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Effect of demographic variables on emotional intelligence: A study on college students in Visakhapatnam

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ABSTRACT

This study is aimed to examine the effect of demographic variables (age, qualification, and community, of gender and socio-economic status) impacts on emotional intelligence among early adulthoods. A sample of 116 graduate and postgraduate college students both male and female at 18-25 years age group students participated in this study. Descriptive statistics and t-test findings revealed that this emphasizes the role of financial status and community of a person on his/her which is directly influence on the areas of Adaptability and sensitivity which are domains of emotional intelligence.

Keywords— Emotional intelligence, Early adulthood, Demographic variables

1. INTRODUCTION

Emotions are the internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness. They are being viewed as signals that provide information, direct attention and facilitate the attainment of goals and are seen as organizing processes that enable people to think and behave adaptively. Emotions typically arise in response to a person's changing relationships. A person's relationships with his family effects humanity change a person's emotions will change as well. For example, a person who recalls a happy childhood memory may find the world appears brighter and more joyous (e.g., Bower, 1981). Because emotions track relationships in this sense, they convey meaning about relationships (Schwarz and Clore, 1983). According to Buck (1985), emotions are the process by which motivational potential is realized or 'read out' when activated by challenging stimuli. Emotional intelligence refers to an ability to recognize the meanings of emotions and their relationships and to reason and problem solve on the basis of them. Emotional Intelligence (EI) is involved in the capacity to perceive emotions, and manage them (Mayer and Salovey, 1997; Salovey and Mayer, 1990).

Your emotions can affect your ability to understand or learn to deal with a new situation in a number of ways. Emotions influence the process of perception and reaction towards life which in turn determines how content and successful a person may be considered. Anyone can achieve emotional intelligence by attaining his goals and managing negative emotions. If unmanaged, negative emotions take control of life. Someone can be very intelligent and have very little emotional self-awareness, empathy or social skills. On the other hand, someone can be a scientist in intellect. Therefore EI is independent characteristics. EI appears to be important because many people fail to manage emotions successfully. We may blind to our own emotional reactions or may fail to control our emotional outbursts. Emotional intelligence can play a major role in how we interact with others. Sometimes coworkers, employers, friends, family members and other acquaintances might struggle with poor emotional skills that make social situations difficult and fraught with tension. In other cases, it might even be your own emotional intelligence skills that need a little work. Salovey and Mayer proposed a model that identified four different levels of emotional intelligence, including emotional perception, the ability to reason using emotions, the ability to understand emotion, and the ability to manage emotions.

1.1 Perceiving emotions, reasoning with emotions as well as understanding emotions and finally managing emotions:

According to Salovey and Mayer, the four branches of their model are "arranged from more basic psychological processes to higher, more psychologically integrated processes.

1.2 Signs of low emotional intelligence

Getting in Lots of Arguments, Not Understanding How Others Fee Low EQ people are often completely oblivious to the feelings of other people. Thinking That Other People Are Overly Sensitive, Refusing to Listen to Other Points of View and Blaming Others for Mistakes. An Inability to Cope With Emotionally-Charged Situations, Sudden Emotional Outbursts and also Difficulty

Maintaining Friendships Lack of Empathy They do not get what others are feeling, so it is impossible for them to place themselves in another person's shoes.

2. REVIEW OF LITERATURE

KB Smith, J. Profetto-MC Grath, and GG Cummings –International journal of nursing studies (2009): The literature focuses on EI and nursing education, EI and nursing practice, EI and clinical decision-making, and EI and clinical leadership. Research that links EI and nursing is mostly correlation designs using small sample sizes.

Moshe Zeidner, Gerald Matthews, Richard D Roberts (2004): Emotional intelligence in the workplace -empirical evidence in support of Emotional Intelligence (EI) and its claimed role in the occupational environment. Consideration is given to the purported status of EI in occupational and career assessment (with particular emphasis on personnel selection and placement), job performance, and satisfaction. Overall, this review demonstrates that recent research has made important strides towards understanding the usefulness of EI in the workplace. **Mayer et al. (2000):** Also showed with a series of studies that emotional intelligence increased with age and experience which qualifies it as an ability rather than a personality trait. Wong and Law (2002) working with different samples have found that age is positively correlated with emotional intelligence across different job situations. **Kafetsios (2004):** Had reported in his study among 239 adults aged between 19-66 years, that older participant scored higher on three out of four branches of EI i.e. facilitation, understanding and management. This study supports the view that emotional intelligence develops with age.

Srivastava and Bharamanaikar (2004): Concluded from their study among the sample of 291 Indian army officers regarding the relationship between EI and their age that EI had increased with age. To measure the emotional intelligence and its relation with age among secondary school teachers. **Tyagi (2004):** Have conducted a study and found that the level of emotional intelligence is low and independent of age. **Van Rooy, Alonso and Viswesvaran (2005):** Have made a study in which a common measure of emotional intelligence was administered to 275 participants. (216 female) to examine how different groups score on a test of EI differences were compared for age. Results indicated that emotional intelligence scores tended to increase with age. **Chapman and Hayslip (2006):** Have made a cross-sectional analysis in order to measure emotional intelligence in young and middle adulthood. Differentiation of the construct of emotional intelligence was investigated in young and middle-aged adults. Midlife adults reported significantly greater use of optimism (a component of emotional intelligence) as a mood regulation strategy that was reported by young adults. **Gowdhaman and Msurugan (2009):** The relationship between emotional intelligence and age reported among B.Ed. teacher trainees (N= 300) have revealed a significant effect of age on emotional intelligence. Contradictory to this finding, Jacques (2009) had reported that age did not predict emotional intelligence among a sample of 221 college students. **Mohan and Devi, L. (2010):** In their study, revealed that good education and occupation of parents in positively and significantly affects the Interpersonal Relationship (IR) of the adolescents. It means that parents having good occupation have adolescents having the ability in establishing and maintaining mutually satisfying relationship characterized by emotional closeness and intimacy.

3. METHODOLOGY

This study was conducted through email questionnaire. This is a method of collecting and analysing data attain from a large number of respondents representing from a selected population collected through highly standardized questionnaire techniques. The investigator used a standardized questionnaire and the items given in the questionnaire were verified and pooled with the help of the research supervisor

3.1 Sample

The study was conducted on graduates and postgraduates of Visakhapatnam district, Andhra Pradesh, India. The data was collected randomly from college students in the vicinity of Visakhapatnam city. The sample consists of 116 members (male -50, female- 66) of the college students. The particulars of age, marital status, locality, annual income, family particulars other particulars are included.

4. DATA COLLECTION

In the present study, the researcher personally visited various departments in colleges and administrated the scale on adolescents. Before administrating the scale, permission was sought from the concerned authorities of the colleges. The instructions were given to the students about each and every aspect of the scale. Proper care is taken to include a wide range of demographic variables to analyse the data and get results in particular categories. The subjects were given the handouts and were asked to answer the questionnaire. After collecting the data from the students of various colleges, the data is separated into required categories of variables required for the study. Though the students complained of the difficulty in answering the questionnaire, proper guidance is provided and doubts were clarified to motivate the students. The data is then entered into Microsoft Excel to do basic scrutiny of the data and eliminate incomplete entries of the subjects. Hence after prior scrutiny of the data, the sample size is finalized for the study to proceed. Every demographic variable is then converted into numerical values to enter the data in SPSS format, which is very fundamental in analysing the data after its collection. In SPSS, the data is statistically observed to find the mean, median, mode and standard deviations of the frequencies of the variables. That completes the data collection process from scratch to the point of analysis in SPSS software.

4. TOOLS

The present test measures the emotional quotient of an individual on the basis of the following dimensions:

4.1 Emotional intelligence questionnaire

Emotional Intelligence (EI) as the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships (Daniel Goleman, 1996). In this connection, the emotional intelligence

questionnaire developed by N.K. Chaddha. This measures general Emotional Intelligence (EI), using four sub-scales: sensitivity, empathy, conscientiousness and adaptability. The questionnaire was developed with psychometric properties in various places and administered to examine the influence in different anticipated factors. For this study, a 73 item questionnaire was used. The present test measures the emotional quotient of an individual on the basis of following dimensions (sensitivity, Conscientiousness, Empathy and Adaptability).

Reliability of test questionnaire consisted retest reliability for the test was found to be 0.86. The ‘split-half’ is another method of estimating reliability coefficient. The split-half reliability in the case of odd-even items was 0.89 and for the first half and the second half was 0.87.

5. OBJECTIVES OF THE STUDY

- To examine the effect of various demographic variables of early adult hood gender (males and females) on emotional intelligence.
- To examine the effect of various demographic variables of age on emotional intelligence.
- To examine the effect of various demographic variables of qualification Graduates post-graduates on emotional intelligence.
- To examine the effect of a community of early adulthood people on emotional intelligence.
- To examine the effect of socio-economic status of early adulthoods on emotional intelligence.

6. HYPOTHESES

- **Hypothesis 1:** There will be no significant influence of emotional intelligence on younger (below 20 years) and elder age (above 20 years).
- **Hypothesis 2:** There will be no significant influence of emotional intelligence on graduates and postgraduates.
- **Hypothesis3:** There will be no significant influence of emotional intelligence on upper castes group and lower castes group.
- **Hypothesis 4:** There will be no significant influence of gender between males and females on emotional intelligence.
- **Hypothesis 5:** There will be no significant influence of Socioeconomic status on Emotional intelligence.

Table 1: Shows the significance of gender on Emotional Intelligence

Domain	Gender	N	Mean	SD	t- value
Sensitivity	1	50	48.72	6.50	.18
	2	66	48.52	5.66	
Empathy	1	50	51.64	6.08	.06
	2	66	51.58	6.15	
Conscientiousness	1	50	43.1	6.06	.05
	2	66	43.05	4.91	
Adaptability	1	50	39.26	5.66	-.39
	2	66	39.62	4.37	

Table 1 shows the significant mean difference between males and females on emotional quotient. It can be said from obtained t value that there is no significant influence on the above table. Hence, the null hypothesis is accepted.

Table 2: Shows the significance of socio economic status on Emotional Intelligence

Domain	Socioeconomic status	N	Mean	SD	f- Value
Sensitivity	2	28	47.75	4.67	2.75*
	3	49	49.82	6.05	
	4	39	47.69	6.65	
Empathy	2	28	51.39	7.76	0.18
	3	49	52	5.14	
	4	39	51.26	5.99	
Conscientiousness	2	28	43.79	4.22	0.63
	3	49	43.24	5.56	
	4	39	42.33	5.99	
Adaptability	2	28	39.68	3.91	0.04
	3	49	39.37	5.50	
	4	39	39.44	4.99	

Above table 2 shows the significant mean difference between upper, middle, and lower socioeconomic status groups on emotional quotient. It can be said from obtained t value that there is a significant influence on the above table. Hence, the null hypothesis is rejected. The results revealed that middle-class group got more significant results when compared with the upper class and lower class groups on sensitivity (m=49.82, t=2.75 @0.05 significant level). It means that middle socio economic groups have more sensitivity than other groups

Table 3: Shows the significance of age on Emotional Intelligence

Domain	Age	N	Mean	SD	t- value
Sensitivity	Younger Group	69	48.16	6.10	-0.96
	Older Group	47	49.26	5.87	
Empathy	Younger Group	69	51.29	6.26	-0.67
	Older Group	47	52.06	5.87	

Conscientiousness	Younger Group	69	42.65	5.20	-1.01
	Older Group	47	43.68	5.71	
Adaptability	Younger Group	69	38.74	4.66	2.94*
	Older Group	47	40.53	5.20	

Table 1 shows the significant mean difference between younger (below 20 years) and elder age (above 20 years) on emotional quotient. It can be said from obtained t value that there is a significant influence on the above table. Hence, the null hypothesis is rejected. The results revealed that the elder age group got more significant results when compared with the younger age group on adaptability ($m=40.53$, $t=2.94@0.05$ significant level).

It is also observed from the above table that there is no significant influence on sensitivity, empathy and conscientiousness of emotional intelligence.

Table 4: Shows the significance of qualification on Emotional Intelligence

Domain	Qualification	N	Mean	SD	t- value
Sensitivity	Graduates	91	49.1	6.02	2.78*
	Post Graduates	25	46.8	5.73	
Empathy	Graduates	91	51.58	5.84	-0.071
	Post Graduates	25	51.68	7.07	
Conscientiousness	Graduates	91	43.47	5.31	1.54
	Post Graduates	25	41.6	5.63	
Adaptability	Graduates	91	39.54	4.89	0.302
	Post Graduates	25	39.2	5.22	

Above table shows the significant mean difference between graduates and post graduates on emotional quotient. It can be said from obtained t value that there is a significant influence on the above table. Hence, the null hypothesis is rejected. The results revealed that graduates got more significant results when compared with post graduates on sensitivity ($m=49.1$, $t=2.78@0.05$ significant level).

Table 5: Shows the significance of community on Emotional Intelligence

Domain	Community	N	Mean	SD	t- value
Sensitivity	Upper castes	57	49.19	5.73	1.04
	Lower castes	59	48.03	6.26	
Empathy	Upper castes	57	51.53	5.80	-0.13
	Lower castes	59	51.68	6.41	
Conscientiousness	Upper castes	57	43.61	4.41	1.07
	Lower castes	59	42.54	6.22	
Adaptability	Upper castes	57	40.14	4.40	2.45*
	Lower castes	59	38.81	5.38	

Table 3 shows the significant mean difference between upper castes (OCs) and lower castes (OBCs, SCs and STs) on emotional quotient. It can be said from obtained t value that there is a significant influence on the above table. Hence, the null hypothesis is rejected. The results revealed that the upper castes group got more significant results when compared with the lower castes group on adaptability ($m=40.14$, $t=2.45 @ 0.05$ significant level). It is also observed from the above table that there is no significant influence on sensitivity, empathy and conscientiousness of emotional intelligence.

7. DISCUSSION

SES and childhood development focuses on the adverse effects of poverty on parents. Unrelenting stress, uncertainty, and low social status associated with poverty can induce a sense of powerlessness, diminished self-esteem and self-efficacy, and learned helplessness that manifests in states such as depression, anxiety, and hostility, all of which undermine interactions with family and friends and thereby leading to possible isolation from social support. This, in turn, may Emotional Intelligence in Early Adolescence 19 lead to the use of excessively harsh or lax control strategies in parenting children, as well as to lack of warmth or responsiveness towards the child. As a result, children are deprived of experiences that promote self-esteem and positive social adjustment both within their immediate family unit and extended family outside of the home. The results revealed that graduates got more significant results when compared with post graduates on sensitivity which an emotional intelligence domain. The results revealed that the upper castes group got more significant results when compared with the lower castes group on adaptability.

8. CONCLUSION

The current study found a significant influence of demographic variables – age gender, education qualification community on the adaptability of emotional intelligence. This emphasizes the role of the financial status of a person on his/her which is directly influence on emotional intelligence of the person.

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