Chapter-2

STATEMENT OF PROBLEMS
The present research intends to explore relationship between emotional intelligence and its certain determinants i.e., sex and parent-child relationship, on the one hand (Study I) and to observe roles of sex and emotional intelligence training in adjustment and happiness, on the other hand (Study II). The specific problems undertaken and the respective hypotheses in the present research are described in this chapter.

**STUDY I**

**EFFECT OF INDIVIDUAL FACTORS**

**PROBLEM A (1)**

The first problem of the study I is whether sex of the subject plays any role as regards to his emotional intelligence? In others words, the problem is whether there exists any difference between males and females in respect of their emotional intelligence?

**HYPOTHESIS (A - i)**

Study of gender difference is of prime interest to psychologists. Males and females do differ on various aspects just because of their sex related characteristics. The environment in which males and females are nurtured, too, are different from the beginning causing development of different psychological characteristics in males and females. Brackett et al. (2004),
Kafetsios (2004), Austin et al. (2005), Bradberry & Greaves (2005) and Van et al. (2005) found that emotional intelligence scores were significantly higher for females than males.

From childhood, females in our Indian culture are encouraged to be flexible, sensitive, caring and responsible, all of which can lead to development of higher emotional intelligence in them. Hence, it is hypothesized that females would excel males in regard to their emotional intelligence. More specifically, it is expected that females would be emotionally more intelligent than males.

PROBLEM A (2)

The second problem of the research is whether parent-child relationship exerts any effect on emotional intelligence of children? In other words, the problem is whether there exists any difference between subjects with good and those with poor parent-child relationship in regard to their emotional intelligence?

HYPOTHESIS (A - ii)

Social learning theorists consider parents as the vital models for their children. The parent-child relationship has a strong impact on the development of children. Roopnarine & Honig (1985), Chamberlain & Paterson (1995), Goleman (1995), and Elias et al. (1999) assert that the learning of EI skills begins during infancy and is strongly influenced by familial and cultural expectations. Adult modeling and parent-child interactions play powerful roles in shaping this learning. Bradberry and Greaves (2005) assert that a parent has a single greatest opportunity to influence his child's emotional intelligence. They further assert that emotional intelligence skills are made, not born. A
parent’s guidance in understanding and processing emotions is the driving force behind a child’s ability to learn and demonstrate emotional intelligence. Hence, it is hypothesized that parent-child relationship would have considerable say on emotional intelligence of children. More specifically, there would exist true difference between subjects with good parent-child relationship and those with poor parent-child relationship as regards to their emotional intelligence. In other words, it is assumed that the subjects having good parent-child relationship would be of higher emotional intelligence level than those having poor parent-child relationship.

INTERACTION EFFECT OF FACTORS

The problem raised above are confined to the operation of single factor at a time. But it would be a lopsided study if we do not delve into the interaction between the two factors. For example, we stipulate to study the role of sex under Problem (1) and effect of parent-child relationship in Problem (2), but it remains unanswered, whether male and female subjects would really differ in regard to their emotional intelligence because of their differential parent-child relationship. Effect of interaction among various factors can be predicted on the basis of expected individual effects on emotional intelligence as detailed earlier. If different weights are assigned to different aspects of a variable, the joint effect of more than one variable can be worked out. Accordingly, the following weightage scheme has been proposed as a model on the basis of which the hypothesis to follow would be formed to predict the interaction effect (Table 1).

PROBLEM A (3)

The only interaction problem, here, pertains to the joint effect of sex
Table #1: Proposed Model For Working Out Expected Interaction Effect Of Sex And Parent-Child Relationship On Emotional Intelligence

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Group</th>
<th>Weightages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td>Male</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>++</td>
</tr>
<tr>
<td><strong>Parent-Child</strong></td>
<td>Good</td>
<td>++</td>
</tr>
<tr>
<td><strong>Relationship</strong></td>
<td>Poor</td>
<td>+</td>
</tr>
</tbody>
</table>

and parent-child relationship on emotional intelligence of the subjects. It can be stated whether there exists any joint effect of sex and parent-child relationship on emotional intelligence of the subjects? More specifically, whether the difference between males and females in respect of their emotional intelligence varies because of their differential parent-child relationships i.e., good or poor. In other words, whether the four subgroups i.e., (i) males having good parent-child relationship, (ii) males having poor parent-child relationship, (iii) females having good parent-child relationship, and (iv) females having poor parent-child relationship, differ in respect of their emotional intelligence levels?

**HYPOTHESIS (A-iii)**

As has already been assumed that females would excel males in respect of their emotional intelligence and similarly it has been expected that individuals having good parent-child relationship would excel those having poor parent-child relationship in the regard. In reference to the interaction effect of these two factors, it is hypothesized that females having good parent-child relationship would be of the highest emotional intelligence level.
(total weightages=4) while males having poor parent-child relationship would possess the lowest level (total weightages=2) of emotional intelligence. The other two groups i.e., males with good parent-child relationship and females with poor parent-child relationship would possess intermediary position (total weightages= 3) as regards to their emotional intelligence. More specifically, it is expected that the difference between the two sex-groups in respect of their emotional intelligence would vary because of having good or poor parent-child relationship. Alternatively, the difference between subjects with good and those with poor parent-child relationship would vary in regard to their emotional intelligence because of their differential sexes. The basis of these assumptions can be clarified with the help of weightage scheme as exhibited in Table 2 which is based on the proposed interaction effect model in the present research wherein the level of emotional intelligence of the four subgroups are indicated by number of plus (+) signs (weightages).

Table # 2 : Weightages For Different Subgroups Based On Sex And Parent-Child Relationship

<table>
<thead>
<tr>
<th>Parent-Child Relationship</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (+)</td>
</tr>
<tr>
<td>Good (++)</td>
<td>+, ++ (3)</td>
</tr>
<tr>
<td>Poor (+)</td>
<td>+, + (2)</td>
</tr>
</tbody>
</table>

STUDY II

Emotional intelligence has been considered as the dependent variable in Study I while it has been considered as one of the independent variables which are expected to exert their effects on adjustment and happiness.
of the subjects in Study II. Sex is another independent variable which has been considered in the regard. Studies carried out by Boyatzis et al. (1995), Nigli (1998), Sitarenios (1998), Boyatzis et al. (2002), and Slaski & Cartwright (2003) to observe the effect of training of emotional intelligence clearly indicate that emotional intelligence can be enhanced with the help of appropriate training at any age of life and hence it has been reasoned that the increased emotional intelligence due to the training will in turn positively affect the related dimensions of human life. Adjustment and happiness are two such related dimensions which are reasoned to be affected because of the emotional intelligence of the individual. The specific problems and their respective hypotheses in the regard are described here below.

EFFECT OF INDIVIDUAL FACTORS

PROBLEM B (1)

The first problem of the Study II is whether sex has any role to play in adjustment of the subjects? In other words, whether there exists any difference between males and females in respect of their adjustment level?

HYPOTHESIS (B - i)

Because of differential biological basis and gender based socialization, males and females inhabit separate emotional worlds while growing up which in turn affects their emotional intelligence and this in turn affects the adjustment to their lives. Hall (1978, 1984) and Rosenthal et al. (1979) found that women are better able to read unstated social information including feelings from facial expressions and other non-verbal cues. Thus, females are more accurate in perception of variations of others moods and in turn are
better at social adjustment. Huy (1999) asserts that emotional intelligence facilitates individual adaptation and change and since females have been hypothesized to have a higher emotional intelligence, it can very well be reasoned that they would be more adaptable and, thus, would be better adjusted. Summerfeldt et al. (2006) found that emotional intelligence was a dominant predictor of interpersonal adjustment and since women are hypothesized to have higher emotional intelligence than men, they would have better interpersonal adjustment. Hence, it is hypothesized that females would excel males in respect of their adjustment level. More specifically, it is assumed that females would be better adjusted than males.

PROBLEM B (2)

The second problem of Study II is whether sex of the person plays any role in regard to one's happiness? More specifically, whether there exists any difference between males and females in respect of their happiness?

HYPOTHESIS (B - ii)

Whether a person will be happy or unhappy, depends to a large extent on how successfully individuals adjust to new roles and social expectations of each phase in the life span and how their environments enable them to satisfy their needs and desires, especially those for acceptance, affection and achievement. Garai (1970) found that during childhood and adolescence, girls as a group tend to be happier than boys. One of the most important reasons for this is that girls get their greatest satisfaction from interpersonal relationships while boys' greatest satisfaction comes from achievement. Even during the early years of adulthood, women tend to be happier than men because they feel useful as wives and as mothers. Young men, by contrast,
tend to be less happy because they are often not able to achieve the success in their occupations that they had hoped for. Hence, it is hypothesized that females would be happier than males.

PROBLEM B (3)

The third problem of study II in the present research pertains to the effect of emotional intelligence training on adjustment of the subjects. More specifically, the problem can be stated as whether the subjects of control (non-training) group differ from those in experimental (training) group in respect of their adjustment level?

HYPOTHESIS (B - iii)

Studies on emotional intelligence training very much indicate towards positive outcomes of it. The raised emotional intelligence with the help of emotional intelligence training programme affects various dimensions of human behavior positively. Mayer et al. (1990) and Salovey & Mayer (1990) describe an emotionally intelligent person as well adjusted, warm, genuine and optimistic. Hamburg (1992) states that a child's transition into grade school and an early adolescent's transition into high school are two crucial points in a person's adjustment. He points out that developing oneself in the domain of emotional intelligence is a key ingredient for facing these adjustments with success. Goleman (1995, 1998) asserts that emotional intelligence is a critical factor in adjustment to life in general. This significant relationship between emotional intelligence and adjustment is supported by the works of Greenberg et al. (1995) and Kusche et al. (1995) also. Eisenberg et al. (2000), too, found that emotional intelligence contributed to social and academic adjustment of school children. Summerfeldt et al. (2006) had also found that
emotional intelligence was a dominant predictor of interpersonal adjustment.

Hence, it is hypothesized that a raise in emotional intelligence would result in better adjustment. In other words, it is expected that the subjects of experimental (training) group would become better adjusted in comparison to those in control (non-training) group.

PROBLEM B (4)

The fourth problem of Study II in the present investigation is whether a raise in emotional intelligence exerts any effect on happiness of the subjects? More specifically, whether the subjects of control (non-training) group and experimental (training) group differ as regards to their happiness?

HYPOTHESIS (B-iv)

Studies carried out by Boyatzis et al. (1995), Nigli (1998), Sitarenios (1998), Boyatzis et al. (2002) and Slaski & Cartwright (2003) indicate that emotional intelligence training is useful and has many positive outcomes. Bar-on (1997) considered happiness as a component of emotional intelligence, while some others consider it as an outcome. Palmer et al. (2002) and Saklofske et al. (2003) have found a positive association between emotional intelligence and life satisfaction. Furnham et al. (2003) also found a positive relation between emotional intelligence and happiness.

Hence, it is hypothesized that a raise in emotional intelligence level would increase happiness of the subjects. More clearly, it is expected that the subjects of the experimental (training) group would become more happier than those in the control group.
INTERACTION EFFECT OF FACTORS

It has already been specified earlier in this chapter, while discussing the interaction effect in Study I, that the weights can be assigned to different aspects of variables to work out the joint effect of the two variables. On the basis of expected individual effects of sex and emotional intelligence training on adjustment and happiness, following weightage scheme has been proposed as the model on the basis of which the hypotheses to follow would be formed (Table 3).

**TABLE #3 : Proposed Model For Working Out Expected Interaction Effects Of Sex And Emotional Intelligence Training On Adjustment And Happiness**

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Group</th>
<th>Weightages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>++</td>
</tr>
<tr>
<td>Emotional Intelligence Training</td>
<td>Control (Non-training)</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Experimental (Training)</td>
<td>++</td>
</tr>
</tbody>
</table>

**PROBLEM B (5)**

The first problem pertaining to interaction effect in Study II of the present research is of sex and emotional intelligence training on adjustment of the subjects. It can be stated whether there exists any interaction effect of sex and emotional intelligence training on adjustment i.e., whether the difference between males and females in respect of their adjustment levels varies because of their being in control (non-training) or experimental (training) group?
Alternatively, the problem is whether the difference between the subjects of control and those of experimental group in regard to their adjustment varies due to their sexes. More specifically, whether the four subgroups i.e., (i) males in non-training condition, (ii) males in training condition, (iii) females in non-training condition, and (iv) females in training condition, differ in regard to their adjustment?

**HYPOTHESIS (B-v)**

It has already been assumed that females would excel males in respect of their adjustment and similarly, it has been assumed that raised emotional intelligence level of the subjects in experimental (training) group would in turn increase the adjustment level of the subjects more in comparison to those in control (non-training) group.

In reference to the interaction effect of these two factors, it is hypothesized that females in the experimental group would be the most adjusted (total weightages=4) while males in the control group would be the least adjusted (total weightages=2). The other two groups i.e., males in experimental group and females in control group would possess the intermediary position (total weightages=3) as regards to their adjustment level. More specifically, it is expected that the difference between the two sex-groups in respect of their adjustment would vary genuinely because of their being in different training conditions i.e., non-training and training. Alternatively, the difference between control (non-training) and experimental (training) groups in regard to their adjustment level would vary truly because of their differential sexes. The basis of these assumptions can be clarified with the help of weightage scheme as exhibited in Table 4 which is based on the proposed
interaction effect model in the present research wherein adjustment of the four subgroups are indicated by number of plus (+) signs or weightages.

TABLE #4: Weightages For Different Subgroups Based On Sex And Training Conditions

<table>
<thead>
<tr>
<th>Condition</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (+)</td>
</tr>
<tr>
<td>Control (Non-training) (+)</td>
<td>+, +</td>
</tr>
<tr>
<td>Control (Non-training) (+)</td>
<td>(2)</td>
</tr>
<tr>
<td>Experimental (Training) (++)</td>
<td>+, ++</td>
</tr>
<tr>
<td>Experimental (Training) (++)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

PROBLEM B (6)

The second interaction problem is whether there exists any interaction effect of sex and emotional intelligence training on happiness of the subjects? In other words, whether the difference between males and females varies in differential conditions of training i.e., control (non-training) and experimental (training)? Or to say, whether the difference between the subjects of control (non-training) and those of experimental (training) groups in regard to their happiness varies because of their differential sexes i.e., male and female. More specifically, whether the four subgroups i.e., (i) males in non-training condition, (ii) males in training condition, (iii) females in non-training condition, and (iv) females in training condition, differ in respect of their happiness.
HYPOTHESIS (B-vi)

It has already been assumed that females would be more happier than males and the subjects in the experimental (training) condition would show more increase in their happiness than those in the control (non-training) group. Thus, the combined effect of these two factors can be tested on the basis of assumptions clarified in Table 4. On the basis, it is assumed that females in experimental conditions would be the most happy (total weightages =4) while males in control condition would be the least happy (total weightages =2) and the other two groups i.e., males in experimental condition and females in control condition would possess the intermediatory position in the regard (total weightages=3). Alternatively, it is hypothesized that the difference between the two sex-groups in regard to their happiness would vary due to their being in non-training or training condition.