

Emotional Intelligence of Adolescents of Nuclear and Joint Families- A Comparative Study

Mohd.MaqboolAhangar
Research Scholar
ahangarmaqboolku@gmail.com

Prof. (Dr.) Mahmood Ahmad Khan
Head and Dean
Faculty of Education
University of Kashmir, Hazratbal, Srinagar

Abstract

The present study aims at finding out the emotional intelligence among adolescents of nuclear and joint families. The study was conducted on a sample of 600 adolescents, out of these, 300 were from nuclear families and 300 were from joint families. For the collection of necessary data, the investigator used the Emotional Intelligence Scale by Hyde et al., (2001). The data were analyzed by using Mean, S.D., and 't' test. The results indicated that the adolescents of nuclear and joint families differ significantly on factors such as Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation and Altruistic behavior as well as on composite scores of emotional intelligence.

Key Words: Adolescents, Emotional Intelligence, Joint Family, Nuclear Family.

Introduction

Family has its own specific structure and is called the "Basic Building Block" of human society. It plays a pivotal role in providing the most congenial atmosphere to an individual to form his style of life and basic patterns of behavior. The aspirations, values and goals of individuals are influenced by the family. Whether an individual develops into a well-adjusted sociable person or a maladjusted one depends on the family. The close relationships in the family exert a great influence over the child's relations with members of social groups. Parents are the chief architects in shaping the personality of an individual. The quality of relationship with parents is a key factor for the wholesome development of an individual. The most important developmental stage of human life is the adolescence. It is the transitional period and the turning point in the life of an individual. This period acts as a bridge between the childhood and adulthood. It is a period of rapid changes in almost all developmental dimensions. This developmental stage has been marked by emotional stress and storm. This stage provides an entrance to the individual to enter in to the formal social set up and emotional intelligence is one of the developmental aspects of the personality to be taken care of at this most important developmental stage of life. With the dawn of 21st century, the human mind added a new dimension which is now being held responsible equally for success with intelligence. This is termed as Emotional Intelligence and symbolized as EQ (Emotional Quotient). Yale University psychologists Salovey and Mayer (1990) coined the term Emotional Intelligence in the journal 'Imagination, Cognition and Personality'. However the concept gained popularity through Goleman's (1995) groundbreaking bestseller titled 'Emotional Intelligence-Why it can matter more than IQ'. Emotional Intelligence refers to our ability to control those aspects of our life which are associated with emotions. It is important to understand that Emotional Intelligence is not the opposite of intelligence; it is not the

triumph of head over heart-it is the unique intersection of both head and heart. It is not only being the book smart but also being the heart smart.

The review of literature on emotional intelligence reveals that the emotional intelligence has attracted many researchers. Gupta (2015) found that there is a significant difference between the adolescents of nuclear and joint families on the emotional adjustment and subjects from the joint family system were significantly higher at emotional adjustment. Aiyappa&Acharya (2014) concluded that male adolescents showed a higher interpersonal awareness which means that they have higher understanding of their own emotions and female adolescents showed higher ability to manage emotions in interpersonal relationships. Javeed (2014) revealed that joint family children have significantly high emotional intelligence than the nuclear family children and nuclear family children have significantly high loneliness than the joint family children. Maharishi & Parameswari (2013) found that study involvement and emotional intelligence are positively correlated with each other. Emotional intelligence is highly influencing students' study involvement. Effect of some other variables on emotional intelligence has also been studied such as mothers' parenting styles (Alegre, 2012), working and non-working mothers (Khan&Aasma, 2012), gender (Kaur&Jagpreet, 2010), academic achievement (Humaira, 2007).). However, a meager amount of research has been conducted on the area investigated by the present researcher in India, but in Kashmir no such study has been conducted yet and hence the research gap is identified in the area especially in relation to the emotional intelligence of adolescents of nuclear and joint families. Therefore, the present investigator makes an attempt to study the emotional intelligence of adolescents of nuclear and joint families.

Statement of the Problem

The title of the study is:

"Emotional Intelligence of Adolescents of Nuclear and Joint Families- A Comparative Study.

Objectives of the Study

1. To study the emotional intelligence of the adolescents of nuclear and joint families.
2. To compare the emotional intelligence of the adolescents of nuclear and joint families.

Hypotheses of the Study

1. There is significant difference between the adolescents of nuclear and joint families on emotional intelligence (factor wise).
2. There is significant difference between the adolescents of nuclear and joint families on emotional intelligence (composite score).

Operational Definitions of Variables

Adolescents

An adolescent in the present study includes the students of the age group of 14-15 years of Nuclear and Joint families.

Nuclear Families

Nuclear families in the present study referred to the families consisting of parents and their unmarried children.

Joint Families

Joint families in the present study referred to the families consisting of parents, grandparents, uncles, aunts etc. and their children.

Emotional Intelligence

The Emotional Intelligence in the present study is assessed by the scores obtained by the sample subjects on the Emotional Intelligence Scale of Hyde et al., (2001).

Methodology

The present study was conducted on a sample of 600 adolescents of nuclear and joint families which were randomly selected from the two districts namely Anantnag and Ganderbal of Kashmir Division. One educational zone from each district was randomly selected for the collection of the sample. The sample of the present study comprised of 600 adolescents, 300 adolescents of Joint families and an equal number (N=300) of Nuclear families who were reading in 9th class with age ranging from 14 to 15 years. In order to collect the data the survey method was used. For the collection of necessary data for this study, the investigator used the Emotional Intelligence Scale by Hyde et al., (2001). The scale comprises of 34 items measuring the ten dimensions of Emotional Intelligence namely Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment and Altruistic behavior.

Data Analysis

The techniques used for the data analysis were; Mean, S .D. and t-test.

Table-01: Comparison between adolescents of nuclear and joint families on different dimensions of Emotional Intelligence

Dimension	Group	Mean	Std. Deviation	t-value	Sig. Level
Self-awareness	Nuclear	12.91	3.306	14.46	Sig. at 0.01 level
	Joint	16.59	2.487		
Empathy	Nuclear	15.83	3.576	7.77	Sig. at 0.01 level
	Joint	17.89	3.074		
Self-motivation	Nuclear	17.68	5.339	14.16	Sig. at 0.01 level
	Joint	22.97	3.887		
Emotional stability	Nuclear	12.80	2.506	13.23	Sig. at 0.01 level
	Joint	15.73	2.748		
Managing relation	Nuclear	12.85	3.091	13.62	Sig. at 0.01 level
	Joint	16.17	2.639		
Integrity	Nuclear	10.83	2.139	7.42	Sig. at 0.01 level
	Joint	12.10	2.198		
Self-development	Nuclear	7.09	1.914	11.59	Sig. at 0.01 level
	Joint	8.63	1.558		

Value orientation	Nuclear	7.29	1.799	7.09	Sig. at 0.01 level
	Joint	8.27	1.553		
Commitment	Nuclear	6.95	2.029	9.81	Sig. at 0.01 level
	Joint	8.39	1.529		
Altruistic behavior	Nuclear	7.13	2.054	6.20	Sig. at 0.01 level
	Joint	7.94	1.679		

Comparison between adolescents of nuclear and joint families on various factors of Emotional Intelligence

The perusal of table 01 makes it clear that the adolescents of nuclear and joint families differ significantly on 'Self-Awareness' dimension of Emotional Intelligence. Adolescents of joint families have the high ability to manage, identify and label emotions in themselves as well as in others. In contrary to this, adolescents of nuclear families have low ability to manage, identify and label emotions in themselves as well as in others. So, the adolescents of nuclear families are characterized by low level of self awareness while as the adolescents of joint families possess high level of self awareness.

The results in the table 01 confirm that the adolescents of nuclear and joint families differ significantly on the empathy (factor 'B') of emotional intelligence. Adolescents of joint families are highly empathetic as they are sensitive to emotions of others and are better at listening to others. They are also friendly, sociable, helpful and skilful in dealing with people, and open about their feelings as joint family system provides them many opportunities for interpersonal interactions in which they learn these things. On the other hand adolescents of nuclear families are less sociable, less friendly, less helpful and less skilful in dealing with people, and are not open about their feelings as nuclear family system fails to provide them ample opportunities for interpersonal interactions which in turn makethem less empathetic.

It is evident from the table 01 that the mean score of adolescents of joint families is higher than the mean score of adolescents of nuclear families on factor 'C' (Self-Motivation) of emotional intelligence which reflects that adolescents of nuclear and joint families differ significantly and adolescents of joint families are high on this dimension. The results reveal that adolescents of joint families are highly motivated to take decisions and achieve the goal as they experience many situations in joint family system where they have to use these qualities which in turn make them more self-motivated. In contrary to these adolescents of nuclear families lack opportunities for such things and hence show low level of self-motivation.

The table 01 depicts that adolescents of nuclear and joint families differ significantly on factor 'D' (Emotional Stability) of emotional intelligence. The results envisage that the adolescents of joint families are able to stay composed in both good and bad situations, are comfortable and open to novel ideas and new information and are persistent in pursuing goals despite obstacles and setbacks as they encounter such type of situations regularly in joint family system which in turn helps them to acquire the high level of emotional stability. On the other hand nuclear family system fails to provide them opportunities for interaction in diversified environments. So, adolescents of nuclear families are emotionally less stable than their counterparts.

The perusal of table 01 makes it clear that adolescents of nuclear and joint families differ significantly on factor 'E' (Managing Relations) of emotional intelligence. The results reflect that adolescents of joint families have the high ability to analyze and understand relationships, are better at resolving conflicts and negotiating disagreements and are better at solving problems in relationships. On the other hand adolescents of nuclear families have the low ability to analyze and understand relationships, are poor at resolving conflicts and negotiating disagreements and are poor at solving problems in relationships as

nuclear family system fails to provide them opportunities for social interactions which in turn make them bad managers of relations.

The table 01 depicts that the mean score of adolescents of joint families is higher than the mean score of adolescents of nuclear families on factor 'F' (Integrity) of emotional intelligence which reflects that adolescents of joint families have high level of integrity. They can take stand for what they believe in, their performance is beyond the expectation level and they are aware of their weaknesses as the joint family system helps them in the process of integration by involving them in to different types of activities. On the other hand adolescents of nuclear families have low level of integrity as nuclear family system lacks diversification of activities which in turn contributes to their low level of integration.

The results reflect that adolescents of nuclear and joint families differ significantly on self development (factor 'G') of emotional intelligence and adolescents of joint families are high on mean score of self development as compared to adolescents of nuclear families as joint family system provides them ample opportunities for work in diversified environments which in turn helps them to develop their self. In contrary to them, adolescents of nuclear families do not get many opportunities for work in diversified environments which in turn hinder their self development.

The perusal of table 01 makes it clear that adolescents of nuclear and joint families differ significantly on factor 'H' (Value Orientation) of emotional intelligence. The results reveal that the adolescents of joint families are highly oriented towards values as compared to adolescents of nuclear families as in joint family system elders as well as parents try to develop different values in their children from the beginning which in turn makes them more value oriented. While as in nuclear family system parents have less time available for their children to develop these qualities in them which in turn makes them less value oriented.

The table 01 depicts that the adolescents of nuclear families differ significantly from adolescents of joint families on factor 'I' (Commitment) of emotional intelligence. The mean score favours adolescents of joint families as there are many observers as well as supervisors of their work in the joint family system which makes them highly committed. In contrary to them as in nuclear family system there are not many observers as well as supervisors available for their work which in turn makes them less committed.

On factor 'J' (Altruistic Behavior) dimension of emotional intelligence, the table 01 makes it evident that the mean score of adolescents of joint families is higher than the mean score of adolescents of nuclear families which reflect that the adolescents of joint families are more able to encourage others to take initiatives and also are more able to handle conflicts around them properly as in joint family system they encounter such situations more often which in turn develops in them high altruistic behavior. In comparison to them adolescents of nuclear families show less enthusiasm to handle the conflicts and also are less able to take initiatives as nuclear family system fails to provide them opportunities for developing these qualities which in turn makes them less altruistic.

Table-02: Comparison between adolescents of nuclear and joint families on Composite Score of Emotional Intelligence

Group	Mean	Std. Deviation	t-value	Sig. Level
Nuclear	111.35	18.470	16.29	Sig. at 0.01 level
Joint	134.68	15.879		

The perusal of table 02 makes it evident that the adolescents of nuclear and joint families differ significantly on composite score of emotional intelligence. The mean score of adolescents of nuclear families is 111.35 while as the mean score of adolescents of joint families is 134.68 which imply that the mean score favors the adolescents of joint families group. The calculated 't' value is 16.29 which is significant at 0.01 level. These results reveal that adolescents of joint families are in a position to manage

and control their emotions and express them properly at right time. They are also able to handle multiple responsibilities and are also well aware about their weaknesses and they assess situation first and then behave as joint family system provides them ample opportunities' for the interpersonal interaction which in turn develops their emotional intelligence. On the other hand adolescents of nuclear families are less able to manage and control their emotions. They are less able to stand up for what they believe in. They also show less interest to worries and concerns of others as nuclear family system lacks the opportunities' for the interpersonal interaction which in turn makes them emotionally less intelligent. These results reflect that adolescents of joint families are emotionally more intelligent than the adolescents of nuclear families.

The results presented in the tables 01 and 02 on emotional intelligence reveal that the difference between adolescents of nuclear and joint families on composite score as well as on factor wise score of emotional intelligence is significant. The perusal of these tables and figures indicate that adolescents of joint families have high emotional intelligence and adolescents of nuclear families have low emotional intelligence. These results presented in tables 01 and 02, interpreted and discussed above on emotional intelligence of adolescents of nuclear and joint families are in line with: Maharishi & Kumar (2013), Javeed (2014), Singh et al., (2014), Gupta (2015) and Tewari, P., & Suryawanshi, S. K. (2015).

Maharishi and Kumar (2013) found that there is a significant difference in emotional intelligence based on the type of family and revealed that the students who come from joint families have more emotional intelligence than the students who come from nuclear families. Javeed (2014) revealed that joint family children have significantly high emotional intelligence than the nuclear family children. Singh et al., (2014) found that the respondents from joint families were significantly higher on emotional stability, emotional progression, social adjustment, personality integration and were emotionally mature than the respondents from the nuclear families. Gupta (2015) found that there is a significant difference between the adolescents of nuclear and joint families on the emotional adjustment and the adolescents who belong to joint families were emotionally more adjusted than the adolescents of nuclear families. Tewari, P., & Suryawanshi, S.K., (2015) found that the subjects from the joint families were significantly higher at emotional need fulfillment than the subjects from the nuclear families. Therefore, the hypotheses no. 01 and 02 which read as:

(01) "there is significant difference between adolescents of nuclear and joint families on emotional intelligence (factor wise)" and

(02) "there is significant difference between adolescents of nuclear and joint families on emotional intelligence (composite score)" stand accepted.

Inferential Suggestions

- Parents of children of nuclear families should be counseled to adopt better parenting style to have highly emotionally intelligent children.
- The parents of children of nuclear families should make family environment conducive for the development of emotional intelligence of their wards.
- Congenial environment should be provided by the parents of children of nuclear families for their desirable, sufficient and positive growth and parents should not indulge in discriminatory policy.
- In nuclear families, most of the parents are working and are not able to pay proper attention and time to their wards. So in these families whenever possible, the parents should try to spend more quality time with their wards to help them to develop social and emotional aspects of personality.
- Teachers are supposed to identify the children of nuclear families who feel shy, remain submissive and don't participate in the co-curricular activities and academic competitions because of their fear of failure. Teachers and counselors should bring these adolescents

forward and encourage them to express their feelings and emotions in a friendly type of atmosphere.

- Parents and teachers shouldn't assign a lot of responsibility on the shoulders of adolescents and should help them to solve effectively their day to day problems in different areas of life which will help them to develop emotional stability.
- Adolescent period is a very precious stage of life wherein they are still in the process of exploring their place and role in society. It is at this stage of their lives that they are most in need of social and emotional adjustment. All the concerned stakeholders ought to chalk out a plan of action whereby the social and emotional adjustment skills are honed and differences arising due to various demographic factors are minimized.
- Teachers in the classroom should not humiliate and rebuke the slow learners of nuclear families instead they should be encouraged and provided special counseling.
- A focus on restoring the well being of students who have been psychologically damaged by continued harassment.

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