

Emotional Intelligence of Late Adolescent Girls Belonging to Nuclear and Joint Family

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Abstract: *The present study was an attempt to assess and compare the emotional intelligence of late adolescent girls residing in nuclear family and joint family. The total sample for the present study consisted of N= 120 late adolescent girls (n=60 nuclear family and n=60 joint family). The sample was selected from 3 non coeducational government schools of Udaipur city. A preliminary survey was conducted among 11th and 12th class students to select the sample as per the delimitation of the study. To assess emotional intelligence, Mangal's emotional intelligence inventory (2004) was administered. Four dimension of emotional intelligence namely intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management were also assessed. The data was collected, coded and analyzed. Frequency and percentage was computed for each category.*

Keywords: Emotional intelligence, Intrapersonal awareness, Interpersonal awareness, Intrapersonal management, Interpersonal management

1. Introduction

Emotions are important part of one's personality. Late adolescence is the stage at which physical changes have usually occurred but the individual is still in search of identity which leads to several up and downs in emotions due to parental, peer, and societal expectations. Hence, making them more vulnerable to the threats of various psychosomatic problems. High rates of negative emotion are also related to problem behavior and lower prosocial behavior (Rothbart and Bates, 1998). Emotional intelligence is now considered by many as being essential for successful living (Goleman, 1995). Broadly speaking, emotional intelligence, addresses the emotional, personal, social and survival dimension of intelligence, which are often more important for daily function than the more traditional cognitive aspect of intelligence. Some researchers said that emotional intelligence can be learned and strengthened, while others claim that it is an inborn characteristic. It has been considered as the best predictor of work and life success (Goleman, 1998). Emotional intelligence is a different way of being smart. It is the ability to monitor one's own and others feelings and emotions to discriminate among them and to use their information to guide one's thinking and actions (Salovey and Mayer, 1990). Emotional intelligence is tactical and helps to predict success because it reflects how a person applies knowledge to the immediate situation. Mishra and Ranjan (2008) revealed that the emotional intelligence and self-esteem are positively correlated. Mathur *et al.*, (2003) reported that emotional intelligence corroborates and Compliments academic achievement. Along with academic achievement studies reported that there are certain personality traits which are positively related to emotional intelligence such as boldness, enthusiasm, excitability, leadership, maturity etc. adolescents with good emotional intelligence skills possess high intrapersonal skills, interpersonal skills, adaptability, adjustment, stress management and general mood skills and have good personality characteristics also (Ghosh, 2003; Gill, 2003;Suri, 2008).

Important variations in emotional intelligence exist based on family structure. In joint and nuclear family structure researches point out that in joint families the difference in the availability of their family resources, the availability of parental time, energy, and attention, the quality of the relationship with parents, and other family members who have influence on younger siblings' emotional intelligence outcomes. In fact, larger families having larger number of children and/or extended relatives living with them are thought to dilute family resources by spreading themselves among several children. These limit the quantity and quality of the interactions between the children and their parents, and they may affect some adolescents' characters. In industrialized nations, having more siblings may reduce their opportunities of quality education (Ozabaci 2006;Yao & Treiman, 2008). Naghavi and Redzuan (2011) found that a greater percentage of smaller family size of adolescents' scores appeared in higher categories of social skills and emotional intelligence than those from bigger families.

2. Methodology

The present study was an attempt to assess and compare the emotional intelligence of late adolescent girls belonging to nuclear family and joint family. The total sample for the present study consisted of unmarried 120 girls between the age ranges of 16 to 18 years studying in non coeducational government schools of Udaipur city within its municipal limits. A preliminary survey was conducted among 11th and 12th class students to select sample as per the delimitation of the study. For the purpose of assessment, Mangal's Emotional Intelligence Inventory (2004) was administered. The data was collected, coded and analyzed by using frequency and percentage.

3. Results and Discussion

Table 1: Percentage distribution of respondents by their level of Emotional Intelligence in context of type of family
N=120

Family type	Gender	Level of Emotional Intelligence				
		Very Good	Good	Average	Poor	Very poor
Nuclear	• Girls (n=60)	-	6 (10.00%)	37 (61.66%)	14 (23.33%)	3 (5.00%)
Joint	• Girls (n=60)	-	3 (5.00%)	27 (45.00%)	25 (41.66%)	5 (8.33%)

Table 1 depicts that girls of nuclear families had better emotional intelligence than girls of joint families. This reason may be attributed to their ordinal positions. Studies conducted by Cicirelli 1994 ; Lu, Donald & Treiman, (2008), in his study revealed that children in different birth-order positions may have different opportunities, such as the difference in the availability of their family resources, the availability of parental time, energy, and attention, the quality of the relationship with parents, and other family members who have influence on younger siblings' emotional intelligence outcomes. This may be the cause of variability in level of emotional intelligence as per age.

Assessment of dimension of emotional intelligence among adolescent girls belonging to nuclear and joint family:

• **Intrapersonal awareness**

Table 2: Percentage distribution of respondents by their level of intrapersonal awareness in context of type of family
N=120

Family type	Gender	Level of Intrapersonal Awareness				
		Very Good	Good	Average	Poor	Very poor
Nuclear	• Girls (n=60)	-	1 (1.66%)	40 (66.66%)	17 (28.33%)	2 (3.33%)
Joint	• Girls (n=60)	-	3 (5.00%)	33 (55.00%)	16 (26.66%)	8 (13.33%)

Table 2 represents that among girls nuclear family girls had better level of intrapersonal awareness as compared to joint family girls. The reason may be the low socioeconomic status as Maslow (1976) stated that the most basic, powerful and obvious of all human needs is the basic level of needs and if the individual fails to meet them, he won't be around long enough to attempt satisfaction of higher order needs level viz. self esteem needs, self actualization needs etc. of which intrapersonal need is also a variable, which are psychological in nature. Due to lower socioeconomic status the need for attaining the psychological skills attainment takes a back seat. The lower socio economic status may also lead to inferiority and inadequacy and these deprivations in a way also lead to low scores in this area.

• **Interpersonal awareness**

Table 3: Percentage distribution of respondents by their level of interpersonal awareness in context of type of family
N=120

Family type	Gender	Level of Interpersonal Awareness				
		Very Good	Good	Average	Poor	Very poor
Nuclear	• Girls (n=60)	-	6 (10.00%)	36 (60.00%)	14 (23.33%)	4 (6.66%)
Joint	• Girls (n=60)	-	3 (5.00%)	28 (46.66%)	22 (36.66%)	7 (11.66%)

Table 3 shows that girls of nuclear families had better interpersonal awareness as compared to girls of joint families this is because may be in nuclear families they receive more opportunity, stimulating environment for interpersonal awareness of emotions as compared to joint family. The dimensions of interpersonal subscale include empathy, social responsibility, and interpersonal relations who can be more suitably taken care by the nuclear family as revealed by Sibia, Misra, and Srivastava (2004) the role of family and society in shaping one's emotions.

• **Intrapersonal management**

Table 4: Percentage distribution of respondents by their level of intrapersonal management in context of type of family
N=120

Family type	Gender	Level of Intrapersonal Management				
		Very Good	Good	Average	Poor	Very poor
Nuclear	• Girls (n=60)	-	6 (10.00%)	35 (58.33%)	15 (25.00%)	4 (6.66%)
Joint	• Girls (n=60)	-	9 (15.00%)	35 (58.33%)	14 (23.33%)	2 (3.33%)

Table 4 depicts joint family girls had better intrapersonal management as compared to nuclear family girls this may be because in joint families girls get more lessons to control their emotions as there are many elderly figures and they need to manage their emotions time to time in different family situations.

• **Interpersonal management**

Table 5: Percentage distribution of respondents by their level of interpersonal management in context of type of family
N=120

Family type	Gender	Level of Interpersonal Management				
		Very Good	Good	Average	Poor	Very poor
Nuclear	• Girls (n=60)	-	5 (8.33%)	39 (65.00%)	15 (25.00%)	1 (1.66%)
Joint	• Girls (n=60)	-	5 (8.33%)	35 (58.33%)	17 (28.33%)	3 (5.00%)

Table 5 shows that girls of nuclear families have better interpersonal management skills as compared to joint family girls because may be they get better chance to express themselves. Their worries, feelings, anxiety and all sorts of emotions are given value. Parents listen to them carefully while in case of joint family there is generation gap that's why sharing of feeling is not in abundance. Naghavi and Redzuan (2011) reported that a greater percentage of adolescents from small size family scored higher in the category of social skills.

4. Conclusion

So the study reveals that girls of nuclear families had better level of emotional intelligence, intrapersonal awareness, interpersonal awareness and interpersonal management than girls of joint families. Joint family girls were found to have

better intrapersonal management as compared to nuclear family girls.

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