CHAPTER IV

DESCRIPTIVE DATA ANALYSIS

“There is no separation of mind and emotions... 
emotions, thinking, and learning are all linked”
— Eric Jensen

4.1 INTRODUCTION

For conducting a descriptive analysis, raw data collected for the purpose of research was arranged and segregated in a systematic manner. Data collected from tests and experiments may have little meaning to the investigator until they have been arranged or classified in a systematic manner thereby transforming the raw data into information useful for further statistical analysis.

Statistics comprise of tabulation of data, analysis and presentation of facts in a methodical manner without bias. It involves mathematical techniques for organizing, analysing, interpreting and transforming data.

In this study, percentage, mean, pie diagram and bar diagrams are used for descriptive analysis of data. Independent variables of the study are

1. Gender (Male/ Female)
2. Family Structure (Nuclear/ Joint)
3. Number of Siblings (One/ Two/ More than two)
4. Birth Order (First Child/ Second Child/ Third Child onwards)
5. Parental Education
   a) Non SSC/ SSC
   b) HSC
   c) Graduate
d) Post graduate
  
  e) Professional

6. Parental Occupation
  
  a) Homemaker
  
  b) Business
  
  c) Service

For descriptive analysis, Emotional Quotient of each respondent is calculated as per instruction in (USMEQ – i) inventory.

4.2 ASSESSMENT OF EMOTIONAL QUOTIENT OF ADOLESCENT STUDENTS

Individuals with high emotional intelligence pay attention to, use, understand and manage their emotions as well as others’ emotions even under pressure and in difficult situations without compromising on their values and beliefs. These skills serve adaptive functions that potentially benefit themselves and others. Individuals with average emotional intelligence are capable of understanding and managing emotions but are not able to control them when under pressure. They possess some degree of strong personal values as well but in difficult situations are more prone to compromising those values. However, adolescents with low emotional intelligence face difficulties in perceiving, expressing, understanding and controlling their own emotions. Their internal principles and values are not very strong and are not skilful in sensing and understanding own and others feelings. These are people who are uncooperative and difficult to handle.

According to USMEQ – i participants are classified on the basis of their Emotional Quotient scores.
TABLE 4.1

DETAILS OF EQ AND ITS LEVEL

<table>
<thead>
<tr>
<th>Emotional Quotient</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1.20</td>
<td>Low</td>
</tr>
<tr>
<td>1.21 – 2.80</td>
<td>Average</td>
</tr>
<tr>
<td>2.81 – 4.00</td>
<td>High</td>
</tr>
</tbody>
</table>

Using details of above mentioned table and Emotional Quotient score of each respondent, percentage distribution of emotional quotient of adolescent sample students was calculated and tabulated.

4.3 DESCRIPTIVE ANALYSIS OF DATA

TABLE 4.2

PERCENTAGE DISTRIBUTION OF ADOLESCENTS BASED ON THEIR EQ

<table>
<thead>
<tr>
<th>Level of EQ</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>369</td>
<td>29.50</td>
</tr>
<tr>
<td>Average</td>
<td>871</td>
<td>69.62</td>
</tr>
<tr>
<td>Low</td>
<td>11</td>
<td>0.88</td>
</tr>
</tbody>
</table>
The perusal of Table 4.2 makes it clear that majority of adolescent students have average emotional quotient. Percentage calculation also reveals the existence of a section of students with low emotional intelligence. Approximately one-third of students possess high emotional quotient.

Intelligence Quotient and Emotional Quotient are not interconnected but both together determine success in life. Students of the same intelligence quotient sometimes do not perform equally well and the reason attributes to their difference in emotional quotient. Higher the emotional intelligence better is the probability of a student enjoying school life. Adolescents with low emotional quotient may get indulged in social deviance and poor social relations. The facts in Table 4.2 emphasize the need of modifying school activities with the intention of increasing the emotional intelligence of secondary school students.

| Total | 1251 | 100.00 |

**FIGURE 4.1**

**DISTRIBUTION OF ADOLESCENTS IN DIFFERENT EQ LEVELS**

Figure 4.1 is a bar diagram indicating the number of students with high, average and low Emotional Quotient in the targeted sample.
FIGURE 4.2

PERCENTAGE DISTRIBUTION OF ADOLESCENTS BELONGING TO DIFFERENT EQ LEVELS

Figure 4.2 highlights section-wise percentage distribution of emotional quotient of the sample. Emotional quotient score is the total outcome of numerical score obtained in different domains studied. High score in few domains of emotional quotient do not necessarily make the person emotionally adept. Awareness should be created among the adolescents about the various dimensions of emotional quotient and the benefits of possessing it. Having an insight about own strength and weakness help adolescents choose correct streams for higher studies.

4.3.1. EMOTIONAL QUOTIENT AND GENDER

It is a belief that educational exposure and support boys get from their family is more than the girls and this often leaves the girls with less confidence in themselves and low motivation. Physically boys are generally more exposed to social situations than girls. Expectations from the boys to
lead a family are also generally high in most families. Hence, they are trained to take up responsibilities and behave in a different manner. Time has changed and the researcher felt that in city homes, boys and girls enjoy all privileges and opportunities equally. An analysis has been made based on gender to verify whether gender equality extends to emotional quotient as well.

At first an in-depth assessment of emotional intelligence of boys was done. Percentage of boys belonging to high, average and low Emotional Quotient level was calculated.

**TABLE 4.3**

**PERCENTAGE DISTRIBUTION OF MALE ADOLESCENTS BASED ON THEIR EQ**

<table>
<thead>
<tr>
<th>Level of EQ</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>155</td>
<td>24.18</td>
</tr>
<tr>
<td>Average</td>
<td>482</td>
<td>75.20</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>0.62</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>641</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Examination of Table 4.3 shows that 75.2 percent of boys have average level of emotional intelligence and only 0.62 percent of boys possess low emotional intelligence. This indicates that 99.38 percent adolescent boys have good emotional self control and capacity to avoid negativity of emotions. The tolerance and compassion they have lead to optimism and confidence but not always possible under stressful situations.
Figure 4.3 interprets the number of male adolescents belonging to high, average and low Emotional Quotient. Only 155 boys which constitute 24.18 percent of the total sample of boys have high emotional quotient. Secondary school education should have activities that help enhance the emotional intelligence of adolescents and strive to have a higher percentage of children in the bracket of higher emotional quotient. Adolescents having difficulty in resolving argumentative situations and those who are socially awkward need to be given special attention and guided by teachers and parents alike to help them improve their emotional fortitude and emotional expression. Adolescents easily crumble under pressure and become discouraged and unmotivated. Teachers should identify such students and help them learn to remain calm and cool even under pressure and figure out ways to keep them motivated and encourage them to bring out the best in them.
Figure 4.4 demonstrates the percentage of boys with high, average and low emotional intelligence.

High percentage of male students having either average or high emotional quotient is good and it exhibits healthy parental, social and educational support they receive in Mumbai city. However, there is a percent of male adolescents with low emotional quotient and that even though in ratio accounts to a very small number but in actuality when applied to the real population of Mumbai city, the figure is not one that can be taken lightly. Identifying students who have trouble in keeping their disruptive emotions and impulsive feelings in check, those who do not possess strong moral values or conviction in their ethical beliefs and have difficulty at being sensitive to others feelings is although not an easy task, it is one that is absolutely necessary.
A thorough analysis of emotional quotient of adolescent girls in the study was carried out by calculating their percentage in various Emotional Quotient levels.

**TABLE 4.4**

PERCENTAGE DISTRIBUTION OF FEMALE ADOLESCENTS BASED ON THEIR EQ

<table>
<thead>
<tr>
<th>Level of EQ</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>214</td>
<td>35.08</td>
</tr>
<tr>
<td>Average</td>
<td>389</td>
<td>63.77</td>
</tr>
<tr>
<td>Low</td>
<td>7</td>
<td>1.15</td>
</tr>
<tr>
<td>Total</td>
<td>610</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Perusal of Table 4.4 indicates that 389 out of 610 adolescent girls which constitute 63.77 percent possess average emotional quotient. This infers that majority of girls between the age group 13 – 16 are reasonably successful and efficient in understanding the feelings of others and accordingly controlling their own emotions. However the mastery of these skills is less than adolescents with high emotional quotient which constitute 35.08 percent of the sample. 7 out of 610 girls have very low emotional quotient which constitutes 1 percent of the sample of adolescent girls. This percentage is not desirable especially if the same applies to the general population. Schools should take the initiative to identify students with low emotional quotient and provide them with adequate counselling and attention to help them ameliorate their emotional state.
Figure 4.5 explains the status of the number of girls of the study with respect to their emotional quotient level. Majority of girls belong to the Average category while the number of students having low Emotional Quotient is considerably less in number. Associating low emotional quotient adolescents with those having high emotional quotient in curricular related assignments will help raising the emotional competence levels of the former. 1.15 percent of low emotional quotient distribution is alarming under the assumption that more or less the same results could be replicated in the general population. Hence this category of adolescents requires parental, teacher and peer assistance to make them handle emotional upheavals with the right perspective. Such children might be perceived as anti-social and insensitive but in reality are only those with an inability to understand or control their feelings and only need help to steer their energies in the right direction.
PERCENTAGE DISTRIBUTION OF FEMALE ADOLESCENTS

Based on EQ

Figure 4.6 illustrates the percentage of girls according to their emotional quotient level. The pie diagram reiterates the fact that with the onset of puberty girls become more emotionally competent to handle stress. As age advances emotional intelligence increases and research shows that emotional quotient can be improved through training. Giving emphasis on low emotional quotient category is essential since these adolescents by nature are not motivated with their routine academics and activities. Innovative methods of teaching and evaluation and if required permitting them to proceed in related learning activities and examination on their own pace may instil confidence and happiness in them. Such activities could create recognition in the minds of adolescents and thereby application of positive and healthier ways of dealing with troubled times in their lives from then on forth.
TABLE 4.5
GENDER-WISE PERCENTAGE DISTRIBUTION OF ADOLESCENTS BASED ON THEIR EQ

<table>
<thead>
<tr>
<th>Level of EQ</th>
<th>Percentage (Male)</th>
<th>Percentage (Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>24.18</td>
<td>35.08</td>
</tr>
<tr>
<td>Average</td>
<td>75.20</td>
<td>63.77</td>
</tr>
<tr>
<td>Low</td>
<td>0.62</td>
<td>1.15</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.5 describes the percentage-wise distribution of boys and girls in terms of their emotional quotient. Level-wise comparison reveals that difference in percentage of girls and boys having high level of emotional quotient is 10.90. In this category, girls are more emotionally mature than boys. Analysis of students in average category showed a percentage difference of 11.43 with boys having more emotional quotient than girls. Percentage of female adolescents having low emotional quotient is more than male adolescents. Existence of 0.62 percent boys and 1.15 percent girls with low level Emotional Quotient reminds educators the need for practicing social skills in secondary schools. Persons with low emotional quotient do not have strong personal principles and values. They are easily vulnerable to peer pressure, develop inferiority complex and get obsessed by thoughts of insecurity. Such thoughts and complexes slowly grow and lead to children indulging in self-destructive and sometimes even socially dangerous activities. It is therefore important to empower children with such EQ status and eliminate any drastic consequences of their tender state of mind.
Figure 4.7 is a joint bar diagram which depicts the information on percentage of adolescents belonging to different levels of Emotional Quotient. No decisive pattern is seen in emotional quotient with respect to gender. Percentage of girls having higher emotional quotient is more than that of boys but in case of percentage of adolescents with average emotional quotient, the proportion is more for boys. When comparing the percentage of adolescents with low emotional quotient based on gender, there are more girls with a low emotional maturity.
Figure 4.8 is a pie diagram which describes the information on percentage of adolescents having high Emotional Quotient levels. Among adolescents of high emotional quotient boys constitute 42.01 percent and that of girls comprise 57.99 percent. These students are very diplomatic in their words and actions. They are highly capable of negotiating and resolving problems without compromising their values and beliefs. They are able to ensure that in the process of their achieving their own targets and even in regular conversations they do not hurt others emotions and are able to maintain an amiable relationship with all those they come in contact with. They are calm and cool towards daily distractions and their reduced rate of anxiety is a predictor of life satisfaction, happiness and contentment. Such children are a positive influence on their peers who are not emotionally as mature as they are. Such children can also play a significant role in streamlining the frustrations, sorrow and anger of their peers to better use.
Percentage of adolescents having average Emotional Quotient levels is expressed using a pie diagram in Figure 4.9. Of the total sample of 871 adolescents with average emotional quotient, there are 482 boys and 389 girls constituting 55.34 percent and 44.66 percent respectively. This category of adolescents set high goals in life and remain focussed for as long as the situations are in their favour. It is during adverse circumstances that they give out while those with high level of emotional quotient manage to stand tall. Raising the level of emotional quotient through careful nurturing in schools, playgrounds and homes is the need of the day. Helping such children to not lose their focus and to keep them motivated to strive to achieve their goals and aspirations might just act as a nudge towards their overcoming fears of failure and provide them the strength to move past the obstacles that life puts them through. In the long run, this could help them realise the approach they are most comfortable with which they can handle and direct their emotions and feeling to their benefit.
Percentage of low Emotional Quotient level adolescents is represented with the help of a pie diagram in Figure 4.9. The existence of adolescents with low Emotional Quotient cannot be neglected to achieve the real objectives of education. Among adolescent of low emotional quotient, 36.36 percent is male and 63.64 percent is female. With low emotional quotient, they are less equipped with dealing with emotions and are hence fail to show empathy towards others. They find it difficult to understand emotions and that causes them to become insensitive. Their failure in understanding the personality of fellow human beings, be it in school or family make them less popular and relatively less acceptable. Anger, mood swings and anxiety is common among such adolescents.

Emotional competence is considered to be a reliable index that aids in telling apart the emotionally brilliant people from the average ones. Components of emotional intelligence comprise of creative and flexible thinking, self regulation and intonation of one’s emotions. The researcher made an attempt to study the emotional quotient of boys and girls separately.
Table 4.6 indicates that female Emotional Quotient is more than that of males. The difference in mean Emotional Quotient is 0.11. Standard deviation is the measure of deviation of a given set of values from their mean. Standard deviation of emotional quotient of male is found to be 0.44 and that of female is 0.46. Female as well as male adolescents have average emotional competence. Adolescents in Mumbai city have appreciable degree of emotional awareness, emotional commitment and emotional fortitude. They can streamline their emotions with others to work towards a common goal and achievement. Their level of adjustability and acceptance of others integrity makes them more likeable in social circles. They are convincingly skilful in understanding the feelings of others and being able to express their emotions in an effectual manner. However, with an average emotional quotient, although they are able to regulate their emotions most of the time, their conviction in moral and ethical principles is not strong enough to hold them through turmoil in their lives.
FIGURE 4.11

GENDERWISE MEAN EQ

Figure 4.11 is a diagrammatic representation of mean emotional quotient of male and female adolescent students, with female emotional quotient 2.61 and male emotional quotient 2.50.

FIGURE 4.12

GENDERWISE PERCENTAGE OF MEAN EQ

Figure 4.12 is a pie diagram portraying the percentage distribution of mean emotional quotient of male and female adolescent students. Female
adolescents with a mean emotional quotient of 2.61 correspond to 51.08 percent of the above pie diagram. Boys with mean emotional quotient of 2.50 constitute the remaining 48.92 percent.

4.3.2. EMOTIONAL QUOTIENT AND FAMILY STRUCTURE

The researcher studied the emotional quotient of students in the age group of 13 to 16 years based on their family composition, differentiating students on the basis of them belonging to either nuclear or joint families. Families and the environment in which children spend their early years of their life, influence and guide them in learning to use their faculties and eventually in understanding how to cope with the physical world. Children observe the way in which their parents, grandparents, siblings and other relatives deal with each other and maintain other relationships. It is from families that every individual gets lifetime values helping them to shape their personality.

TABLE 4.7

MEAN SCORE OF EQ BASED ON FAMILY STRUCTURE

<table>
<thead>
<tr>
<th>Family</th>
<th>Sample</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear</td>
<td>902</td>
<td>2.55</td>
<td>0.46</td>
</tr>
<tr>
<td>Joint</td>
<td>349</td>
<td>2.57</td>
<td>0.46</td>
</tr>
<tr>
<td>Total</td>
<td>1251</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As per the information from Table 4.7 number of nuclear family of the sample is thrice the number of joint family. Number of members, age and behaviour of family members, time spent together, kind of family activities decides the family environment. An effort is made by the researcher to verify...
whether there exists any difference in emotional quotient of adolescence due to the family environment based on it being nuclear or joint. According to Table 4.7 emotional quotient of adolescents living in joint family is slightly higher than those living in nuclear family.

![Mean EQ Score Based on Family Structure](image)

**FIGURE 4.13**

**MEAN EQ SCORE BASED ON FAMILY STRUCTURE**

Figure 4.13 is a bar diagram illustrating the emotional quotient of adolescents based on their family structure, differentiating students on the basis of them belonging to either nuclear or joint families. Adolescents in joint family from infancy get an opportunity of growing up in the nursery and supervision of grandparents and parents. Self doubt and inferiority complex that act as barrier in personality development and well being stem in childhood. Protected and loved child is a happy human being, however neglected child with bitter childhood envy fellow human beings later in life. With a feeling of inadequacy and insecurity people tend to shrink from life become lonely and introverts. Having this belief, the researcher made an analysis of emotional quotient of children belonging to joint/ nuclear family.
Figure 4.14 is a pie diagram portraying the percentage distribution of mean emotional quotient of adolescent students living in joint families and those living in nuclear families. The difference of mean Emotional Quotient between the two categories is 0.02 with joint family children having higher Emotional Quotient. Percentage of mean emotional quotient of adolescents from nuclear family and joint family is 49.80 and 50.19 respectively. The difference in percentage is only 0.39.

Further analysis was done to study the Emotional Quotient of male and female students separately considering the type of family they belong to. This was done to evaluate the impact of the family environment on adolescents gender-wise.

The results for this specific analysis is as follows –

**TABLE 4.8**

MEAN EQ SCORE OF ADOLESCENT MALES BASED ON
Table 4.8 explains the mean Emotional Quotient and SD of boys belonging to nuclear and joint families. Number of adolescent boys in nuclear family is approximately thrice the number of their counterpart in joint family. Emotional quotient is a collective outcome of adolescents’ emotional control, conscientiousness, awareness and commitment. Initial lessons of all the above mentioned domains are received from the family. Positive or negative influence of any family member also differs depending on the family structure. Emotional Quotient value of boys in joint family is 0.01 units more than those brought up in nuclear family. This group has a standard deviation of 0.04 units more than that of nuclear family group. Having a joint family provides a child a different kind of security net that ensures the child always has company and people to share their thoughts with and there are always either parents, grandparents, cousins or aunts and uncles to keep a watch thereby being able to catch any unruly or edgy behaviour they might adopt. A nuclear family on the other hand ensures undivided attention and pampering the child needs and gives the child the room to think and grow with an individualistic touch.
through hard work, determination and confidence in themselves. Male adolescents based on the composition of their family. Male adolescents with difference in emotional quotient of only 0.01. This indicates that they comparatively better emotional competence than their nuclear family counterparts with an emotional quotient of 2.50. Boys irrespective of the type of family they are raised, possess mean emotional quotient of average level with difference in emotional quotient of only 0.01. This indicates that they have strong values and high ambition. People of average emotional quotient level according to previous studies compromise their values and reduce the level of focus failing to achieve set goal. It is extremely necessary to directly or indirectly provide support and the guidance for realizing their ambitions through hard work, determination and confidence in themselves.

**FIGURE 4.15**

**MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON FAMILY STRUCTURE**

Figure 4.15 is a bar diagram exemplifying the emotional quotient of male adolescents based on the composition of their family. Male adolescents belonging to joint family with a mean emotional quotient 2.51 exhibit comparatively better emotional competence than their nuclear family counterparts with an emotional quotient of 2.50. Boys irrespective of the type of family they are raised, possess mean emotional quotient of average level with difference in emotional quotient of only 0.01. This indicates that they have strong values and high ambition. People of average emotional quotient level according to previous studies compromise their values and reduce the level of focus failing to achieve set goal. It is extremely necessary to directly or indirectly provide support and the guidance for realizing their ambitions through hard work, determination and confidence in themselves.
Figure 4.16 is a pie diagram revealing the percentage distribution of mean emotional quotient of adolescent males living in joint families and those living in nuclear families. Conversion of mean emotional quotient in percentage exhibits 49.90 and 50.10 for nuclear and joint family boys respectively. The difference in percentage of emotional quotient is only 0.20.

### Table 4.9

<table>
<thead>
<tr>
<th>Family</th>
<th>Sample</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear</td>
<td>431</td>
<td>2.60</td>
<td>0.48</td>
</tr>
<tr>
<td>Joint</td>
<td>179</td>
<td>2.63</td>
<td>0.43</td>
</tr>
<tr>
<td>Total</td>
<td>610</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.9 reflects the higher emotional maturity of female students who grew up in joint families. Nuclear family – joint family ratio in Mumbai city is 2.4:1. Responsibilities shouldered by middle aged parents in nuclear family for housing, other household expenses, cost of education is more than the shared system in a joint family. Joy, distress and comfort is shared in a joint family with good human values. Emotional development is seen better for female adolescents belonging to joint family then those of nuclear family.

![Bar diagram showing mean EQ score of female adolescents based on family structure](image)

**FIGURE 4.17**

**MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON FAMILY STRUCTURE**

Figure 4.17 illustrates the emotional quotient of female adolescents living in joint or nuclear family in the form of a bar diagram. Female adolescents of joint family have a mean emotional quotient of 2.63 whereas their counterparts possess an average emotional quotient of 2.60. Female adolescents raised in a joint family, by living with more family members get an opportunity in sharing material possession; develop emotional attachment to elders other than parents, cousins besides siblings. Indirectly joint family is a miniature community where forgiveness and adjustments are practised for happy living.
FIGURE 4.18

PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON FAMILY STRUCTURE

Figure 4.18 is a pie diagram provides the percentage distribution of mean emotional quotient of female adolescents living in joint families and those living in nuclear families. The difference of mean Emotional Quotient between the two categories is 0.03 with joint family girls having higher Emotional Quotient. 49.71 percent of pie diagram constitutes the emotional quotient on female adolescents in nuclear family and remaining 50.20 percent is represented by mean emotional quotient of girls from joint family.

4.3.3. EMOTIONAL QUOTIENT AND NUMBER OF SIBLINGS

Having a sibling makes life easier for an adolescent in his or her early years as the relationship offers a steady companionship and an assurance of friendship for life. Trust and loyalty come effortlessly among siblings and that is what encourages an adolescent to share their happiness, sorrow, problems and difficulties in their walk of life with their siblings. Having a sibling also paves way to indulging in the competitive spirit present in every child thereby
enabling them to bring out the best in them. With this belief and experience, the impact hence of having siblings has been studied by the researcher.

**TABLE 4.10**

**MEAN EQ SCORE OF ADOLESCENTS BASED ON THE NUMBER OF SIBLINGS**

<table>
<thead>
<tr>
<th>Family</th>
<th>Only Child</th>
<th>One Sibling</th>
<th>2 or more Siblings</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>216</td>
<td>666</td>
<td>369</td>
<td>1251</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.59</td>
<td>2.55</td>
<td>2.54</td>
<td>2.56</td>
</tr>
</tbody>
</table>

Table 4.10 exhibits the Emotional Quotient of adolescents with and without siblings and the data reveals that adolescents with no siblings possess higher Emotional Quotient than others. 666 participants had two or more siblings. 216 adolescents of the sample were single child of the family. Single child of the family is at an advantage of more attention from parents. Availability of resources for academics and other opportunities is more for single child since the parents need to concentrate only on one child. Being single in a city where people generally living in cosmopolitan building, chawls, slums is compelled to make friends from childhood onwards on his/her own. Interaction and association with people other than family members instil confidence, responsibility of managing personal issues by themselves.
FIGURE 4.19

MEAN EQ SCORE OF ADOLESCENTS BASED ON
NUMBER OF SIBLINGS

Figure 4.19 demonstrates that adolescents with no siblings enjoy a higher Emotional Quotient level than those with siblings. There is a decrease in emotional quotient with increase in number of siblings.
PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF ADOLESCENTS

BASED ON NUMBER OF SIBLINGS

Figure 4.20 provides the percentage distribution of mean Emotional Quotient score of adolescents on the basis of the number of siblings and representation in terms of percentage for single child, child with one sibling and child with two or more siblings.

With the specifics of the nature of Mumbai city and its nuances, the inference of the study could be considered as a result of a combination of various factors like undivided attention received by the adolescent from the parents, compulsion to shoulder individual responsibilities, being privy to all monetary and physical resources in the family without having the need to share. Another factor that could have played an important role in this may be the necessity that a single child is faced with to have interactions with individuals other than family members. They have to make their own friends and fight their own battles unlike those with siblings who already have companionship and can rely on each other in case of difficulties, thereby making them less capable of handling stressful situations by themselves.
Table 4.11 provides information on the pattern of decreasing Emotional Quotient levels based on the increasing number of siblings in the family. A single child is observed to possess a higher Emotional Quotient than one who has one or more siblings. There is a difference of 0.09 units in mean emotional quotient of single child and of adolescents with two or more siblings. In Mumbai, housing is very expensive leading to space constraints when it comes to accommodation. During developmental stages, majority of the adolescents in Mumbai are not able to enjoy the comfort of privacy with personal space and good ambiance within their homes. This may lead to emotional discomfort as it is difficult to express emotions and frustrations in particular when confined to a crowded environment. This could possibly lead to the children in such a situation building up all their aggravations within themselves and carrying the burden of negativity with them wherever they go, slowly turning into either isolated beings or anti-social elements.
MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON NUMBER OF SIBLINGS

Figure 4.21 portrays the difference in Emotional Quotient levels of male adolescents based on the number of siblings. The Emotional Quotient of a single male child is more than one with siblings. The average Emotional Quotient score of male child with no siblings was found to be 2.57 while that of male child with one sibling was 2.5 which reduced to 2.48 in male child with 2 or more siblings. Single child enjoys the entire resource of the family, both material and emotional. Mumbai city is a hub of training centres catering to the development of art, sports, personality shaping and such. Parents with single child strive to use the best available opportunities for their children and hence single children may have an edge over others in their emotional development. In addition to this if parents are open and have a friendly approach while dealing with their child, the child finds this as an encouragement to take advice and talk to their parents about the issues of their life.
Figure 4.22 shows a marginal difference in Emotional Quotient of male adolescents with or without siblings. The mean emotional quotient of male adolescents having no siblings constitute 34 percent followed by equal percentage of 33 percent for the remaining two categories of male adolescents, namely those with one sibling and two or more sibling. Boys without a sibling look out for friends outside their family at an early age thereby interacting with others and developing social skills. The spirit to compromise and adjust is more when interacting in social circles which in turn helps improve emotional maturity of the adolescent. Such adolescents exude confidence in themselves empowering them to believe in their own capabilities in achieving what they desire.
Table 4.12 is a representation of mean Emotional Quotient score of female adolescents with respect to the number of siblings. The data shows no difference between the Emotional Quotient of female students having no siblings and those having two or more siblings. The difference between the Emotional Quotient of these two categories and the one with one sibling is only 0.01. Female adolescents showing a mean emotional quotient of 2.61 is for 346 participants out of 610 female adolescents. There is a 50% chance of these participants having male siblings. Having seen their male sibling being given preferential treatment in the family, the female child may develop inferiority complex, sibling rivalry, roots of anger and dissatisfaction and sometimes even unwanted. This however may not be the case for all the females with male siblings especially if their parents treat them as equals thereby helping the female adolescent to develop a sense of confidence and self-worth. Female adolescents who are aware of their capabilities and have belief in their ability in themselves to achieve can overcome problems and troubles they face with calm and keep their drive alive.
Figure 4.23 highlights the mean Emotional Quotient scores of three sections of female adolescents based on the number of siblings. The bar diagram representing the emotional quotient of female adolescents with one sibling records a value of 2.61 while those with more than one sibling and those without a sibling record an equal value of 2.62. The difference between the two values is only 0.01. When single child gets the privilege of enjoying attention and security within home, they need to become socially adept. In the process they learn to love and trust their friends, share emotions and thoughts with them thus making their friends an important part of their life. Female adolescents with more than one sibling get the above mentioned situations at home as well as at school. That could also help them to secure emotional quotient which is equivalent to that of single child adolescents.
PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON NUMBER OF SIBLINGS

Figure 4.24 shows that female adolescents with no siblings and those with two or more siblings possess the same level of Emotional Quotient. However, the female adolescents with one sibling show a slight decrease of 0.01 in Emotional Quotient scores which translates to a 0.5 percent difference.

4.3.4. EMOTIONAL QUOTIENT AND BIRTH ORDER

Based on birth order expected responsibilities of children in a family varies. Whether the child belongs to a nuclear or joint family, the infancy and early childhood experiences of first child and others are different. Generally when elders shoulder the responsibilities in late childhood and adolescence, younger children enjoy the privilege of being the younger one. It is also seen that the younger child is more confident and extroverts by nature.
Table 4.13 exhibits equal mean Emotional Quotient values for the first child and those who are either third or otherwise in order of birth. The difference in Emotional Quotient levels for the second child in comparison to the other two categories is just 0.01. Out of 852 participants recorded as first child of the family, 105 male and 111 female are the only child of their parents. As the parents bring up more children their experience in nurturing them increases and the maturity with which they are able to handle them improves exponentially. This indirectly aids the child’s emotional comfort. Along with this, the child also is endowed with love and protection from their elder siblings. This provides them a security blanket which gives them confidence. The younger child also gets more people in the family itself to look up to, not just from the older generation, but from the younger generation as well in the form of their elder siblings. Academic assistance is also easily available from elder siblings. The elder sibling is also more understanding towards the mood swings and thoughts of the younger sibling since they have gone through similar phases in life and the generation gap is negligible. Their understanding towards their younger siblings’ issues encourages the younger ones to approach the elder one when in need of advice or just someone who can hear them out.

**TABLE 4.13**

**MEAN EQ SCORE OF ADOLESCENTS BASED ON BIRTH ORDER**

<table>
<thead>
<tr>
<th>Family</th>
<th>First Child</th>
<th>Second Child</th>
<th>Otherwise</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>852</td>
<td>277</td>
<td>122</td>
<td>1251</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.62</td>
<td>2.61</td>
<td>2.62</td>
<td>2.62</td>
</tr>
</tbody>
</table>
MEAN EQ SCORE OF ADOLESCENTS BASED ON BIRTH ORDER

Figure 4.25 is the pictorial representation of the mean Emotional Quotient of adolescents on the basis of their birth order. Majority of the second child are a pampered lot and sometimes get an undue advantage of escaping from their responsibilities. This happens when the parents are ignorant to the consequences of habit formation. Another factor that could lead to the drop in emotional content of the second child could be attributed to the resentment the child has to face from their elder sibling as a result of the latter having lost the luxury of complete and undivided attention from parents. However the chances of an elder sibling developing such negative emotions towards their younger siblings, is rare and happens only when the elder sibling is not emotionally competent. Although in scenarios where there is the existence of such resentment from the elder sibling towards the younger one, the younger sibling either starts doubting their own self-worth or reciprocates with the same or even more resentment towards others. Childhood
experiences are believed to have an impact on an individual’s personality and behaviour as an adult.

FIGURE 4.26

PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF ADOLESCENTS BASED ON BIRTH ORDER

Figure 4.26 displays the slight decrease in mean Emotional Quotient of second child when compared to either the first child or child born third or otherwise. The decrease in emotional quotient amounts to 0.5 percent. The first child could be either the ones with siblings or the only child. The only child due to the exclusive attention enjoyed by them from their parents could be a catalyst in them having a higher emotional quotient. In case of those with siblings it could be the responsibility they are expected to shoulder towards their younger siblings could act as the trigger to their increased emotional maturity.
**TABLE 4.14**

**MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON BIRTH ORDER**

<table>
<thead>
<tr>
<th>Family</th>
<th>First Child</th>
<th>Second Child</th>
<th>Otherwise</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>441</td>
<td>119</td>
<td>81</td>
<td>641</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.50</td>
<td>2.53</td>
<td>2.49</td>
<td>2.51</td>
</tr>
</tbody>
</table>

Table 4.14 clearly shows that unlike the general sample of adolescents, in case of male adolescents, the second child appears to have a higher mean Emotional Quotient than the other categories.

**FIGURE 4.27**

**MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON BIRTH ORDER**

Figure 4.27 portrays in the form of a bar diagram that the second male child in a family has more Emotional Quotient than the other male siblings.
119 male adolescents from a total of 641 comprise of the category of being the second child of the family and possess a mean emotional quotient of 2.53 which is 0.03 more than the first child and 0.04 more than the remaining category.

![Figure 4.28](image)

**FIGURE 4.28**

PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON BIRTH ORDER

Figure 4.28 is a diagrammatic representation of the percentage distribution where the second male child secured higher Emotional Quotient in comparison to the others. With 33.7 percent, the second child has an emotional quotient greater than the remaining two categories by 0.7 percent when compared to the first child and by 0.4 percent when compared to the remaining category. The second child might be the one with a higher emotional maturity due to not being overly depended upon for the care of the ones younger to them as they have the eldest sibling in the family to shoulder that responsibility and still have the protection and care from not only their parents but also their elder ones. This puts them into a position where they
can without any pressure be themselves and give the comfort and friendship to their younger siblings while also leaning on their elder sibling in times of need.

**TABLE 4.15**

**MEAN EQ SCORE OF FEMALE ADOLESCENTS**

**BASED ON BIRTH ORDER**

<table>
<thead>
<tr>
<th>Family</th>
<th>First Child</th>
<th>Second Child</th>
<th>Otherwise</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>411</td>
<td>158</td>
<td>41</td>
<td>610</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.61</td>
<td>2.60</td>
<td>2.87</td>
<td>2.69</td>
</tr>
</tbody>
</table>

Table 4.15 points out that there is a marginal difference between female adolescents who is the first child of the family and those who were born second in order. Although, when comparing either of these two mentioned categories with the third constituting of female adolescents born third or further away, the later has a remarkably higher Emotional Quotient than the former two. This drastic rise in the emotional quotient of female adolescents with two or more siblings as compared to that of the other categories could be attributed to various factors independently or as a combination of several of them. One of the major factors leading to such appreciable emotional quotient levels could be the experience and dexterity with which parents nurture their third child and the ones that are born beyond as they have been through the bringing up of at least two others and have learnt from their mistakes and bettered themselves in their abilities to nurture their children. These children have at least two elder siblings, of whom the eldest had already gone through the adjustment phase of not being the only child and is proficient enough to help the immediate younger sibling to cope with not being the youngest in the family and being the pampered one. The
second child in the family also has an elder sibling to look up to and learn from as to how to behave and build a relationship with their younger siblings. There is also the security cover that such children receive in abundance. Such children also have more than one role model to look up to in their own family, giving them the opportunity to both observe and learn from the experiences of their elder siblings. Adolescents relate to and listen to more from those of their own age bracket since they feel that where there is a generation gap, the environment and attitudes differ and hence their feelings, emotions and actions would not be construed as it really is by the older lot. This belief makes it difficult for them to approach their parents with their troubles and having one or more siblings elder to them makes them their confidantes.

![Bar chart showing mean EQ scores for female adolescents based on birth order](image)

**FIGURE 4.29**

**MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON BIRTH ORDER**

Figure 4.29 visually captures the mean Emotional Quotient scores of female adolescents based on the order in which they were born and shows that the youngest of the three categories being compared has the highest levels of Emotional Quotient.
Figure 4.30 draws out the percentage-wise distribution of mean Emotional Quotient scores of girls in the age group of 13 – 16 years by dividing them on the basis of their birth order in the family. Children born later in the family are observed to benefit from factors like constant attention from elders in the family which includes their elder siblings as well. This instils in them additional security and a sense of confidence. Having more than one elder sibling allows them to be comparatively carefree and focus on themselves more than their elders. This is translated into their better well being and emotional health.

4.3.5. EMOTIONAL QUOTIENT AND FATHER’S QUALIFICATION

A father is generally considered to be the decision maker of the family. His formal education helps him in communication and interaction with family members, problem solving and decision making. The parenting style and the importance given by the father to his kids overall development varies based
on his life experiences. Education always plays a significant role in the personality development of any human being. An attempt has been made to verify if the father’s academic background helps influence the child’s emotional development.

### TABLE 4.16

**MEAN EQ SCORE OF ADOLESCENTS BASED ON FATHER’S QUALIFICATION**

<table>
<thead>
<tr>
<th>Family</th>
<th>SSC</th>
<th>HSC</th>
<th>Graduate</th>
<th>Post Graduate</th>
<th>Professional</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>414</td>
<td>207</td>
<td>216</td>
<td>72</td>
<td>274</td>
<td>19</td>
<td>1251</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.55</td>
<td>2.58</td>
<td>2.57</td>
<td>2.61</td>
<td>2.53</td>
<td>2.33</td>
<td>2.53</td>
</tr>
</tbody>
</table>

Table 4.16 provides a statistical summary of mean Emotional Quotient of adolescents who have been differentiated on the basis of the educational qualifications of their father. Adolescent children of post graduate fathers have a mean emotional quotient of 2.61 while it is least for the ones with an absent father. The emotional quotient is 2.33 for this category. If not for the 2.57 as mean emotional quotient for graduate fathers and the 2.53 as mean emotional quotient for professional fathers, it could have been stated that the more qualified the father, the greater is the emotional competence of the child; which is however not the case.
Figure 4.31 is a pictorial account of the mean Emotional Quotient scores of adolescents with respect to their father's educational qualifications. The category N.A. caters to the children who have lost their father. In this
scenario, the father’s education does not influence the child’s emotional state and thereby the statistics for the same have only been included for accounting purposes. The bar diagram clearly states that in the given sample, the adolescents whose father have a post graduate degree seem to have a very high Emotional Quotient in comparison to the other categories followed by those with their father having professional qualifications in varied fields.

**FIGURE 4.32**

PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF ADOLESCENTS BASED ON FATHER’S QUALIFICATION

Figure 4.32 is a graphic depiction of the percentage-wise categorization of Emotional Quotient scores of adolescents on the basis of their father’s qualification. Children of post graduate fathers with an emotional quotient of 2.61 which comprises of 17.21 percent while children who have lost their father possess emotional quotient of 2.33 occupying 15.15 percent.
Other categories exist in the range of 15.15 to 17.21 percent without any gradation scheme in their emotional quotient on the basis of their father’s academic qualifications.

**TABLE 4.17**

**MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON FATHER’S QUALIFICATION**

<table>
<thead>
<tr>
<th>Family</th>
<th>SSC</th>
<th>HSC</th>
<th>Graduate</th>
<th>Post Graduate</th>
<th>Professional Graduate</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>246</td>
<td>114</td>
<td>133</td>
<td>39</td>
<td>99</td>
<td>10</td>
<td>641</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.48</td>
<td>2.51</td>
<td>2.5</td>
<td>2.62</td>
<td>2.54</td>
<td>2.43</td>
<td>2.51</td>
</tr>
</tbody>
</table>

Table 4.17 portrays the mean Emotional Quotient scores of male adolescents on the basis of their father’s educational qualification. Sons of post graduate fathers have a mean average emotional quotient of 2.62 and adolescent boys who lost their father by death have the least emotional quotient in the set with 2.43. There is no clear pattern of change suggesting any influence of the father’s academic background on their son’s emotional intelligence during their adolescence.
MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON FATHER’S QUALIFICATION

Figure 4.33 is a bar graph explaining the variation in the mean Emotional Quotient scores of male adolescents based on their father’s qualification and it clearly indicates that male adolescents with post graduate fathers have the highest emotional competence amongst all the categories considered.
Figure 4.34 describes the percentage-wise distribution of mean Emotional Quotient scores of male adolescents based on their father’s educational qualifications. Adolescent boys of post graduate fathers occupied 17 percent of the pie diagram with highest emotional quotient of 2.62 while with an emotional quotient of 2.43; the smallest sector of the pie diagram is occupied by the adolescent boys whose fathers have passed away securing 16.2 percent. The percentage depiction in the pie diagram does not lead to any conclusive design again due to the low emotional quotient portrayal of the male adolescents of graduate fathers and especially those of professional fathers.
Table 4.18 depicts the mean Emotional Quotient scores of female adolescents based on their father's educational qualifications. It is observed that the Emotional Quotient of female adolescents with highly educated fathers have a lower Emotional Quotient compared to those with fathers who are not. This phenomenon could be attributed to the long working hours spent by a qualified person at a good post thereby being forced to prioritize work over family and the expectations of children being exponential based on their father’s educational background. As age advances the emotional quotient of any individual also varies. It could be because of the lessons learnt from life experiences. Persons exposed to different offices and work environment get informally educated in different fields of life. Daughters expect protection and guardianship from their father in addition to academic assistance. Any father capable of spending quality time with their daughter helps in the emotional development of their wards. Such personal attention from their fathers help the female adolescents to be emotionally competent and self aware thereby elevating their confidence and emotional quotient.

<table>
<thead>
<tr>
<th>Family</th>
<th>SSC</th>
<th>HSC</th>
<th>Graduate</th>
<th>Post Graduate</th>
<th>Professional</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>173</td>
<td>93</td>
<td>127</td>
<td>33</td>
<td>175</td>
<td>9</td>
<td>610</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.65</td>
<td>2.67</td>
<td>2.65</td>
<td>2.60</td>
<td>2.53</td>
<td>2.22</td>
<td>2.55</td>
</tr>
</tbody>
</table>
Figure 4.35 is a pictographic representation of the mean Emotional Quotient scores of female adolescents being differentiated on the basis of their father’s educational background.
PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON FATHER’S QUALIFICATION

Figure 4.36 is a depiction of the percentagewise distribution of the mean Emotional Quotient score of female adolescents based on their father’s qualification. It is seen that the presence of a father, his attention and quality time spent by the father for his daughters has an influence on emotional intelligence. The emotional quotient is the least for daughters who lost their father. Children of graduate parents and SSC parents have shown marginally lesser emotional quotient than HSC qualified fathers but higher than daughters of professionals and post graduates.

4.3.6. EMOTIONAL QUOTIENT AND MOTHER’S QUALIFICATION
It is believed that a child’s emotional and physical development begins in the mother’s womb. The emotional stability of the mother bears a significant effect on her child right from conception. How helpful is the formal education of a mother in ensuring her child’s emotional competency is up to mark? History has proven time and again that mothers without any formal education have nurtured great personalities. Here in the study, an attempt has been made to verify if there exists a considerable impact of mother’s qualification on the child’s emotional state.

**TABLE 4.19**

**MEAN EQ SCORE OF ADOLESCENTS BASED ON MOTHER’S QUALIFICATION**

<table>
<thead>
<tr>
<th>Family</th>
<th>SSC</th>
<th>HSC</th>
<th>Graduate</th>
<th>Post Graduate</th>
<th>Professional</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>516</td>
<td>166</td>
<td>262</td>
<td>85</td>
<td>216</td>
<td>6</td>
<td>1251</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.55</td>
<td>2.52</td>
<td>2.61</td>
<td>2.58</td>
<td>2.54</td>
<td>2.39</td>
<td>2.53</td>
</tr>
</tbody>
</table>

Table 4.19 exhibits the mean Emotional Quotient scores of adolescents based on their mother’s educational qualification. The highest mean emotional quotient is possessed by adolescent children of graduate mothers as opposed to the results where adolescent children of post graduate mothers were the most competent emotionally. Similar to that of losing their father affecting the emotional competence of adolescents, the least emotional quotient of 2.39 is that of those who have lost their mother.
Figure 4.37 is an illustration of the mean Emotional Quotient scores of adolescents based on their mother’s educational qualification. The observation here is that the children of a mother having a graduate degree has the highest Emotional Quotient levels followed by post graduates and SSC holders. The data does not provide a conclusive pattern. It is although...
noteworthy that like children who have their father holding a professional degree, children with their mother’s holding a professional degree too have a lower Emotional Quotient compared to their counterparts.

**FIGURE 4.38**

**PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF ADOLESCENTS BASED ON MOTHER’S QUALIFICATION**

Figure 4.38 provides the image of the categorical variations in percentages of mean Emotional Quotient scores based on their mother’s qualification. As in previous cases, it is observed that absence of mother reduces the emotional quotient of adolescents. Children of graduate parents exhibited highest emotional quotient amongst all the categories securing 17.2 percent of the pie diagram. The lowest emotional quotient acquiring category is the adolescents who have lost their mother with 15.8 percent.
Table 4.20 statistically provides information regarding the mean Emotional Quotient scores of male adolescents based on their mother's educational qualification. From the tabular data it is seen that mothers uniformly influence the emotional development of their sons irrespective of their academic qualification. However, sons of graduate mothers are found to be having highest emotional quotient levels followed by sons of professionally qualified mothers. The absence of the mother during adolescence period could be the reason for the adolescents with the lowest emotional quotient. From the data, emotional quotient of sons of post graduate mothers is less than the emotional quotient of adolescent children of SSC and HSC parents. It is hence to be noted that more the formal education, parental personality, parenting style, their spiritual values and emotional competency contribute to their wards’ emotional maturity. All these factors could either positively or negatively influence a child’s thought process and hence it is absolutely essential for parents to take necessary precautions and care while handling their children.
Male adolescents who have been grouped on the basis of their mother’s educational qualification. However it educational qualification. The inference drawn from this is that male child is positively influenced by their mothers’ educational qualification. However it
does not provide a convincing outline of whether the level of education considerably influences the well being and emotional competency of the male child.

**FIGURE 4.40**

PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON MOTHER’S QUALIFICATION

Figure 4.40 draws the picture of distributed percentages of mean Emotional Quotient scores of male adolescents distinguished on the grounds of their mother’s educational status with the help of a pie diagram. The absence of a clear decisive pattern is an indication of mother’s acquiring wisdom through life experience and gaining ability in nurturing emotional stability in their children irrespective of their academic background.

**TABLE 4.21**
Table 4.21 is an evidence for the female adolescents of post graduate mothers exhibiting a higher level of Emotional Quotient as compared to any other category, followed by female children of mothers who are SSC holders and then those of Graduate holders. Female adolescents of professional degree holding mothers have the least emotional competency as compared to their counterparts. There are 135 professional mothers in the sample and their children’s mean emotional quotient is 2.53 which is the least score amongst all the categories considered. The professional work culture of mothers is not helping their daughters to attain high level emotional quotient. Excellent motherhood and upbringing children are not primarily dependent on academic laurels is the inference. The above data does not provide any clear pattern to indicate a relationship between mother’s education and their adolescent daughters’ emotional intelligence. As per this data, the participant whose mother is not alive has an emotional quotient of 2.72 which could be considered as a unique case and deserves appreciation.
Figure 4.41 is the depiction of the distributed mean Emotional Quotient scores of female adolescents on the grounds of their mother’s educational status. No conclusive inference can be drawn from the data. Mumbai is a city of diversity. Those with less formal education also are exposed to media and various other opportunities which help less educated mothers to cater to the emotional needs of their adolescent daughters.
PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON MOTHER’S QUALIFICATION

Figure 4.42 draws out the percentagewise categorization of mean Emotional Quotient scores of female adolescents on the basis of their mother’s academic roots.

4.3.7. EMOTIONAL QUOTIENT AND FATHER’S OCCUPATION

The amount of time that a job commands and the associated stress and pressure to perform varies in different workplaces based on the nature of work and the job profile. The researcher has tried to find out whether there is a correlation between the father’s occupation and the child’s emotional maturity and if the there exists such relation, whether it is a positive or negative one.
MEAN EQ SCORE OF ADOLESCENTS BASED ON FATHER’S OCCUPATION

<table>
<thead>
<tr>
<th>Family</th>
<th>Business</th>
<th>Service</th>
<th>Homemaker</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>634</td>
<td>584</td>
<td>13</td>
<td>20</td>
<td>1251</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.56</td>
<td>2.57</td>
<td>2.47</td>
<td>2.32</td>
<td>2.48</td>
</tr>
</tbody>
</table>

Table 4.22 is a statistical elaboration of the mean Emotional Quotient scores of adolescents based on their father’s occupation. It is observed that children having businessmen or service people as their fathers have a much higher Emotional Quotient than the ones having homemakers as their fathers. The sample has multiplicity in affluence, kind of business and type of service. Participant schools are carefully chosen to get as close a representative sample of Mumbai population as possible. The notable fact is that the participants whose father is not alive have an average emotional quotient of 2.32 which is 0.16 less than total mean emotional quotient. The absence of a father figure in life reduces the emotional strength of adolescents according to the above data. The emotional quotient scores of all categories possess an average emotional quotient score. The father’s occupation and exposure to various fields have not influenced in improving and uplifting the emotional quotient to a high level score of 2.81 to 4.00. In Mumbai, majority of the parents of adolescent children are striving hard to maintain a decent standard of living due to astronomically high realty price, high living and educational expenses, all this irrespective of their occupation. This could be a reason for not having succeeded in increasing their children’s emotional quotient to a higher level.
adolescents undergo in comparison to their counterparts based on their father’s occupation and the diagram clearly depicts the variation in Emotional Quotient of those with their fathers as businessmen or servicemen in comparison to homemakers. Father’s occupation is a source of income to the family. Adolescents’ educational and personal expenses in Mumbai city are higher than other parts of the state and nation. 13 participants have fathers unemployed. Their emotional quotient score of 2.47 is an indication of the emotional disturbance and stress these adolescents undergo in comparison to their counterparts.

**FIGURE 4.43**

**MEAN EQ SCORE OF ADOLESCENTS BASED ON FATHER’S OCCUPATION**

Figure 4.43 is a bar diagram on the mean Emotional Quotient scores of adolescents based on their father’s occupation and the diagram clearly depicts the variation in Emotional Quotient of those with their fathers as businessmen or servicemen in comparison to homemakers. Father’s occupation is a source of income to the family. Adolescents’ educational and personal expenses in Mumbai city are higher than other parts of the state and nation. 13 participants have fathers unemployed. Their emotional quotient score of 2.47 is an indication of the emotional disturbance and stress these adolescents undergo in comparison to their counterparts.
Figure 4.44 illustrates the percentagewise division of mean Emotional Quotient scores of adolescents based on their father's occupation. Adolescent children of businessmen and servicemen have an emotional quotient of 2.56 and 2.57 respectively which amounts to approximately 26 percent of the above pie diagram. Emotional quotient distribution in the pie diagram for children of unemployed fathers is 25 percent and that of adolescents who have lost their father is 23 percent. The data analysis reveals that losing the father by death or having a father with no income affect the well being of adolescent children. Financial stability is a contributing factor for mental happiness and self confidence. The chances of contentment and satisfaction, is more when the child is privy to more than just the basic needs of food, clothing, shelter and education. It takes a lot of self awareness and confidence to be able to be unaffected by financial troubles in the family and the knowledge that there are a lot of opportunities that may not be available to them due to the same reason.
Table 4.23 offers insight into whether there exists a relationship between Emotional Quotient of male adolescents and their father’s occupation. From the data, it is to be noted that the Emotional Quotient of male adolescents with homemaker fathers is considerably higher than those with fathers as businessmen or servicemen. Emotional quotient secured by sons of businessmen and servicemen are 2.50 and 2.51 respectively. Unlike the information obtained from father’s occupation and adolescents’ emotional quotient, the male adolescents having unemployed fathers are not affected in their emotional development. Probably this sample group had quality time with their unemployed fathers that must have resulted in a strong positive bond between father and son. It could also be that a male adolescent does not crave as much for financial security or is being provided for by their mother or from any other source. When there is no shortage of daily requirements and if the family is well placed financially through other forms the presence of the father in the house will definitely help in providing a value based disciplined upbringing.
Figure 4.45 provides a pictorial representation of the mean Emotional Quotient scores of male adolescents on the basis of their father’s occupation. The sample had 5 participants who responded with homemaker as their father’s occupation. The family climate is not elicited from the questionnaire and these respondents seem to possess higher Emotional Quotient in comparison to the other categories. The positive factor of this revelation is that boys are not emotionally affected during their adolescent period due to their father’s unemployment in a city.
Figure 4.46 elaborates the percentage-wise distribution of mean Emotional Quotient scores of male adolescents differentiated on the basis of their father’s occupation. Boys with homemaker fathers ranked the highest, followed by service and then businessmen with regard to their emotional competence. It is to be noted that the least Emotional Quotient scores belonged to the boys whose fathers have passed away. Their absence in the life of the boys seems to have created a void in their emotional development. Father’s success or failure and challenges in business are transferred to family environment. The father who is a role model for most boys generally get affected either way. Another factor to be taken into consideration is that a business man father could not possibly spend as much time with their adolescent sons as compared to fathers doing service or those who are homemakers which also leads to less attachment between the father and the son and thereby reflecting in the emotional quotient score.
Table 4.24 provides information on the mean emotional quotient of the female adolescents on the basis of their father’s occupation and the inference drawn from the same is that girls having father’s in service seem to possess a higher emotional quotient than girls of other categories closely followed by girls of businessmen as fathers. However, there is a drastic fall in Emotional Quotient of those girls who have homemaker fathers. Fathers in service have regular income and generally fixed hours of work. This enables them to channelize their time and energy for their daughters. Daughters always look for a protection and financial security blanket in their father and in case of daughters of servicemen fathers; they seem to get it just in the right sense of the word. Such daughters get to enjoy quality time with their father without having to worry about any financial problems. When it comes to businessmen fathers, there is no fixed income, especially in case of those with small businesses, and this knowledge along with the fact that their fathers do not get enough time with them could result in them not having as much of emotional competence as compared to those having servicemen fathers. As for homemaker fathers, the daughters know they cannot rely on their fathers for providing financial security and this realization could easily be enough to diminish the fact that they get to spend quality time with their fathers. Such female adolescents seem to negatively be impacted as they feel disappointed.

**TABLE 4.24**

**MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON FATHER’S OCCUPATION**

<table>
<thead>
<tr>
<th>Family</th>
<th>Business</th>
<th>Service</th>
<th>Homemaker</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>321</td>
<td>271</td>
<td>8</td>
<td>10</td>
<td>610</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.61</td>
<td>2.64</td>
<td>2.28</td>
<td>2.22</td>
<td>2.44</td>
</tr>
</tbody>
</table>
that their father is not living up to the expectations they built around their father’s persona and could easily be dejected because of seeing what they wanted for their father in fathers of their peers.

![Bar chart showing mean EQ scores of female adolescents based on father's occupation.](chart)

**FIGURE 4.47**

**MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON FATHER’S OCCUPATION**

Figure 4.47 gives a graphical image of the mean Emotional Quotient scores of female adolescents based on their father’s occupation. A girl child is observed to be disturbed by the unemployment of her father to the extent that it lowers her emotional quotient. However it is to be noted that the absence of a father does affect the daughters’ thought process negatively leaving them bereft and with lower emotional quotient.
Figure 4.48 denotes the percentage-wise categorization of the mean Emotional Quotient scores of female adolescents on the basis of their father’s occupation. It is to be noted that the absence of a father figure in the lives of the 10 girls seem to be negatively impacted to an extent that they possessed the least Emotional Quotient scores in all categories.

4.3.8. EMOTIONAL QUOTIENT AND MOTHER’S OCCUPATION

TABLE 4.25

MEAN EQ SCORE OF ADOLESCENTS BASED ON
Table 4.25 shows the mean Emotional Quotient scores of adolescents based on their mother’s occupation. The order of scores from highest to lowest is – children having businesswomen as mothers, homemaker mothers, mothers in service and the least Emotional Quotient scores are of those whose mothers have passed away. Although the categories evaluated are well defined at a high level, if dug deeper, it can be seen that the same categories can be further branched out into many more sub-categories. For instance, business as an occupation can be further branched out by the size of business namely, small-scale, medium-scale and large-scale. Based on the financial aspect of the business it can be categorized as one in profit and one in loss. With respect to the risk involved, it can be differentiated as either one with high risk, low risk or negligible risk. Service-women could be ones who are highly paid, moderately paid or meagrely paid, financially speaking and with respect to time, it could be distinguished as a job that demands long hours or one that is flexitime. All these sub categories have a huge role in defining the emotional state of the adolescent child and the involvement of these factors cannot be proven or given statistical backing in this study even though they cannot be undermined.
MEAN EQ SCORE OF ADOLESCENTS BASED ON MOTHER’S OCCUPATION

Figure 4.49 is a bar diagram showing the mean Emotional Quotient scores of adolescents based on their mother’s occupation. The inference drawn from the data is that children whose mothers are not alive possess very low emotional quotient in comparison to their counterparts. Children of businesswomen and of homemakers could be for varied reasons, show minimal variation in their Emotional Quotient scores. However the emotional quotient of adolescent children of service-women mothers is less than the rest of the categories leaving aside those children who have lost their mother.
Figure 4.50 is a percentage-wise distribution of the mean Emotional Quotient scores of adolescents based on their mother’s occupation. It can be seen that with 22%, the emotional quotient of adolescent children who have lost their mothers is the lowest emotional quotient. This time and again makes known the importance of having the mother’s presence in the lives of adolescent children. A mother seen through the eyes of a child is one who is a caregiver, who loves unconditionally and strives to provide whatever it is that the child needs and a child bereft of that presence is unable to experience the love, care and protection a mother can give and he or she generally find it difficult to handle it.
Most children who lose their mothers crumble and go into depression while there are always a few in this category who emerge stronger and become responsible, taking the responsibility of being the primary caregiver in the family and thereby becoming emotionally more mature. It is then down to how emotionally competent the adolescent was already before losing their mother that shapes how they react and act after having lost the single most important part of a child’s life. However in case of children who lost their mother’s at birth or at an age when they could hardly remember her presence in their lives, could be at a greater loss as they could only experience, even in their memories, a life without a mother and that could have a significant impact on their emotional stability.

**TABLE 4.26**

**MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON MOTHER’S OCCUPATION**

<table>
<thead>
<tr>
<th>Family</th>
<th>Business</th>
<th>Service</th>
<th>Homemaker</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>27</td>
<td>115</td>
<td>495</td>
<td>4</td>
<td>641</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.59</td>
<td>2.51</td>
<td>2.50</td>
<td>2.18</td>
<td>2.44</td>
</tr>
</tbody>
</table>

Table 4.26 is the statistical representation of the mean Emotional Quotient scores of male adolescents who have been differentiated on the basis of their mother’s occupation. It can be seen that boys with businesswomen as mothers have the highest level of Emotional Quotient followed by those with mothers in service and then homemakers.
Emotional Quotient scores are the least in the category. scores of male adolescents on MOTHER’S OCCUPATION

Figure 4.51 is a bar diagram depicting the mean Emotional Quotient scores of male adolescents on the basis of their mother’s occupation. boys without a mother seem to be affected by the same to the extent that their Emotional Quotient scores are the least in the category.
FIGURE 4.52

PERCENTAGE DISTRIBUTION OF MEAN EQ SCORE OF MALE ADOLESCENTS BASED ON MOTHER’S OCCUPATION

Figure 4.52 is a pie diagram revealing the percentage-wise distribution of the mean Emotional Quotient scores of male adolescents based on their mother’s occupation. There is a substantial difference of 3.4% between the emotional quotient percentages of male adolescent children who have lost their mother and of adolescent sons of homemaker mothers.

Adolescent male children of businesswomen and servicewomen mothers seem to display the highest emotional competence amongst all the categories considered which could be attributed to various theories of which one could be that independent mothers induce pride and confidence amongst the sons. They are more likely to feel proud of their mothers’ accomplishment and give more credibility to such successful mothers as compared to homemaker mothers whom most children wrongfully think of as those who do
not have much knowledge or as not smart enough to provide advice. The amount of respect a working mother seems to elicit from their children is most of the times more than the homemaker mothers mainly because the child thinks of the working mother as one who has seen the outside world, gone through hardships and made a place for themselves outside the house as well. Although a homemaker mother is no less capable of the same, she somehow, rarely commands the same amount of respect. This respect that a working mother manages to draw out from her son puts her in a better position compared to homemakers to make their son listen to and obey them. When a working mother provides advice to their son, he is more likely to consider it as a viable and reliable one compared to the same advice given by a homemaker mother. Although, being a homemaker does not make mothers less credible or less capable of directing their children towards the right path, the advice however appropriate or correct, it depends on the receiver’s perception of the person giving the advice.

**TABLE 4.27**

**MEAN EQ SCORE OF FEMALE ADOLESCENTS BASED ON MOTHER’S OCCUPATION**

<table>
<thead>
<tr>
<th>Family</th>
<th>Business</th>
<th>Service</th>
<th>Homemaker</th>
<th>N.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>36</td>
<td>115</td>
<td>458</td>
<td>1</td>
<td>610</td>
</tr>
<tr>
<td>Mean EQ</td>
<td>2.55</td>
<td>2.55</td>
<td>2.63</td>
<td>2.23</td>
<td>2.49</td>
</tr>
</tbody>
</table>

Table 4.27 provides the statistical data of mean Emotional Quotient scores of female adolescents based on their mother’s occupation.
Figure 4.53 is a bar diagram that depicts the mean Emotional Quotient scores of female adolescents based on their mother’s occupation which shows that female children with working mothers seem to have a slightly lower Emotional Quotient than those whose mothers are housewives.
Figure 4.54 puts forth the image of the percentagewise distribution of female adolescents based on their mother’s occupation. The inference drawn here is that there is minimal difference in the Emotional Quotient of female adolescents as a result of whether their mothers are working or not even though the female children of housewives possess slightly higher emotional maturity.