ABSTRACT

"Education is the kindling of a flame, not the filling of a vessel.”
– Socrates

Emotional intelligence is the ability to create positive outcomes in relationship with others and with oneself. It helps to monitor the feelings and emotions of self and others to discriminate among them and to use this information to guide the thinking process and action. (Mayer and Salovey, 1993)

Adolescence bridges childhood and adulthood. During this transition period children undergo major physical, cognitive and psychological changes. Adolescence is characterised with stress, moments of uncertainty, self-doubt, disappointment and mood swings. The broad aim of the present study is to understand the emotional status of English medium secondary school students in Mumbai city. There are various factors that contribute and influence the emotional competence of an individual. The dependent variable of the study is emotional quotient of adolescents while independent variables are causes of family environment like structure of family, number of family members, order of birth, parental educational qualification and occupation. The present study compared all the above mentioned factors on the basis of gender as well. Stratified random sampling and purposive sampling techniques were adopted for the selection of schools while the participants were chosen based on random sampling technique. 641 boys and 610 girls of age group 13 – 16 years (N = 1251) constituted the sample.

The main objectives of the present study are –

1. To measure the emotional quotient of adolescent students of Standard IX and X in secondary schools in Greater Mumbai
2. To study and compare the emotional quotient with reference to variables –
   a. Gender
   b. Family structure (nuclear/ joint)
   c. Number of siblings (single child/ child with siblings)
d. Order of birth  
e. Parental education  
f. Parental occupation  

The following hypotheses were formulated for the realization of the objectives –

1. There is no significant difference in emotional quotient of male and female adolescent students of Standard IX and X in secondary schools in Greater Mumbai.  
2. There is no significant difference in emotional quotient of Standard IX and X adolescent students belonging to nuclear and joint families in Greater Mumbai.  
3. There is no significant difference in emotional quotient of Standard IX and X adolescent students having siblings and those not having siblings.  
4. There is no significant difference in emotional quotient of Standard IX and X adolescent students on the basis of their birth order.  
5. There is no significant difference in emotional quotient of Standard IX and X adolescent students on the basis of their father’s education.  
6. There is no significant difference in emotional quotient of Standard IX and X adolescent students on the basis of their mother’s education.  
7. There is no significant difference in emotional quotient of Standard IX and X adolescent students on the basis of their father’s occupation.  
8. There is no significant difference in emotional quotient of Standard IX and X adolescent students on the basis of their mother’s occupation.  

Descriptive survey method using USM Emotional Quotient Inventory (USMEQ – i) by Saiful, Faud and Rahman (2010) and researcher made a questionnaire that elicit, demographic details of the participants, were the tools for data collection. The validation procedure found that USMEQ – i has good psychometric properties; it is a valid and reliable instrument that can be used to identify students’ EQ.  

Factor analysis revealed that all items are well distributed. The seven EQ dimensions measured are emotional control, emotional maturity, emotional conscientiousness, emotional awareness, emotional commitment, emotional fortitude
and emotional expression. Reliability analysis by Cronbach’s alpha coefficient value proved high internal consistency for USMEQ – i. The coefficient value derived was 0.96 which is more than the acceptable cut off point of 0.7.

Sample was categorized as per the requirement for testing of each hypothesis and mean EQ was calculated for each group. For inferential analysis of the hypotheses, t test and one way ANOVA was applied.

According to the present study, one third of the sample exhibits high level of emotional competence where as one percent participants have low EQ. Female adolescents have significantly higher emotional quotient than male adolescents. There appears to be no significant difference in the emotional status of children irrespective of their upbringing in nuclear or joint family, with or without any siblings. The order of birth also does not notably affect the emotional quotient of adolescents.

The impact of parental academic qualification on emotional intelligence of adolescents was tested, categorizing the level of education as SSC, HSC, Graduates, Postgraduates, Professionals, besides the inclusion of a group titled ‘N.A.’ (Not Applicable). The group N.A. represents the children who have lost their father/ mother and is obvious in this scenario parental education does not influence emotional quotient of such children. Children of post graduate fathers and those of graduate mothers have higher EQ than any other group in their respective categories of comparison. The assessment that the absence of the father or the mother during adolescence affects the emotional level of children is evident from the least EQ value the group scored in the respective cases. However, inferential analysis does not show any significant significance in the EQ of students in terms of their parental education. Nevertheless, father’s education has a positive correlation to the female adolescent’s emotional intelligence while the same correlation exists between male adolescents and their mother’s education. The study showed no significant impact in the EQ of students on the basis of their parental occupation. All the same, female adolescents are emotionally more stable when their father’s occupation provides for a better financial status.