CHAPTER V

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Emotions have great importance in human life without it life would be meaningless. Emotions provide the most important constituent in human nature, so it is very essential to express the emotions in proper way. Ability to understand one’s own emotions and that of others, and to deal effectively with them, is called as emotional intelligence.

Emotional intelligence is the new era in the field of psychology, is basically linked with human competencies. Several researches over two decades intended to find out the role of emotional intelligence in several life domains. It has been proved to be as a most important behavioral construct and considered as a major contributor to performance (Goleman, 1998). Emotional intelligence helps people to get harmonized. From the literature available on emotional intelligence it appears that, there are several factors that enhance the emotional intelligence skills. The variables like interpersonal competence, psychological maturity, experimental intelligence, social skills, socio-economic status, family environment, parent-child relationship, parenting style, culture, area of living etc. have proved to be significant predictors of emotional intelligence. It is just impossible to study all above variables, since the present study deals with a few of them i.e., gender, area of living, socio-economic status, and family environment which are the major variables. The present study is aimed to know the influence of gender, area of living, socio-economic status and family environment on emotional intelligence.

Present study focused on adolescent students. They have been regarded as a unique group with a wide range of difficulties and problems in their transition to adulthood, because the child is being transformed into adult physically, intellectually, culturally and socially. Goleman (1995) revealed that present generation of adolescents is greatly troubled emotionally than ever before: more lonely and depressed, more angry and unruly, more nervous and
prone to worry, more impulsive and aggressive. These results indicate increasing need to address the emotional health of children and adolescents. Present research is tried to serve theoretical information regarding development of emotional intelligence of adolescents for their better emotional adjustment. Along with emotional intelligence its dimensions i.e. intrapersonal awareness (Intra-Aw), interpersonal awareness (Inter-Aw), intrapersonal management (Intra-M) and interpersonal management (Inter-M) are treated as dependent variables in the study. It is examined that how these EI dimensions get influenced by gender, area of living (culture), socioeconomic status, and family environment. Thus, in present study gender, area of living (culture), socioeconomic status, and family environment were treated as independent variables.

Regarding the emotional intelligence and their association with the main factors (IVs) a good number of objectives and hypotheses were formed and tested.

The first dependent variable intrapersonal awareness includes self awareness and self expression. It is the ability to recognize one’s own emotions, and to define what is right, to express one’s own thought, beliefs, feelings, in a non-destructive manner. It also includes respecting and accepting what is basically good. Intrapersonal awareness is the ability to realize one’s own potentials, to strive to achieve personal goals and actualize one’s potential. The level of intrapersonal awareness varies from person to person, culture to culture, etc. Because, each personality is unique, it means we all are different. Everyone experiences aspects of life in different ways and it gives different meanings. Taken into consideration above discussion, intrapersonal awareness is treated in relation to gender, family environment, area of living (culture) and socioeconomic status.

The first objective of the study was intrapersonal awareness in relation to gender that, i.e. ‘to measure intrapersonal awareness of the Ss, and search the extent to which males and females differ from each other on the
intrapersonal awareness.' It was hypothesized that ‘males develop significantly better intrapersonal awareness than the females.’ It is concluded that ‘the males had significantly better intrapersonal awareness than the females.’ These results are in line with the assumption of study.

This disparity between males and females on intrapersonal awareness may be attributed to the Indian society which socializes the two genders differently.

Intrapersonal awareness is also much more affected by family environment. Every family has a unique pattern of value system, parenting style, family status, cultural traditions, child rearing practices; nurturing etc. Family environment is divided into two broad categories i.e. favorable Vs unfavorable family environment. The level of intrapersonal awareness varies on these two categories. Favorable family environment may provide positive opportunities to develop intrapersonal awareness. In this regard the second objective is framed that was, 'to study the importance of family environment in the development of intrapersonal awareness, and find out whether Ss from favorable family environment and those from unfavorable family environment differ significantly from each other or not'. It is hypothesized that, ‘the Ss coming from favorable family environment develop significantly better intrapersonal awareness than the Ss coming from unfavorable family environment’. Considering the statistical values it could be inferred that favorable family environment helps in developing intrapersonal awareness significantly better than the unfavorable family environment.

People inhabit in different parts of the world and lead different types of life. Their life styles change across the various regions and culture, and so do their thought process. People all over the world have been divided into two distinct clusters, classified as rural and urban depending on the density of human-created structures and resident. Such type of culture influences developmental process of intrapersonal awareness. Third objective of the study was ‘to search the influence of area of living (culture) on intrapersonal
awareness and find out whether the Ss belonging to different areas of living differ significantly on intrapersonal awareness or not'. It was hypothesized that, ‘area of living (culture) plays significant role in the development of intrapersonal awareness; the Ss born and brought up in urban culture develop significantly better intrapersonal awareness than those brought up in rural culture’. Considering the statistical values it was inferred that, ‘the Ss coming from urban culture develop significantly better intrapersonal awareness than the Ss coming from rural culture’. This conclusion is found in line with the assumption of the study.

Socioeconomic status is the potent factor in the development of intrapersonal awareness. It is a fundamental determinant of human functioning across the life span, including development, well-being and physical and mental health. Its significant influence on intrapersonal awareness was seen through previous studies. High socioeconomic status does provide better opportunities to develop intrapersonal awareness than low SES among adolescents. The fourth objective of the study was ‘to search the extent to which HSES and LSES Ss differ from each other on intrapersonal awareness.’ It was hypothesized that, ‘the Ss coming from HSES background develop significantly better intrapersonal awareness than the Ss coming from LSES, background. It is asserted that, ‘the Ss coming from HSES background developed significantly better intrapersonal awareness than LSES group.’ This conclusion accepts the above hypothesis. Thus, here it is found that all independent variables namely gender, family environment, area of living (culture) and socioeconomic status significantly influence development of intrapersonal awareness.

The second dimension of emotional intelligence is interpersonal awareness; it is treated as second dependent variable here. It is studied that how this factor is influenced by gender, family environment, area of living (culture) and socioeconomic status. Interpersonal awareness is a sense of social awareness and ability to maintain interpersonal relationship. For which it is
necessary to understand, appropriately and be aware of the feelings of others. It deals with establishing and maintaining positive mutual relationships which is characterized by intimacy and give and take of affection. It is to identify with one’s social group and co-operate with others.

Fifth objective of the study was ‘to measure interpersonal awareness of the Ss and find out the extent to which males and females differ from each other on interpersonal awareness’. The assumption of the study was, males develop significantly better interpersonal awareness than the females. On the basis of results it could be concluded that males develop significantly better interpersonal awareness than females. This conclusion proves the fifth hypothesis.

Sixth objective of the study was ‘To assess the influence of family environment on the development of interpersonal awareness, and find out whether Ss with favorable family environment and Ss with unfavorable family environment differ significantly from each other or not.’ It was hypothesized that ‘the Ss coming from favorable family environment develop significantly better interpersonal awareness than the Ss coming from unfavorable family environment.’ On the basis of results it was inferred that ‘the Ss with favorable family background develop significantly better interpersonal awareness than the Ss coming from unfavorable family background.’

Seventh objective of the study was, ‘to measure the influence of area of living (culture) on interpersonal awareness and find out whether the Ss coming from different areas of living differ significantly from each other on interpersonal awareness or not. In this regard assumption was ‘the Ss brought up in urban culture differ significantly from the Ss coming from rural culture in interpersonal awareness.’ It could be asserted that ‘the Ss coming from urban culture develop significantly better interpersonal awareness than the rural subjects.’
‘To search the extent to which HSES and LSES Ss differ from each other on interpersonal awareness’ was the eighth objective of the study in this regard. It was hypothesized that ‘the Ss coming from HSES background develop significantly better interpersonal awareness than the Ss coming from LSES, background. As per line of the study it is concluded that ‘high SES helped significantly in bringing favorable improvement in interpersonal awareness.’ Thus, here it is found that all independent variables namely gender, family environment, area of living (culture) and socioeconomic status significantly influence the development of interpersonal awareness.

Intrapersonal management is third dimension of emotional intelligence is proposed as third dependent variable. Researcher proposed to examine, how intrapersonal management is influenced by gender, family environment, area of living (culture) and socioeconomic status.

Intrapersonal management involves controlling ones emotions and impulses for adapting to changing circumstances. It is the ability to use the awareness of one’s emotions, to stay flexible and direct behavior positively. It deals with managing disruptive emotions and impulses, staying composed, positive and unflappable even in difficult events/situations. It also includes maintaining standards of honesty and integrity, building trust through reliability, authenticity. Intrapersonal management denotes taking responsibility for personal performance, meet commitment and keep promises. It denotes the ability flexibility in handling changes carefully smoothly handling multiple demands, shifting priorities and rapid change. It is the ability to withstand adverse events and stressful situations without hesitation and to cope up with stress actively and positively. It is to resist or delay impulsiveness, by controlling emotions effectively and constructively.

Ninth objective of the study was ‘to measure intrapersonal management of the Ss and search the extent to which males and females differ from each other on intrapersonal management. It is hypothesized that males develop significantly better intrapersonal management than the females. On the basis of
results it could be concluded that females developed significantly better intrapersonal management than males. This conclusion is contrary to the above assumption.

'To examine the importance of family environment in the processes developing intrapersonal management and to search whether the Ss from favorable family environment and those from unfavorable family environment differ from each other significantly or not' was the tenth objective of the study. In this respect it was assumed that 'the Ss coming from favorable family environment develop significantly better intrapersonal management than the Ss coming from unfavorable family environment.' On the basis of the results it is observed that subjects coming from favorable home environment and the Ss coming from unfavorable home environment differ significantly from each other. The results support the said that 'the Ss coming from favorable family environment develop significantly better intrapersonal management than the Ss coming from unfavorable family environment.'

Eleventh objective of the study was, 'to assess the influence of area of living (culture) on intrapersonal management and find out whether the Ss belonging to different areas of living differ significantly from each other on intrapersonal management or not.' It was assumed that, 'the Ss brought up in urban culture differ significantly from the Ss brought up in rural culture in case of intrapersonal management.' As per the hypothetical assumption it is observed that, 'the Ss brought up in urban culture and those brought up in rural culture differ significantly from each other on the dimension of intrapersonal management.' Urban culture helped in developing superior intrapersonal management among the subjects. Those brought up in rural culture could not develop superior intrapersonal management.

'To search the extent to which HSES and LSES Ss differ from each other on intrapersonal management' is the twelfth objective of the study. In this regard it was hypothesized that, 'the Ss with HSES background develop significantly better intrapersonal management than the Ss coming from LSES,
There was strong association found between intrapersonal management and socioeconomic status. The results in this regard reveal that the HSES and LSES Ss differ significantly from each other, the Ss with HSES background develop significantly better intrapersonal management than the Ss coming from LSES, background.

In sum it can be conclude that the development of intrapersonal management is significantly influenced by all independent variables namely; gender, family environment, area of living (culture) and socioeconomic status.

Interpersonal management is the fourth and final dimension of emotional intelligence. Here it is taken into account as a fourth dependent variable. It is assumed that the gender, family environment, area of living (culture) and socioeconomic status do provide the bases for development of interpersonal management. In this regard four objectives were formulated and tested the hypotheses. Interpersonal management is the ability to sense, understand and react to other’s emotions while comprehending social networks. It deals with sensing other’s feelings and perspectives and taking an active interest in their concerns. Interpersonal management is the capacity to anticipate, recognize, and help to meet the demands of other peoples. By grasping the other person’s perspectives, seek ways to increase other’s satisfaction and loyalty.

Thirteenth objective of the study was ‘to measure interpersonal management of Ss and search the extent to which males and females differ from each other on the interpersonal management. It was hypothesized that ‘males develop significantly better interpersonal management than the females’. Considering the value of F and the mean values obtained by males and females, it could be concluded that ‘males developed significantly better interpersonal management than the females’.

‘To study the effect of family environment on the development of interpersonal management, and find out whether the Ss with favorable family...
environment and those from unfavorable family environment differ from each other significantly or not' is the fourteenth objective of the study. Regarding this it is assumed that 'the Ss coming from favorable family environment develop significantly better interpersonal management than the Ss coming from unfavorable family environment'. As per assumption strong association is observed between family environment and interpersonal management. The Ss coming from favorable family environment and those coming from unfavorable family environment differ significantly from each other on interpersonal management. Considering the statistical values, it could be concluded that, favorable family environment definitely favors development of interpersonal management.

Fifteenth objective of the present study was, to search the influence of area of living (culture) on interpersonal management and find out whether the Ss belonging to different areas of living differ significantly on interpersonal management or not. In this regard it is assumed that, 'the Ss brought up in urban culture differ significantly from the Ss coming from rural culture in interpersonal management'. It is found that area of living (culture) is most influencing factor than other IV's, on interpersonal management. On the basis of results it is inferred that 'the Ss coming from urban culture developed significantly better interpersonal management than the Ss coming from rural culture'. This conclusion is also in line of the assumption of the study.

Learning facilities, social activities, and information technology facilities can be utilized more in the city compared to other places. Therefore, students from the city area may have better interpersonal relations through various activities. They may utilize the latest technology in computers; join clubs, recreational activities and other such means.

'To search the extent to which Ss from HSES and LSES differ from each other on interpersonal management' is the sixteenth objective of the study. It was hypothesized that, 'The Ss coming from HSES background develop significantly better interpersonal management than the Ss coming from LSES,
background'. It was found that socioeconomic status has significant influence on interpersonal management. The group of HSES Ss and LSES Ss are differing on interpersonal management. The Ss coming from HSES develop significantly better interpersonal management than the Ss coming from LSES. The results seem to be in line with the assumption of the present study.

When we take into account interpersonal management, at the end of the analysis it was found that all independent variables such as gender, family environment, area of living (culture) and socioeconomic status do significantly influence on interpersonal management.

After studying the all dimensions of emotional intelligence, it is necessary to consider the overall emotional intelligence. It is necessary because some groups are superior in interpersonal awareness, but, it is not necessary that they should be superior on intrapersonal management. In this regard influence of gender, family environment, area of living (culture), and socioeconomic status on global emotional intelligence was discussed taking into account statistical results.

Gender was taken into consideration as a first independent variable. Its influence on emotional intelligence was seen through the present investigation. Thus, the seventeenth objective of the study was to measure emotional intelligence of the Ss and search the extent to which males and females differ from each other on emotional intelligence. To serve the need of seventeenth objective it was hypothesized that Females develop significantly better emotional intelligence than the males.

Results show that gender has significant influence on emotional intelligence it means males and females differ significantly from each other with regard to emotional intelligence. On the basis of these results, it could be concluded that, males develop significantly better emotional intelligence than the females.
As mention above gender was taken into account in relation to emotional intelligence. Gender difference is a common phenomenon in almost all the culture. Basically male and female naturally varies in case of their physiological and biological characteristics. They also differ on various psychological attributes, because these physiological and biological discrimination influence men and women on certain behavior. One another reason of gender difference in psychological attribute is nature of treatment given by family. Male and female adolescents receive different treatment in the same family in Indian culture. Even the child rearing practices adopted while rearing up the male and female children are also different (Parit, A. S., 1999). This discrimination among boys and girls influence several psychological developmental aspects, it includes emotional intelligence too. Some previous studies may support the conclusion drawn in present study.

Petrides and Furnham (2000) reported gender was a significant predictor of self estimated emotional intelligence; suggest that males have a higher emotional intelligence. Same conclusion was drawn by Hunt and Evans (2004). They showed that males have higher emotional Intelligence than females. Aleem (2005) conducted the study to find out the prevalence of emotional stability among the male and female students and reported that male students are found to be more emotionally stable than female students. Bhandekar (2007) investigates the influence of gender on emotional intelligence among the students and he indicates significant gender differences with respect to emotional intelligence. Boys are emotionally more intelligent than girls. Same conclusion was drawn by Audichya and Jain (2009), Rai and Pande (2009). Additionally, Carr (2009) reported male students are more superior on emotional intelligence than their female counterparts.

Taken into account above discussion and previous studies the significant influence of gender discrimination on emotional intelligence is seen in the present study.
The second independent variable planned to be deliberate in the present investigation was family environment. The eighteenth objective of the study regarding the emotional intelligence was 'to assess the effect of family environment on the development of emotional intelligence, and find out whether Ss from favorable family environment differ significantly from those coming from unfavorable family environment or not'. It was assumed that 'the Ss coming from highly favorable family environment develop significantly better emotional intelligence than the Ss coming from less favorable family environment'.

It was considered in the study that the family environment is very important in the emotional and social development of the adolescence. Emotional developmental processes are much more affected by the family environment. Keeping this view emotional intelligence is studied in relation to family environment.

It was found that family environment was strongly related to the development of emotional intelligence. The Ss having favorable family environment and those coming from unfavorable family environment differ significantly from each other on emotional intelligence. It could be concluded that the Ss coming from favorable family environment develop significantly better emotional intelligence than the Ss coming from unfavorable home environment.

It is recently proved that the family furnishes the basic environment for building healthy personality of child by satisfying their emotional needs. Family is the most significant and primary unit of society having strong influence upon the social and emotional development of an adolescent students. It is viewed as the primary context in which children’s emotional competencies are developed. Family is basically a unit in which parents, children and their siblings live together. Family is a typical context that reinforces adult values; promote school success and supports emotional security. So, greater degree of family interaction especially with adolescents is developmentally beneficial.
(Larson and Richard, 1991). Kaur and Jaswal (2005) argued that Emotional development in children and adolescents stems from their interactions at family with parents and siblings, parent-child interaction and parents way to deal with their children, it governs their relationships and interactions at family and outside. The perception of the individual of one’s family environment seems to affect the understanding of emotions and skills required to manage the emotions so as to solve various psycho-social and emotional problems (Kaur and Jaswal, 2005).

Some previous studies may support the present conclusion drawn in study. How a child performs usually depend on the various parenting styles by which they are being treated. Good relations with parents tend to show better social adjustment, emotional adjustment (Kiran and Singh, 1982). Cabrera et al. (2000) suggested that, parents who involve more time with their children, those children’s develop emotionally more competence. Chakra and Prabha (2004) revealed that the family environment had significant influence on emotional competence of adolescents. Tiwari and Srivastav (2004) found that perceived environmental quality of home was positively related to emotional intelligence scores. Kaur and Jaswal (2005) reported that Indulgence Vs Avoidance, Partiality Vs Fairness, Attention Vs Negligence, Acceptance Vs Rejection, Trust Vs Distrust, Expectation Vs Hopelessness, Open communication Vs Controlled communication dimensions of family climate were positively and significantly correlated with high performance for Emotional Intelligence. Ozabaci N. (2006) reported that, the family environment is highly important in the emotional and social development of the child. Emotional processes are much more affected by the family environment. Naghavi and Redzuan (2012) found that family environment influence emotional intelligence; family environment fostered emotional intelligence in their early adolescents. Sonthalia and Dasgupta (2012) studied the impact of family attachment style on emotional intelligence. Results revealed that,
positive attachment style of parents is very important to increase emotional intelligence.

Taken into account above discussion and previous studies the significant influence of family environment on emotional intelligence is seen in the present study.

Area of Living (AOL) was taken into account as a third independent variable and its influence on emotional intelligence was seen in the present investigation. Hence, the nineteenth objective of the study was 'to search the influence of areas of living (culture) on emotional intelligence and find out whether Ss belonging to different areas of living differ significantly on emotional intelligence or not'. To serve the purpose of this objective it was hypothetically assumed that the Ss brought up in urban culture differ significantly from the Ss brought up in rural culture in emotional intelligence.

AOL refers to the residential background of the individual. Rural and urban areas of living are the major residential backgrounds which are taken into consideration. The urban and rural areas have their own distinctive features and they differ with each other in terms of physical as well as psychological attributes. These distinctive features affect psychological development of adolescents. It was assumed that the emotional intelligence varied at the rural and urban AOL, so it influenced by the AOL. Keeping in view emotional intelligence is studied in relation to area of living.

The results related to emotional intelligence and area of living revealed that developing emotional intelligence area of living (culture) was the most effective factor among the four main effects. Results show that the Ss from urban culture and those coming from rural culture differ significantly from each other on emotional intelligence. It could be concluded that, the Ss brought up in urban culture develop significantly better emotional intelligence than the Ss brought up in rural culture.
The above result is supported by various previous studies. Mimrot (2011) reported significant differences between adolescents in urban and rural area on emotional intelligence. They conclude that, adolescents in urban area develop significantly better emotional intelligence than that of rural adolescents. The same results revealed in the study conducted by Pawar (2011). He studied the effect of locality on emotional adjustment of adolescents and found that, emotional adjustment had significantly better among adolescents living in urban area than adolescents living in rural area. Najib et. al. (2012) conducted a study to determine the emotional intelligence of Malaysian university students from different demographic aspects. Results indicated that, there is a significant difference between students who came from the city with those students who came from small towns, rural area and small village. Urban students found better emotional competencies than other places.

Taken into account above discussion and previous studies the significant influence of area of living on emotional intelligence is observed in the present study.

Socio-economic status is the fourth and final independent variable, which is anticipating emotional intelligence. Thus, in the present study influence of socioeconomic status on emotional intelligence was examined. The twentieth objective of the study was ‘to search the extent to which Ss from HSES and LSES differ from each other on emotional intelligence’. To serve this twentieth objective it was hypothetically assumed that ‘the Ss coming from HSES background develop significantly better emotional intelligence than the Ss coming from LSES, background’.

Socio-economic status refers to graded hierarchy of social and economic position. It plays an important role in the development of emotional intelligence. HSES can help in providing various means such as providing books, trainings, favorable schools, social status etc. for the development of emotional intelligence. As above facilities cannot be made available due to low
SES, it will not encourage but may interfere in the development of emotional intelligence. Individuals higher in the social hierarchy typically enjoy better health (Physical, mental and emotional) than do those lower (Adler, et al, 1994). Socioeconomic factors are fundamental determinants of human functioning across the life span, including development, well-being and physical and mental health.

As per above discussion it was found that socioeconomic status strongly related to emotional intelligence. The HSES and LSES groups differ significantly from each other; the Ss coming from HSES developed significantly better emotional intelligence than the Ss coming from LSES.

The present result is supported by various previous studies. Sharma (2003) found positive relationship between emotional intelligence and socioeconomic status. Again, Singh (2004) found that students of high SES excel those of low SES in emotional maturity. Holmes (2007) conducted an exploratory study to assess the relationship between emotional intelligence and socio-economic status and revealed significant positive relationship between emotional intelligence and socio-economic status. Nasir and Iqbal (2012) suggested that income has significant impact on emotional intelligence. Poverty is critical risk factor for many of the mental, emotional, and behavioral disorder. Poverty is associated with a range of negative outcomes for children in the realms of physical health, language and cognitive development, academic achievement and educational attainment (Yoshikawa, and et al., 2012).

Taken into account above discussion and previous studies the significant influence of SES on emotional intelligence is output of present study.

Above discussion show that different elements of emotional intelligence are influenced by number of factors. Similarly, development of emotional intelligence depends upon different environmental factors. In present study, effects of only four factors were examined. The four factors were gender,
family environment, culture, and SES. Among these four factors the most
influencing factor was culture. Urban culture had shown that, it is most
effective in developing emotional intelligence. The second factor that was
relatively more influential was either the factor of family environment or the
factor of SES. In fact, family environment and SES are closely related to each
other. Better family environment to a considerable extent depends upon SES of
the family. In case of emotional intelligence the second most effective factor
was family environment and at the third position it was SES of the family. In
the development of emotional intelligence, gender differences were least
influential. On the whole, most of the hypotheses of the study got strong
support from the results.

Along with main hypotheses, some interactional hypotheses are also
tested in the study which is interpreted in previous chapter. However, the
interactional hypotheses could not get more support in many cases. To some
extent, more or less similar means obtained by the classified groups might be
responsible.