



ORIGINAL RESEARCH PAPER

Psychology

ASSESSMENT OF EMOTIONAL INTELLIGENCE IN THREE SOCIO-ECONOMIC STATUS FAMILY STUDENTS

KEY WORDS: Emotional Intelligence, Socio Economic Status

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ABSTRACT

The study aimed to assess the emotional intelligence in high, middle and low socio-economic status family students. The sample consisted of 90 male and female college students studying at Govt.P.G.College Pithoragarh. The personal data schedule (designed by the investigator) and emotional intelligence scale (Tewari & Joshi, 1996) was used to collect the data. Obtained data was analyzed by using t-test. Results revealed that the socio-economic status wise three groups of the sample students do not differ significantly from each other with regard to the emotional intelligence scores.

INTRODUCTION

Emotion is an essential part of human life, as it affects all aspects of our life. It is the base of every relationship. Although Plato wrote about 2000 years ago that all learning has an emotional basis. In recent years emotions are increasingly being viewed as signals that provide information, direct attention and facilitate attainment of goals and are seen as organizing processes that enable people to think and behave adaptively (Sibia, Misra, and Srivastava, 2005). Emotional intelligence as the "ability to monitor one's own and other's feeling and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey and Mayer 1990).

According to Bhardwaj and Sharma (1995) emotional intelligence is the efficiency of a person to deal with emotions effectively. These factors directly affect the level of success, satisfaction, ability to connect other people as well as the individual's ability to cope with stress, level of self esteem, perception of control and overall level of mental and emotional well being. Emotional intelligence is ability; it allows us to think more creatively and to use our emotions to solve problems. Emotional intelligence probably overlaps to some extent with general intelligence.

Goleman (1998) refers to emotional intelligence as the capacity for recognizing one's own feeling and those of others, for motivating oneself, and for managing emotion well in oneself and in one's relationship purely cognitive capacity measured by I.Q.Goleman has adopted Salovey and Mayer's definition of emotional intelligence and developed a model which includes five basic emotional and social competencies that are self-awareness, self-regulation, motivation, empathy and social-skills. Goleman asserts that emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work.

According to Bar-On (1997) emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. Cooper and Sawaf (1998) assert that emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Socio economic status is a term used by a number of factors, including income, occupation, and education and it's positive or negative effect of human life. According to Chapin (1928) Socio economic status is the position that an individual or family occupies with reference to the prevailing average standard of cultural possessions, effective income, material possessions and participation in group activity of the community. Socio-economic status as "any group of persons coming closer to each other on the continuum of occupation, income, education and culture" (Kulshrestha 1979).

Yazici, Seyis and Altun (2011) found that the Academic

achievement differed by gender and socio-economic status and students with higher level of socio-economic income had higher academic average than academic average of students with middle socio-economic income and low socio-economic income. Dahie (2016) found Academic achievement had significant positive correlation with parent's education, occupation and income.

OBJECTIVE:

To find out whether various economic- status wise groups of the sample students differ in their emotional intelligence.

METHOD

SAMPLE:

The sample of the present study consisted of 90 male and female college students were from three different socio-economic status family.

TOOLS:

The Following tools were used in this study:-

1. PERSONAL DATA SCHEDULE:

A personal data schedule was used employed to get necessary information.

2. EMOTIONAL INTELLIGENCE SCALE:

This scale is developed by Tewari and Joshi (1996). This is a three points scale and contains 30 items spread over the five dimensions of emotional intelligence i.e., self awareness, Managing emotions, motivating oneself, recognizing emotion in others and handling relationship.

PROCEDURE:

Data collection was done individually/ in groups as per availability of the participants and best attempts were made to avoid external distractions. **Results and Discussion:** The groups were compared through t-test. The results are presented in table 1:-

TABLE-1 SOCIO-ECONOMIC STATUS

1. High- N=30
2. Middle- N=30
3. Low- N=30

Variable	Economic Status	Mean	S.D	t-ratio	df
Emotional intelligence	High	66.733	7.288	t1,2=0.062	58
	Middle	66.833	4.666	t1,3=0.545	58
	Low	65.833	5.155	t2,3=0.778	58

Data in table 1 reveals that the socio-economic status wise three groups of the sample students do not differ significantly from each other with regard to the emotional intelligence scores. Agnihotri and Donde (2014) observed that the male and female students do not differ significantly on socio-economic status. It strongly appears that emotional intelligence has implications for the ways in which individuals

tackle daily problems, as preventive activity in physical and mental health [Goleman, 2001]. Emotional intelligence can motivate the individual to achieve great success [Goleman, 1998]. The socio-economic status of parents had 5 percent contribution in student's Academic achievement (Akhter 2012). Emotional intelligence is just as important to success in life as good grades. Essentially, people with high levels of emotional intelligence experience more career success, build stronger personal relationship, lead more effectively and enjoy better health than those with low levels of emotional intelligence. The socio-economic status not impacts their emotional intelligence.

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