

EMOTIONAL INTELLIGENCE OF ADOLESCENT BELONGING TO DIFFERENT SOCIOECONOMIC GROUP

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Abstract

The present research paper entitled “To Study the Emotional Intelligence of Adolescents Belonging to Different Socio – Economic Groups” was carried out with the objectives to study the emotional intelligence of adolescent belonging to upper socioeconomic status, middle socioeconomic status and lower socioeconomic status. A group of 150 adolescents (50 from each socio economic strata) was selected from both government and private institutions in the study via a stratified random sampling technique. The data were collected using an Emotional Intelligence Inventory and ‘Socio Economic Status Scale (SESS)’ and analysed using mean, S.D and F-test. The findings of the study indicated that there is some difference. The higher mean value in favours of upper and middle socioeconomic status’ adolescents further indicated that they have significantly higher emotional intelligence as compared to the lower socioeconomic adolescents student. But these differences didn’t alter the F- ratio so It can be concluded from the above analysis that variation in socio-economic status (SES) levels didn’t associated with variation in emotional intelligence in adolescent students. The data finally ended up in concluding that there exists NO significant difference in the emotional intelligence level of upper, middle and lower socioeconomic group’s adolescent students.

Keywords: Emotional Intelligence, Adolescent, Socio Economic Status, Inter Personal, Intra Personal

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INTRODUCTION

Human beings are creatures of feelings and emotions. If there had been no emotions in the life of organism, the life would have been without any aspirations. And also in the absence of emotion, social and family life would have ceased and progress would have been checked. Intelligence is the capacity to engage in valid, abstract reasoning in relation to area of information. Emotions have been referred to as the ‘dynamics of behaviour’ which term refers to the energies of forces that initiate activity. Emotion in the organism is the dynamic interval adjustment that operates for the satisfaction and welfare of the individual. If animal do something they call it instinct. If we do exactly the same thing for same reason they call it intelligence. There are two different types of intelligence – intellectual and emotional, expressed the activity of different parts of the brain. The intellect is based solely on the working of neocortex the more recently evolved layers at the top of the brain and the emotional centres’ are lower in brain, in the more ancient subcortex, emotional centres’ at work in concert with the intellectual centres.

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. **Mayer and Salvoy** defined Emotional Intelligence as “the 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, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility. **Goleman (1995)** found in his study emotional intelligence has five components which are self-awareness, self-regulation, motivation, empathy and social skills. Emotional intelligence is one of the important areas of modern stress management. It is one of the recent fascinating concepts that are essential for success in life.

Adolescence describes the teenage years between 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "teen" years (ages 9 through 12). Adolescence can be a time of both disorientation and discovery. The transitional period can bring up issues of independence and self-identity; many adolescents and their peers

face tough choices regarding schoolwork, sexuality, drugs, alcohol, and their social life. Peer groups, romantic interests and external appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood.

In today's modern era life is changing very rapidly. In this situation our adolescent facing a lots of challenges and adjustment problems at home , on work place in social relationship and other areas of his life. Many times it happened due to lack of self- awareness, self- regulation, social skills. These all are component of emotional intelligence. Now a day, Adolescent development has emerged as a major area of psychological research. Adolescent have long been regarded as a group of people who are searching for them to find some form of identity and meaning in their lives. They have also been regarded as a unique group with a wide range of difficulties and problems in their transition to adulthood. One aspect of adolescent is their emotions and within schools and society as a whole this aspect has often overlooked. Students are measured in terms of their performance and grades.

Socioeconomic status (SES) signifies an individual's, a family's, or a group's ranking on a hierarchy according to its access to or control over some combination of valued commodities such as wealth, power and social status". It may refer to the individuals past and involves study over a period of time concerning the socio-economic conditions of his home including such factor as social, economic or educational which influences the development of the child for the time being or permanently. **House** stated parental occupation, parental education, family income, prestige, power and a certain lifestyle are all important components of SES. **Good (1959)** defines socio economic status as level indicative of both social and economic development of an individual or a "Group". Social status is the position of individual within the social relationships where as Economic status refers to the financial conditions and facilities possessed by the parents. Researches show that both overall family system functioning and parental behaviours are positively related to adolescent well-being. Home environment also showed positive impact on social intelligence. Thus, it can be stated that family environment is an important criteria for all round development of adolescents. However, the impact of type of family on the social and emotional development of adolescents is still not fully revealed. Adolescent students requires a good level of emotional intelligence for succeeding in their future endures because a person with

a good emotional intelligence will recognize & perceive emotions accurately, understand and express it properly, but build healthier relationship, manage his emotions in a positive way to relieve stress, communicate effectively, empathize with others, overcome challenges and diffuse conflict. He achieves greater success at work, career and personal goals which leads to overall happiness and success in life. Social and emotional maturity is reciprocal, so an effort to develop one domain would automatically lead to development in other domain.

There are some characteristics of a Person having High, Moderate and Low emotional intelligence are given below:-

High Emotional Intelligence in a person

- Can identify and perceive Various types of emotions in oneself and in also others, incorporates it with thoughts, understands the meanings of the emotions & most importantly controls and regulate emotions in a better way as compare to moderate and low E. I. individual.
- Requires less cognitive effort to solve emotional problem.
- Tends to be more open & agreeable than others.
- Less apt to engage in problem behavior & avoids self destructive & negative behavior.
- Is more likely to have possession of sentimental attachment around the home.
- Is good in social skills which hold centre stage in every sphere of life from home, school and workplace.

Moderate Emotional Intelligence In a person

- Can recognize & perceive emotion, integrate it with intellect, understand nature, intensity & outcomes of emotions in a proper way but feels difficulty in handling of emotions.
- Might feel difficulty in empathizing with others in comparison to high E.I. person.

Low Emotional Intelligence in a person

- Can recognize & perceive emotion, incorporate it with his thinking.
- Might be unable to understand the meaning of emotions or misinterpret its meaning and feels difficulty in controlling and managing of emotion which leads to outburst of emotion in the form of aggression.

- Might be directed to different types of emotional problems and deviant behavior.
- May have poor social interaction which is essential not only for better communication & interpersonal relationship with others but also for individual's personal growth & development.

Significance of the Study

In present time, we have seen many incidents, frequently reported in various media reports with regards to violent behaviors of adolescent in schools and others places. This is a very disturbing trend and needs better understanding of the reason for the same. In the modern world, education is getting widened and there is a cut-throat competition among adolescent students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the world. The way of managing emotions is crucial for better performance. Even after they got into the field they desire, their academic achievement is not at all adequate. Success in academics can be predicted more by emotional measures. This study is regarding the comparison of emotional intelligence of adolescent belonging to different socio economic group. However, limited research exists regarding emotional intelligence of adolescent relate to variables, such as socio-economic status. Further study around these could lead to greater understanding of the adolescent behavior. This can lead to Teachers and schools providing effective program me regarding with understanding and managing emotions of adolescent students.

Statement of the Problem: “To Study the Emotional Intelligence of Adolescents Belonging to Different Socio – Economic Groups”

Objective of the Study:

- To study the emotional intelligence of adolescent belonging to upper socioeconomic status, middle socioeconomic status and lower socioeconomic status.

Hypothesis of the study

- There is no significant difference of the emotional intelligence of adolescents belonging to upper socioeconomic status, middle socioeconomic status and lower socioeconomic status.

Methodology: The research design adopted for the study was descriptive survey design.

Sample: The sample of this study comprised of adolescent school students studying in IX standard at Lucknow District of Uttar Pradesh. In this study stratified random sampling technique has been used to select the samples. A sample of 150 students from secondary schools was taken, 50 samples for each category i.e. higher socio economic status, middle socio economic status and lower socio economic status were considered for the current research.

Tool Used: The instruments used for achieving the objectives of the study were the ‘Emotional intelligence inventory’ ascribed and standardized by S. K. Mangal and Subhra Mangal and ‘Socio Economic Status Scale (SESS)’ developed by R. L. Bhardwaj was used. This tool consists of 60 statements on scientific attitudes of adolescence. The reliability of the tool was 0.768 as by split – half method. The researcher also ensured the validity of the tool by using content validity. It means to get opinion from the area experts in Educational Research. The author of the tool also found the construct validity. In the present study, standardized tools were selected and used by the investigator for collecting different types of data and information.

Data Analysis: Analysis was done for extracting meaningful interpretation of results from raw data using mean, S.D, t-test and F-ratio.

Result: A total of 150 students have been taken as sample for the present study. Out of which 50 students belongs to each socioeconomic status i.e upper, middle and lower socio economic status. After the collection and statistical treatment of data following result has been found. The main objective of this study was “to study the emotional intelligence of adolescents belonging to different socio economic groups” in students of secondary schools.

Objective – 1: There was no significant difference between the emotional intelligence of adolescent belonging to different socioeconomic group.

Table No. 1:- Showing Level (%) of emotional intelligence of adolescents of each socioeconomic group (N=150 –upper SES=50, Middle SES=50, Lower SES= 50)

Variable	Status	% Score	Category
Emotional Intelligence	Upper SES	75.64	Good
	Middle SES	64.94	Average
	Lower SES	58.8	Poor

Graph 1:- Level (%) of emotional intelligence scores of adolescents belongs to different socioeconomic groups

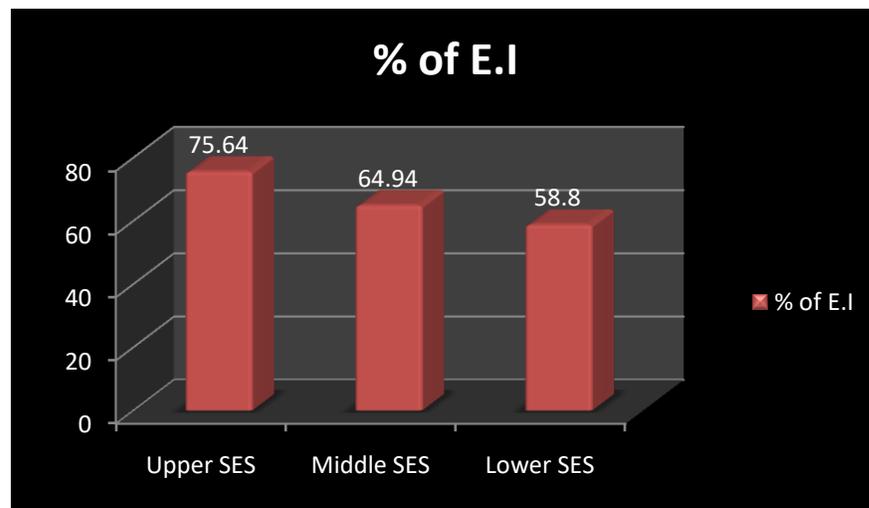


Table 1 and Graph 1 presents data regarding the percentage distribution of emotional intelligence scores of adolescents as well as the with regard to their socioeconomic status. Table 1 and Graph 1 reveals that adolescents of upper socioeconomic status, middle socio economic status and lower socioeconomic status scores 75.64%, 64.94% and 58.8% respectively on emotional intelligence scale. This result indicates that adolescents of upper socioeconomic status had good emotional intelligence. Emotional intelligence scores of middle socio economic status and lower socioeconomic status adolescents reveals that they have average and poor emotional intelligence respectively.

Table No 2- Showing Mean and Standard Deviation of emotional intelligence of adolescent student of different socioeconomic group

Status	Number	Mean	S.D
Upper SES	50	71.02	8.192
Middle SES	50	63.86	10.408
Lower SES	50	59.26	6.349

Table No 3:- Showing Mean scores of four aspects of emotional intelligence of adolescents of each socioeconomic group

Four aspects Status	Intra- personal Awareness	Inter- personal Awareness	Intra- personal Management	Inter- personal Management	TOTAL
Upper SES	18.48	18.82	19.72	18.62	75.64
Middle SES	16.08	15.4	17.22	16.24	64.94
Lower SES	12.76	13.24	16.84	15.96	58.8

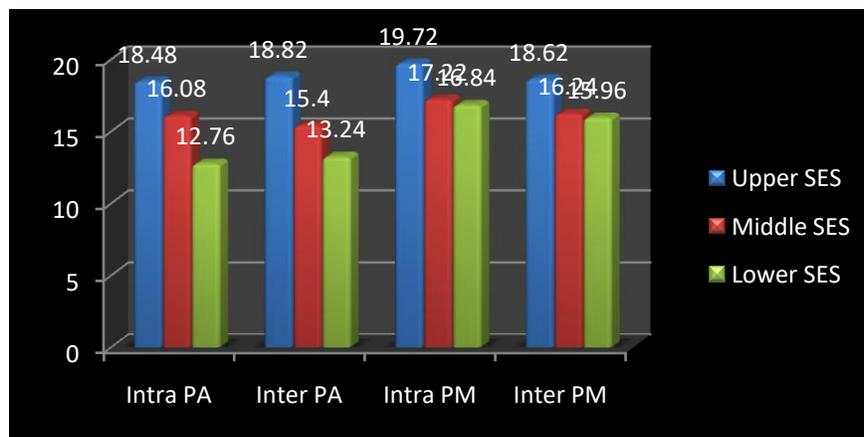
Graph 2:- Showing Mean scores of four aspects of emotional intelligence of adolescents belonging to different socioeconomic group

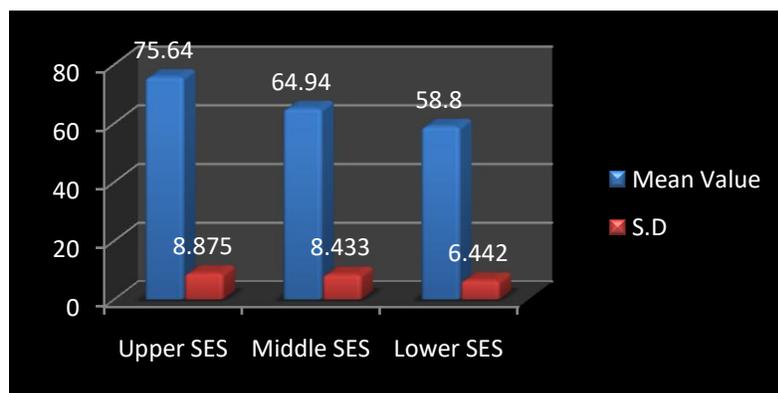
Table no. 3 presents the data of the each four aspects of emotional intelligence i.e. intra personal awareness, inter personal awareness, intra personal management and inter personal management of adolescent belongs to each socioeconomic group and Graph 2 shows the data in comparative way through the bar chart. The score of emotional intelligence of adolescent of upper socio

economic status in each four aspect of emotional intelligence scale was 18.48, 18.82, 19.72 and 18.62 for intra personal awareness, inter personal awareness, intra personal management and inter personal management respectively. The score of emotional intelligence of adolescent of middle socio economic status in each four aspect of emotional intelligence scale was 16.08, 15.4, 17.22 and 16.24 for intra personal awareness, inter personal awareness, intra personal management and inter personal management respectively. The score of emotional intelligence of adolescent of Lower socio economic status in each four aspect of emotional intelligence scale was 12.76, 13.24, 16.84 and 15.96 for intra personal awareness, inter personal awareness, intra personal management and inter personal management respectively.

Table No 4:- Showing Mean and Standard Deviation of emotional intelligence of adolescent student of different socioeconomic group

Status	Number	Mean	S.D
Upper SES	50	75.69	8.875
Middle SES	50	64.94	8.433
Lower SES	50	58.8	6.442

Graph 3:- showing the Mean and Standard Deviation of emotional intelligence of adolescents belonging to three different socioeconomic groups



From Table-4 and Graph 3 it was found that the mean score of emotional intelligence of upper socioeconomic status was 75.69, the mean score of emotional intelligence adolescents of middle

socioeconomic status was 64.94 and the mean score of emotional intelligence of lower socioeconomic status was 58.8 respectively. The standard deviation value of emotional intelligence scores of adolescent of upper socio economic status was 8.875, S.D of middle socioeconomic status is 8.433 and the standard deviation of adolescent belongs to lower socio economic status was 6.442. For further studies One-way analysis of variance (ANOVA) was applied to know the significance of mean difference between three groups (upper SES, middle SES and lower SES).

Hypothesis – 1

There is no significant difference between the emotional intelligence of adolescent belonging to different socioeconomic status.

Table No. 7:- Showing One Way Analysis Of Variance

Sources Of Variation	Sum Of Squares	Df	Mean Square	F- Ratio	Sig.
Between group	$S_b^2 = 7,262.92$	2	3631.46	56.921	Not significant
Within group	$S_w^2 = 9,378.34$	147	63.798		

The findings of one-way ANOVA shown in Table-7 revealed that the effect of socioeconomic status on emotional intelligence for adolescents was not significant $F(2, 147) = 56.921$, . So there was no significant difference between adolescents of upper SES, middle SES and lower SES respectively with regard to their emotional intelligence score. It was observed from the above table that the F ratio of 56.921 was found not significant at 0.01 level. Therefore, it can be concluded that the H01 “There was no significant difference between the emotional intelligence of adolescent belonging to different socioeconomic group” is accepted. In other words, it was implied that adolescents belongs to upper socioeconomic status, middle socioeconomic and lower socioeconomic status did not differ significantly on emotional intelligence.

Discussion

The result of the present study revealed that the adolescents of upper socioeconomic status have good emotional intelligence level. But the emotional intelligence scores of middle socioeconomic status and lower socioeconomic status adolescents reveal that they have average and

poor emotional intelligence respectively. The result indicated that the adolescents of upper socioeconomic status had significantly better emotional intelligence than the adolescents of middle and lower socio economic status. Emotional intelligence scores favors the upper socioeconomic adolescents for their better understanding and managing their own emotions. Above scores of emotional intelligence in all the four aspects or areas of emotions indicate that adolescents of upper socioeconomic status are better in all the four aspect than the middle and lower socio economic status adolescents. Adolescents of middle and lower socioeconomic status have almost equal level of emotional intelligence in the area of intra personal management and inter personal management. The higher mean value in favours of upper and middle socioeconomic status' adolescent students further indicated that they have significantly higher emotional intelligence as compared to the lower socioeconomic adolescent students. The Standard Deviation scores of emotional intelligence of adolescents of upper and middle socioeconomic group are nearly equal but higher than the lower socioeconomic status' adolescents, which also indicates that the upper and middle socioeconomic status' adolescent have high level of emotional intelligence than the lower socioeconomic status adolescent. This result clearly indicates that upper socio economic adolescents have higher emotional intelligence than the adolescents of middle and lower socio economic group. Therefore, it can be stated that socioeconomic status of an adolescent plays an important role in emotional development of an individual. High emotional intelligence was definitely help an adolescent to reduce stress by decreasing conflict, improving relationships and understanding. These scores indicated that the upper socio economic status' adolescents have good level of emotional intelligence but the adolescents of middle socioeconomic status fall in the category of average level of emotional intelligence and the adolescents of lower socioeconomic status having poor level of emotional intelligence.

One way analysis (ANOVA) reveals that there was no significant difference in emotional intelligence of adolescents belonging to different socio economic groups. It clearly indicates that there were no variances in the emotional intelligence of adolescents between and within the groups. It could be said that socioeconomic status does not impact the emotional intelligence of adolescent students. Emotional intelligence enables the adolescents to develop very good interpersonal relationships and to have better social support. An intelligent adolescent who is self

aware and intrinsically motivated will definitely have very high academic performance. Adolescents with high emotional intelligence will also have good relationship with teachers and parents which also help them to perform well in their examinations. Students with good EQ will not have conflicts with peer group and are not likely to use drugs or alcohol.

Conclusion

The present study, after analysis of collected data it can be concluded that there is some difference in the emotional intelligence pertaining to four dimensions i.e intra personal awareness, inter personal awareness, intra personal management and inter personal management, on the basis of which emotional intelligence was studied. The higher mean value in favours of upper and middle socioeconomic status' adolescents further indicated that they have significantly higher emotional intelligence as compared to the lower socioeconomic adolescents student. Adolescents from the upper socioeconomic group were slightly better on understanding own emotions as well as knowing about others emotions than those from middle and lower socioeconomic group. Adolescents from the upper socio economic groups were better than the middle and lower socio economic group in the area of managing one's own emotion and in managing others emotions. Adolescent from upper socioeconomic group were more personally adequate, inter-personally adequate, socially adequate and thus, more socially mature than those from lower socioeconomic group. But these differences didn't alter the F- ratio so It can be concluded from the above analysis that variation in socio-economic status (SES) levels didn't associated with variation in emotional intelligence in adolescent students. Thus the hypothesis is accepted that there is **NO** significant difference of emotional intelligence of adolescents belonging to different socioeconomic groups. The data finally ended up in concluding that there exists **NO** significant difference in the emotional intelligence level of upper, middle and lower socioeconomic group's adolescent students.

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