001) [14] revealing difference in only one component of emotional intelligence while the overall score do not differ significantly. There is a significant difference among male and female in self awareness. Males

and females have different experiences with environment. So it can develop different self awareness among males and females. There is also a significant difference found in managing relations among males and females. It supports the contradicts the belief that female are more capable of managing relationships. There is also a significant difference in value orientation among males and females. Altruistic behavior also have a significant difference among males and females.

Third objective of the study is to understand emotional intelligence of college students among samples coming from rural and urban area.

Table 3: t test results of emotional intelligence in samples of urban area and rural area.

Dimension		N	Mean	SD	t	Sig(2 Tailed)
Self Awareness	Rural	58	16.74	2.314	-0.940	.349
	Urban	62	16.35	2.181		
Empathy	Rural	58	19.50	2.458	-1.836	.069
	Urban	62	18.55	3.192		
Self Motivation	Rural	58	24.09	3.278	-1.581	.117
	Urban	62	23.10	3.579		
Emotional Stability	Rural	58	15.64	2.504	-2.035	.044*
	Urban	62	14.68	2.666		
Managing Relations	Rural	58	15.52	2.451	-.211	.834
	Urban	62	15.42	2.640		
Integrity	Rural	58	11.98	1.801	.197	.844
	Urban	62	12.05	1.841		
Self Development	Rural	58	8.34	1.573	-.652	.516
	Urban	62	8.16	1.506		
Value Orientation	Rural	58	8.00	1.487	-1.297	.197
	Urban	62	7.66	1.366		
Commitment	Rural	58	8.17	1.465	-.523	.602
	Urban	62	8.03	1.471		
Altruistic Behaviour	Rural	58	7.69	1.547	.128	.898
	Urban	62	7.73	1.549		
Total	Rural	58	135.55	15.103	-.981	.328
	Urban	62	132.79	15.722		

*p<0.05

Independent t test was run to compare emotional intelligence among college students based on residential area it has been found that there is no significant difference in emotional intelligence among samples of rural and urban area. ($p > 0.05$) (H3 rejected).

From analyzing the results,. It has been found that there is no significant difference in emotional intelligence among samples of rural and urban area. This finding is contradictory to the belief that people coming from rural area are low in emotional intelligence. This finding is supported by the study of Joiceswarnalatha (2015) who found no difference in

emotional intelligence among people from rural and urban area. People have a belief that comparatively less facilities and education among people from rural area leads to less emotional intelligence among them. This study disproved this belief. Low facilities do not hinder a person’s thinking and cognitive abilities. So residential area has no influence on emotional intelligence. It is found that there is a significant difference in emotional stability among samples coming from urban and rural area. Samples coming from rural area have more emotional stability. People from rural area are more vulnerable to bad experiences than people from urban area.

Such experiences can make them more emotionally stable.

Conclusion

There is no significant difference between emotional intelligence among joint and nuclear families, genders, residential areas.

Recommendations

- More samples can be used.
- More variables such as birth order, school environment can be added.
- Samples from more districts can be added.

Implications

- We can exclude the criteria of type of family, gender and residential area in job interviews which needs emotional intelligence while determining emotional intelligence.
- Study findings can be implemented in counseling settings. Understanding about the absence of significant difference in emotional intelligence among type of family, gender, and residential area helps in developing strategies for improving emotional intelligence.

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