

Differences in Emotional Intelligence level: Comparative Study of Teenagers born and brought up in Joint families and Nuclear families

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Abstract

Emotions are highly powerful. They can construct and may even destroy the total world. Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Emotional intelligence is defined as a person's self-awareness, self-confidence, self-control, commitment and integrity, and a person's ability to communicate, influence, initiate change and accept change (Goleman, 1998). Most common problem of today's teenagers is their lack of ability to handle emotions in constructive way. The paper attempts to test the traditional assumption that teenagers will be more emotionally intelligent if there is more number of persons in their family. The study will find out the difference in EQ level of teenagers of joint and nuclear families. The study also reveals impact of gender on Emotional Intelligence.

Keywords- Emotional intelligence, Teenagers, Joint families, Nuclear families

1. Introduction

If a 19 year old is teased at college for being the new student in class, or being too fat, or answering correctly one too many times, and tells his parents that he wants to run away or kill himself. Your sixteen year old feels humiliated at football practice cause she can't kick the ball as well as the other girls (never mind they had a year more practice) and wants to quit. If a college teacher complains to student's parents about their son being too aggressive with the other students. And if oldest teen girl gets a D on her last history exam and you find she seems to have given up studying and instead is sleeping and smoking pot most of her free time. What does this all mean and what is the main cause of this problem? All these cases represent the inability to manage one's emotions and inefficiency in handling stressful situation.

Emotional Intelligence (EQ or EI) is a term that was created by two researchers – Peter Salavoy and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name.

Define EI as the ability to:

a. Recognize, understand and manage our own emotions.

b. Recognize, understand and influence the emotions of others.

In practical terms, this can be described as 'emotional literacy'. It means being aware that emotions can drive our behavior and impact people (positively and negatively), and learning how to manage those emotions – both our own and others.

2. Objectives of the Study

a. To study about the level of emotional intelligence in teenagers of Udaipur.

b. To compare level of emotional intelligence of teenagers coming from joint and nuclear family.

c. To compare level of emotional intelligence of male and female teenagers.

3. Research Methodology

Scope-The geographical scope for the study is confined to Udaipur only.

Sampling- Convenience sampling has been used for sample selection. 31 male and 17 female

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respondents were selected from joint families and 22 males and 17 females were selected from nuclear families.

Data Collection-The response was recorded on a five point likert scale. The EQ-I comprises 15 items in the form of short sentences and employs a 5-point response format ranging from “Strongly disagree or strongly agree” (1) to (5). It covers following dimensions-

1. Intrapersonal (self-awareness and self-expression)
2. Interpersonal (social awareness and interpersonal relationship)
3. Stress Management (emotional management and regulation)

	Joint Family	Nuclear Family
Sample Size	48	39
Mean	62.8542	44.9744
Standard Deviation	5.7859	7.58977

Table 1: Comparison of EQ levels of teenagers of Joint and Nuclear Families

Calculated Value-12.1251 is greater than table value (1.96). Therefore, null hypothesis is rejected proving that there is difference in level of emotional intelligence of teenagers coming from joint families and nuclear families. EQ level of teenagers of joint families was found to be much better than teenagers of nuclear families.

	Male	Female
Sample Size	53	34
Mean	55.9811	53.0588
Standard Deviation	10.4982	11.8678

Table 2: Comparison of EQ levels of Male and Female teenagers

Calculated Value 1.1716 is less than table value (1.96), therefore we accept null hypothesis which means gender does not affect EQ level of

4. Adaptability (change management)

5. General Mood (self-motivation)

Statistical Tool Used- z test has been used for the purpose of data analysis.

4. Data Analysis and hypothesis testing-

Null Hypothesis: There is no significant difference in level of emotional intelligence of teenagers coming from joint and nuclear family.

Alternate Hypothesis: There is significant difference in level of emotional intelligence of teenagers coming from joint and nuclear family.

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teenagers. Male and Female respondents are equally intelligent in managing emotions.

5. Conclusion and Suggestions

As Goleman reminds us, "parents can help their children by coaching them emotionally, talking to them about their feelings and how to understand them, not being critical and judgmental, problem solving about emotional predicaments, coaching them on what do, like alternatives to hitting, or to withdrawing when your sad". And, when they (and we) make mistakes (as can be expected), we can teach our children how to handle a future situation more productively. Not unexpectedly, studies indicate the more parents are emotionally adept, the more their children are. Clearly, education at all levels is warranted. The good news is that we have the power to change and grow - both in our actions and in helping our children develop competent emotional skills. As, the study reveals that the surroundings and family circumstances and number of persons in the family have significant impact on EQ level of teenagers, so efforts should be made to provide healthy environment. Teenagers in the blessings of grandparents, uncle, aunt and other relatives are emotionally stable and far better than the teenagers of nuclear family.

There even seems to be a special part of our brain for such skills as emotional self-control and empathetic understanding which continues to develop into late adolescence (16-18 years). Emotional habits acquired in childhood and teenage appear harder to change later in life, leading to a critical window of opportunity to help shape lifelong emotional propensities.

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