

Emotional Intelligence Of Adolescent Students With Special Reference To High And Low Socio Economic Status

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Abstract: The study was under taken to study the emotional intelligence of 9th grade students with high and low socio-economic status. The sample of the study comprised of 100 students (50 high socio-economic status students and 50 low socio-economic status students) selected randomly from all Govt. High and Higher Secondary Schools of the educational zone Dryigam. Emotional intelligence scale by Hyde et al was employed for the collection of data and 't' test was used for the analysis of data. Bar diagram and Line graph were drawn to make the results transparent. The results of the study highlight that high socio-economic status students are more emotionally intelligent than low socio-economic status students. High and low socio-economic status students show significant difference in self-awareness, self-motivation, emotional stability, managing relations, integrity, self-development and commitment. High socio-economic status students have been found clear in their priorities, pay more attention to the worries and concerns of others. They are found to be friendly, sociable, helpful and skilful in dealing with people. They are found to be more responsible, more comfortable to novel ideas and new information. They face boldly good and bad situations. They are more aware of their weaknesses, are more co-operative, helpful, outgoing and democratic. They are found to be able to meet commitments and keep promises and are organized and careful in their work. No significant difference was found in empathy, value orientation and altruistic behavior between high and low socio-economic status students.

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Introduction:

During the last 20 years, emotional intelligence has become an increasingly popular topic within the fields of psychology and management (Grandey, 2000; Law et. al 2004; Mayer et al 2008). The last decade of 20th century is infact considered to be the best gift to the international community of psychological sciences, as it is known for the best discovery related to emotional intelligence. The impressive growth of emotional intelligence in scholarly work has been partially fueled by claims that emotional intelligence is as strong a predictor of job performance as I.Q (Goleman, 1995). This purported relationship between Emotional intelligence and work performance has also stimulated interest among human resource practitioners, who have made EI a widely used tool for personal hiring and training (Fineman, 2004). Different studies have been conducted on socio-economic status in relation to scholastic achievement (Ganguly, Malabika 1989), family relations, intelligence and adjustment (chitra 1992), personality, values and religious attitude (Dadu1992), students attitude towards religion in relation to personality characteristics, intelligence (Kohli, 1989), learning styles and effects of SES and general intelligence (Verma and Tiku1990) guidance

services (Phitaktanakham1990), Reading habits (Devarajan 1992) vocational stress (Bisht) attitude of polytechnic students towards manual jobs (Subramaniah,1990). Chopera (1982), has found that socio- economic background was a very important determinant for continuation of education and students belonging to higher socio-economic class had higher academic achievement and vice versa. The same was supported by kapoor (1987). Besides this, Various studies have shown that high Emotional intelligence can lead to increased productivity (Johnson & Indvik, 1999), better performance (Ashkanasy, Ashton & Jordan, 2003) and positive peer relations (Mayer et.al1999; rice 1999 ; Salovy et al, 2001). On the other hand low EI at work brings a plethora of negative emotions, like fear, anger and hostility. These negative emotions use up a lot of energy, lower morale, absenteeism, apathy and are effective block to collaborative effort (Bagshaw, 2000). Hoffman and Jane (1997) suggested that individual's emotional development is the product of the interaction of individual with parental and environmental factors. Mayer et.al (1999) found that Emotional intelligence is positively correlates with parental warmth, empathy and parenting life styles. Landsman (2002) described the art of parenting and found that the emotional

intelligence is influenced by parental behavior. Martinez (1999) studied the effect of parental behavior on EI and observed that modeling, encouragement, facilitation, and reward have positive effects on Emotional intelligence. Child rearing practices influence emotional intelligence of an individual to a great extent (Bajaj, 2005)

From the above cited studies, it is evident that various studies have been conducted on socio-economic status in relation to other variables such as intelligence, learning styles, vocational stress, etc and very few studies have been conducted on Emotional intelligence in relation to different variables such as academic achievement, creativity, leadership etc. But in J & K, no study has been conducted on emotional intelligence and socio- economic status. Therefore, the present investigator makes a humble attempt to study the Emotional intelligence among high and low socio economic students. This can prove to be helping ground for parents, teachers, administrators, and counselors for raising the level of Emotional intelligence among those who lack this.

OBJECTIVES:

1. To identify students with high and low socio-economic status.
2. To find out the level of emotional intelligence among high and low socio-economic status students.

NULL HYPOTHESES:

1. There is no significant difference between high and low socio-economic status students on emotional intelligence (factor wise)
2. There is no significant difference between high and low socio-economic students on emotional intelligence (composite score)

OPERATIONAL DEFINITION OF VARIABLES

Emotional intelligence:- In the present study emotional intelligence means the scores gained by the sample on EI inventory Hyde et. al; (2001). The scale consists of ten factors. These are: Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, commitment and Altruistic behavior.

High socio-economic status students: In the present study the high socio-economic students are those students who have scored 75th percentile and above on Kashmiri adaption of S.E.S scale (rural), Pareek and Trivedi by Khan (1995).

Low socio-economic status students: In the present study the low socio- economic students are those students who have scored 25th percentile and below on Kashmiri adaption of S.E.S scale (rural), Pareek and Trivedi by Khan(1995).

Sample

1. **INITIAL:** The sample of the present study was collected from the High and Higher secondary schools of the district Budgam of J & K state(India). There are fourteen educational zones in District Budgam. Out of these fourteen zones, only one zone namely zone Dryigam was randomly selected for the proposed study. In total there were nine High and Higher secondary schools. The students of 9th class were selected with the understanding that they are mature to judge about themselves. The sample consists of the boys only. There was one girls High secondary (Govt. Girls High. secondary Ichigam), so it was excluded. Thus the sample was taken from the remaining eight High and Higher secondary schools.(N=200)

The age of sample subjects ranged from 14 – 15 years.

FINAL: Khans SES scale (1995) was administered to identify the students with high and low socio-economic status. Subjects whose scores were 75th percentile and above were considered as the students with high socio-economic status and the subjects whose scores were 25th percentile and below were considered as students with low socio-economic status. Thus out of 200 the investigator was left with 50 high socio- economic status students and 50 low socio-economic status students.

Tools:

1 socio economic status scale:

Kashmiri adaptation of Pareek and Trivedi's socio-economic status scale, Khan (1995) was administered to identify students with high and low socio economic status students.

2 Emotional Intelligence Scale (EIS) by Hyde et al 2001:

Emotional intelligence scale by Hyde et.al (2001) is on the most widely used emotional intelligence scale. The final form of the scale consists of 34 items. The scale comprises of ten factors. These are: self awareness, empathy, and self-motivation, emotional- stability, managing -relations, integrity, self- development, value orientation, commitment and altruistic behavior. The scoring of the scales was done as per the concerned manual.

STATISTICAL ANALYSIS:

The data was subjected to statistical analysis by applying 't' test in order to get an understanding of emotional intelligence of High and low socio-economic status students. Line graph and bar graph were plotted in order to make the result transparent. The following tables show the statistical analysis of the data:

Table:-1 Significance of mean difference between high socio-economic status students (N=50) and low socio-economic students (N=50) on factor wise Emotional intelligence.

Groups	Factors	mean	S.D	“t”
HSESS	Factor A (self awareness)	16.4	2.66	3.64*
LSESS		14.3	3.0	
HSESS	Factor B(Empathy)	18.00	3.11	1.19***
LSESS		17.26	3.24	
HSESS	Factor C (self motivation)	23.42	3.35	2.29**
LSESS		21.7	4.19	
HSESS	Factor D (emotional stability)	14.7	2.90	3.22*
LSESS		12.96	2.59	
HSESS	Factor E (managing relations)	15.58	2.65	2.33**
LSESS		14.3	2.98	
HSESS	Factor F (integrity)	12.56	1.41	2.91*
LSESS		11.54	2.01	
HSESS	Factor G (self development)	7.46	1.70	2.06**
LSESS		6.80	1.46	
HSESS	Factor H (value orientation)	8.26	1.19	1.77***
LSESS		7.80	1.37	
HSESS	Factor I (commitment)	8.30	1.69	2.18**
LSESS		7.60	1.46	
HSESS	Factor J (altruistic behavior)	7.60	1.95	1.80***
LSESS		6.86	2.13	

*significant at 0.01 level ** significant at 0.05 level
*** not significant

Table 2:- significance of mean difference between high socio-economic status students (N=50) and low socio-economic students (N=50) on (Composite Score) of Emotional intelligence.

Groups	Mean	S.D	‘t’. value
HSESS	132.28	14.16	4.04*
LSESS	121.18	12.95	

*significant at 0.01 level

Discussion And Interpretation

The perusal of table -1 makes it clear that the mean score of high socio-economic students (16.4) is more than the mean score of low socio-economic students on factor-A (self-awareness) of emotional intelligence. The obtained “t” value is (3.64), which is statistically significant at 0.01 level. The results makes it clear that high socio-economic status students and low socio-economic status students differ significantly so far as their self –awareness is concerned. High socio-economic status students are found to continue to do what they believe in, even under severe criticism, to have their priorities clear, to believe in them and also it was found that they built rapport and maintain personal friendship with work associates. The results seem to be justified on the grounds that high socio-economic status students have a lot of exposure. They have access to modern means of knowledge. Their parents are well educated and they get better support of their parents. They are economically sound as compared to low socio-

economic status students. They are reared in better conditions. The low socio-economic students do not have so much exposure. They are not economically sound and always face various problems in meeting their daily requirements. As per the details given in the table-1, it is evident that the mean score of high socio-economic status students (23.42) is more than the mean score of low socio-economic status students (12.96) on factor-C (self-motivation). The obtained “t” value is (3.22) which is statistically significant at 0.01 level. The table depicts that high and low socio-economic status students differ significantly so far as their self- motivation is concerned. High socio-economic are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reason, better able to focus on task at hand and pay attention. They have more control over their feelings as compared to low socio-economic status students. The results seem to be justified on the basis that high socio-economic status students have a lot prestige in the society. They receive lot of rewards, freedom, enthusiasm and financial help from the parents. These reinforcements help them to be self motivated. While as low socio-economic status students don’t get such opportunities. Therefore they are less self motivated then high socio-economic status students.

The details of table-1 makes it clear that mean score of high socio-economic status (14.7) which is more than mean score of low socio-economic status students (12.96) on factor-D (emotional – stability) of emotional intelligence. The obtained “t” value is (3.22), which is statistically significant at 0.01 level . The result shows that high and low socio-economic status students differ significantly so far as emotional stability is concerned. High socio-economic status students do not mix unnecessary emotions with issues at hand, stay composed in both good and bad situations, are comfortable and open to novel ideas and new information’s and are persistent in pursuing goals despite obstacles and setbacks. The reverse is true about low socio-economic status students. The results seem to be justified on the grounds that high socio-economic status students are emotionally mature because they are emotionally well developed due to various facilities available to them. Their parents are well educated; which also helps in their emotional development. They are comfortable to novel ideas because they have access to modern means of communication more than low socio-economic status students. They have firm determination in pursuing the goals because they get firm encouragement and have a lot of confidence due to their high status in the society. The perusal of the table -1 makes it clear that the mean scores of high socio-economic status students (12.56) is more than the mean score of low

socio-economic status students (11.54) on factor E (managing –relations) of Emotional intelligence. The obtained ‘t’ value is (2.91), which is significant at 0.01 level. The results of the table shows that high and low socio-economic status students differ significantly so far their managing relations is concerned. High socio-economic status students are found to encourage others to work even when things are not favorable, are perceived friendly and outgoing and can see the brighter side of the situation. The results seem to be justified on the grounds that high socio-economic status students have better means of livelihood. They have enough time to know the world surrounding them. They are self confident and self sufficient socially as well as economically. They have huge social relations and spend much time in various functions. They seem to be optimistic as compared to low socio-economic status students. Thus we can say that high socio-economic status students are better in managing relations than their counterparts. The low socio-economic status students do not have better means of livelihood. Their parents spend much of their time in earning their basic needs of life. They do not have much social contacts due to their stress of earning basic necessities of life. Hence, they are less able to manage their relations. As per the details of the table -1, it is clear that the mean score of high socio-economic status students (12.56) is more than the mean score of low socio-economic status students (2.01) on the factor –F (integrity) of Emotional intelligence .The obtained ‘t’ value is (2.91) is significant at 0.05 level. The table shows that high and low socio-economic status students differ significantly so far as their integrity is concerned. The high socio-economic status students stand up for their beliefs, are found more goal oriented and are more aware of their weaknesses as compared to low socio-economic status students. The results seem to be justified on the bases that socio-economic status students are ambitious. The parents of high socio-economic status students pay enough attention and enough time for their children to make their future better. Their parents encourage them to attain lot of confidence to stand up on their firm beliefs. High socio-economic status students are more exposed to social situations which makes them aware of their weakness. On the other hand low socio-economic status students do not get much attention from their parents as they are busy in earning their livelihood. Thus they lack confidence and do not stand up firm on their beliefs. The details of table -1, makes it clear that the mean score of high socio-economic status students (7.46) is more than the mean score of low socio-economic status students on factor –G (self-development) of Emotional intelligence. The obtained ‘t’ value is 2.06 which is significant at 0.05 level. The table shows that high and

low socio-economic status students differ significantly so far as their self development is concerned. The high socio-economic status students are found to be more popular and better linked by their peers. They are having more ability to identify and separate their emotions and the ability of developing themselves when the job does not demand so. The results seem to be justified on the basis that high socio-economic status students are more exposed to social situations than low socio-economic status students. With the result they become better aware of their self and seek to develop more mature relationships with peers and friends. The perusal of table-1 makes it clear that the mean score of high socio-economic status students (8.3) is greater than the mean score of low socio-economic status students (7.6) on the factor I (commitment) of Emotional intelligence. The obtained ‘t’ value is 2.18 which is significant at 0.05 level. The results of the table depict that high and low socio-economic status students differ significantly on the commitment dimension of Emotional intelligence. The high socio-economic status students are able to meet commitments and keep promises and they are organized and careful in their work.

The results seem to be justified on the basis that high socio-economic status students get every facility from their very birth. They are very much exposed to social situations. They get better environment which help them in their proper development. Their parents provide better level of confidence in them. All these in turn help them to meet commitments and keep promises. They are also organized and careful in their work. The details of table 1 also depict that high and low socio economic status students do not show the significant relationship on factor - B (empathy), factor- H (value orientation) and factor –J (altruistic behavior) of emotional, therefore no decisive decision can be taken about these factors. Table -2 depicts that the mean score of the high socio-economic students (132.28) is greater than the mean score of the low socio-economic status students (121.18) on the composite score of emotional intelligence. The obtained ‘t’ value is 2.65 which is significant at 0.01 level. The above results make it clear that high and low socio-economic status students differ significantly so far as their Emotional intelligence is concerned. Thus high socio-economic status students have their priorities clear. They believe in themselves. They are inspiration for the other people and are able to make intelligent decisions using the healthy balance of emotions. They are comfortable to new information and novel ideas. They are persistent in perusing the goals despite the obstacles and setbacks than the low socio-economic status students. They are friendly and outgoing and can see the brighter side of the situations. They can stand up

for their beliefs and are aware of their weaknesses. They are able to identify and separate emotions. They feel that they must develop themselves even when the job does not demand so. They are organized and careful in their work and are able keep promises and commitments than the low socio-economic status students. The results as presented in the table 1 on all the factors of Emotional intelligence are further substantiated by fig -1. The difference between high and low socio-economic status students is distinct on seven factors of Emotional intelligence. These seven factors are: A (self-awareness), C (self-motivation), D (emotional stability), E (managing relations), F (integrity), G (self-development), and I (commitment). While on the other three factors the difference is less. The results discussed in table -2, on the composite score of Emotional intelligence has been presented in fig -2, which substantiates that there is a remarkable difference between high and low socio-economic status students on the composite score of Emotional intelligence. The high socio-economic status students have higher level of Emotional intelligence than low socio-economic status students.

The results are in agreement with the findings of the earlier researches: (Hossein Namdar, et al 2008), (Kaur and Jaswal 2005 and (Ozabaci, 2006). Hossein Namdar et al 2008 found that there was a significant relationship between emotional intelligence score and the students satisfaction of their family socio-economic status. Kaur and Jaswal 2005 found that there was a significant relation between emotional intelligence score and students satisfaction of their family socio-economic status. The significant and positive relationship was found between high performance for strategic emotional intelligence and family climate. Ozabaci, 2006 found that the emotional intelligence had significant positive relationship with adjustment of children. Caste, income and father's occupation were main contributing factors in deciding the emotional intelligence and adjustment of respondents.

Therefore, the null hypotheses:

1. "There is no significant difference between high and low socio-economic students on emotional intelligence (factor wise)" is partially accepted.
2. "There is no significant difference between high and low socio-economic students on Emotional intelligence (composite score)" is rejected.

CONCLUSION

1. The study has shown that high and low socio-economic status students differ significantly so far as their self-awareness is concerned. The high socio-economic status students are found to have their priorities clear, believe in themselves, are able to built rapport and made and maintain

personal friendship with work associates. They can continue to what they believe in under severe criticism.

2. It has been found that there is a significant difference between high and low socio-economic status students so far as their self-motivation is concerned. High socio-economic status students are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reason. They are found to be able to assess the situation and then behave and can concentrate on the task at hand in spite of disturbances. They also are found to have the ability to believe that happiness is a positive attitude and that feelings should be managed.
3. The study revealed the fact that high and low socio-economic status students differ significantly so far as their emotional stability is concerned. The high socio-economic status students are found to be comfortable and open to novel ideas and new informations. They are found to be persistent in pursuing goals despite obstacles and setbacks.
4. The study has shown that high and low socio-economic students differ significantly so far as their managing relations are concerned. The high socio-economic status students are perceived as friendly and outgoing. They are found to see the brighter side of the situation.
5. It has been found that there is a significant difference between high and low socio-economic status students so far their Integrity is concerned. The high socio-economic status students are found to be more aware of their weaknesses than low socio-economic status students.
6. The study has revealed that high socio-economic status students differ significantly from low socio-economic status students on "self – development" dimension of Emotional intelligence. High socio-economic status students are found to be able to identify and separate their emotions. They are found to feel that they must develop themselves even when the jobs do not demand it.
7. The study has shown that high and low socio-economic status students differ on the commitment dimension of Emotional intelligence. The high socio-economic status students are found to be able to meet commitments and keep promises. They are also found to do their work carefully and in an organized manner.
8. The study has shown that high and low socio-economic status students differ significantly on the composite score of Emotional intelligence. It has been found that high socio-economic status students have higher level of Emotional

intelligence than low socio-economic status students.

Inferential Suggestions

1. The present study will help the parents, teachers, administrators and counselors to understand Emotional intelligence of high and low socio-economic status students and help them in raising the level of Emotional intelligence among low socio-economic status students.
2. The study will prove beneficial for educators, parents, counselors etc, for providing better knowledge about this vital component of success
3. Govt. should develop emotional awareness training programmes for low socio-economic status students that can help them to cope with hard challenges of life easily and readily.
4. The Govt. should develop emotional training and treatment programs for low Emotional intelligent students so that they can maintain their career, health and behavior properly.
5. The present study should be replicated on a large scale.
6. The present study should be explored widely, as there is a dearth of research work, especially in Kashmir.
7. The study should be conducted to see the effect of counseling on the Emotional intelligence of students having low Emotional intelligence.

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