

A STUDY OF EMOTIONAL INTELLIGENCE AMONG COLLEGE STUDENT

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ABSTRACT

The present study aimed to examine the level of emotional intelligence among college students with respect to type of family (joint and nuclear) and type of parents (educated and non-educated), as well as to explore the interaction effect of these variables on emotional intelligence. A sample of 120 college students (male and female) aged 17 to 19 years was selected from Satara district using purposive sampling. A 2×2 factorial research design was employed. Emotional intelligence was measured using the Emotional Intelligence Scale (EIS) developed by Singh and Narain (2014), which has established reliability and validity.

Descriptive statistics indicated a moderately high and approximately normal distribution of emotional intelligence scores among the participants. Inferential analysis using t-tests revealed that students from joint families scored significantly higher on emotional intelligence than those from nuclear families. Similarly, students with educated parents demonstrated significantly higher emotional intelligence compared to students with non-educated parents. Further, two-way ANOVA results showed significant main effects of type of family and type of parents on emotional intelligence, with parental education accounting for a large proportion of variance. However, the interaction effect between type of family and type of parents was found to be non-significant, indicating that these variables independently influence emotional intelligence.

The findings highlight the important role of family structure and parental education in the emotional development of college students. The study underscores the need for supportive family and educational environments to enhance emotional intelligence, which is crucial for academic success, social adjustment, and psychological well-being.

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INTRODUCTION:

Emotional intelligence refers to the ability to understand, manage, and regulate one's own emotions as well as those of others, and it plays a crucial role in shaping thoughts, behaviors, and overall psychological well-being (Salovey & Mayer, 1990; Goleman, 1995). During college life a significant developmental stage marked by academic pressure, social changes, and increased responsibilities emotional intelligence strongly influences academic success, interpersonal relationships, stress management, and adaptability (Goleman, 1998; Parker et al., 2004).

College students with high emotional intelligence tend to cope effectively with challenges, display resilience, and maintain emotional stability, whereas those with low emotional intelligence may experience stress, anxiety, poor decision-making, and interpersonal difficulties (Schutte et al., 2002; Brackett, Rivers, & Salovey, 2011). The present study focuses on assessing emotional intelligence among college students and examining its role in emotional regulation, social adjustment, and personal development, while also considering influencing factors such as family environment, parental background, peer support, and educational experiences (Mayer, Salovey, & Caruso, 2004).

Understanding emotional intelligence is valuable for educators, parents, and mental health professionals, as it can guide the development of supportive environments and interventions that enhance students' emotional competence and well-being (Goleman, 1998; Brackett et al., 2011). Overall, emotional intelligence is recognized as a key psychological resource that supports healthy adjustment and effective coping, making its study both academically and socially significant (Salovey & Mayer, 1990; Mayer et al., 2008).

OBJECTIVES OF THE STUDY :

1. To study the level of emotional intelligence among Join and nuclear family college students.
2. To study the level of emotional intelligence among educated and non-educated parents college students.
3. To study the interaction effect in level of emotional intelligence among type of family and type of parents.

IMPORTANCE OF THE STUDY:

1. The study will be useful to understand the level of emotional intelligence among Join and nuclear family college students.
2. The study will be useful to understand the level of emotional intelligence among educated and non-educated parents college students.
3. The study will be help to understand the interaction effect in level of emotional intelligence among type of family and type of parents.
4. The study will be useful to psychology students, teachers, psychologists, psychiatrists as well as researchers.

HYPOTHESIS:

1. There will be no significant difference in level of emotional intelligence among Join and nuclear family college students.
2. There will be no significant difference in level of emotional intelligence among educated and non-educated parents college students.
3. There will be no interaction effect in the level of emotional intelligence among type of family and type of parents.

RESEARCH METHODOLOGY:**VARIABLES OF THE STUDY:****A. INDEPENDENT VARIABLE:****A] TYPES OF FAMILY:**

1. Join Family
2. Nuclear Family

B] TYPES OF PARENTS:

1. Educated Parents
2. Non-Educated Parents

DEPENDENT VARIABLES:

1. Emotional Intelligence

RESEARCH DESIGN:**Table No. 1. Shows the 2X2 Factorial Design**

B	A		Total
	A 1	A2	
B1	30	30	60
B2	30	30	60
Total	60	60	120

A: Types of Family

A 1. Join Family

A 2. Nuclear Family

B. Type of Parents

B 1: Educated Parents

B 2. Non-Educated Parents

SAMPLE SELECTION:

The present study is on join and nuclear family college students. For this study, a total of 120 male and female join and nuclear family college students were selected from in Satara district. Out of these, 30 male and 30 female are join family college students were randomly selected as well as 30 male and 30 nuclear family college students randomly selected for the study. The age group of the college students was between 17 to 19 years. The study purposive sampling technique has been used for selection of the sample.

DATA COLLECTION TOOLS:**1. EMOTIONAL INTELLIGENCE SCALE:**

The Emotional Intelligence Scale (EIS), developed by Dr. Arun Kumar Singh and Dr. Shruti Narain in 2014, is a psychological instrument specifically designed to assess emotional intelligence within the Indian context. Suitable for individuals aged 12 and above, it is frequently utilized in research involving

adolescents, college students, and adults. The scale is structured as a self-report questionnaire containing 31 items that evaluate four fundamental dimensions: understanding emotions, understanding motivation, empathy, and handling relations.

In terms of administration, the EIS employs a simple dichotomous Yes/No format, which facilitates easy scoring even in large-scale field settings. Each response that aligns with high emotional intelligence is awarded 1 point, while others receive 0, leading to a maximum possible score of 31. Higher cumulative scores serve as an indicator of greater emotional competence.

The scale is highly regarded for its psychometric rigor, demonstrating strong stability and accuracy. It features a test-retest reliability coefficient of 0.86 and a concurrent validity coefficient of 0.86, both of which are statistically significant at the $p < .01$ level. These metrics confirm that the EIS is a reliable and valid tool for academic, social, and psychological research.

STATISTICAL ANALYSIS AND RESULT:

In the study, statistical analysis has been done based on the information obtained on the basis of emotional intelligence scale.

Table No. 2 Shows normality of the emotional intelligence on the basis of each cell.

			Statistic	Std. Error
Emotional Intelligence	Mean		143.9583	1.95124
	95% Confidence Interval for Mean	Lower Bound	140.0947	
		Upper Bound	147.8220	
	5% Trimmed Mean		143.4444	
	Median		140.5000	
	Variance		456.881	
	Std. Deviation		21.37477	
	Minimum		103.00	
	Maximum		210.00	
	Range		107.00	
	Interquartile Range		34.75	
	Skewness		.355	.221
	Kurtosis		-.401	.438

Table No. 2 presents the descriptive statistics and normality indicators for Emotional Intelligence among the participants. The results indicate a moderately high level of emotional intelligence in the sample.

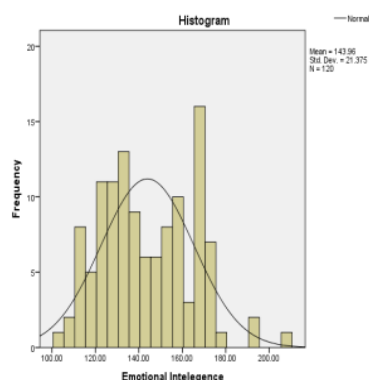
The mean emotional intelligence score was 143.96 (SD = 21.37), with a relatively small standard error (1.95), suggesting that the mean score is a reliable estimate of the population parameter. The 95% confidence interval for the mean ranged from 140.09 to 147.82, indicating that the true population mean is likely to lie within this interval.

The median score (140.50) and the 5% trimmed mean (143.44) were close to the mean, suggesting that extreme scores had minimal influence on the overall average and that the distribution is fairly stable. The variability in emotional intelligence scores was moderate to high, as reflected by a variance of 456.88 and a range of 107 (minimum = 103, maximum = 210). The interquartile range of 34.75 indicates that the

middle 50% of the participants' scores were reasonably spread around the central tendency.

In terms of distribution shape, the skewness value of 0.36 indicates a slight positive skew, suggesting a marginal tendency toward lower scores, though this deviation from symmetry is small and well within acceptable limits. The kurtosis value of -0.40 , being close to zero, suggests a near-normal, slightly platykurtic distribution. Overall, these findings indicate that emotional intelligence scores among the participants are reasonably high, approximately normally distributed, and show acceptable variability, making the data suitable for further parametric statistical analyses.

Histogram No. 1 Shows normality of the emotional intelligence.



Box Plot No. 1 Shows normality of the emotional intelligence.

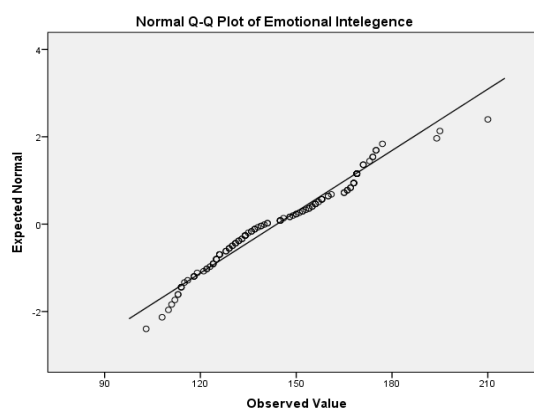
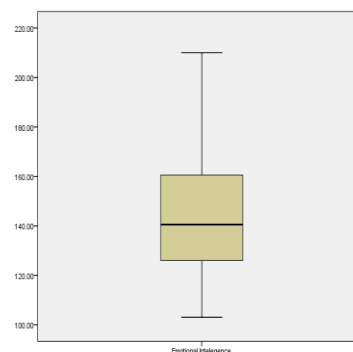


Table No. 3 shows descriptive statistics of the Emotional Intelligence on the basis of each cell.

Type of Family	Type of Parents	Mean	Std. Deviation	N
Join Family	Educated Parents	167.8667	16.99642	30
	Non-Educated Parents	132.0667	9.65592	30
	Total	149.9667	22.66407	60
Nuclear Family	Educated Parents	152.1333	11.20570	30
	Non-Educated Parents	123.7667	11.77280	30
	Total	137.9500	18.28719	60
Total	Educated Parents	160.0000	16.32924	60
	Non-Educated Parents	127.9167	11.46593	60
	Total	143.9583	21.37477	120

Table No. 3 presents the descriptive statistics of Emotional Intelligence based on type of family (joint and nuclear) and type of parents (educated and non-educated) among the participants (N = 120).

Overall, the total mean emotional intelligence score for the entire sample was 143.96 (SD = 21.37), indicating a moderately high level of emotional intelligence among adolescents.

When the type of family was considered, students from joint families (M = 149.97, SD = 22.66, N = 60) demonstrated higher emotional intelligence than those from nuclear families (M = 137.95, SD = 18.29, N = 60). This suggests that adolescents living in joint family settings may benefit from richer emotional and social interactions, which could contribute to higher emotional intelligence.

With respect to the type of parents, a clear difference emerged. Adolescents with educated parents reported substantially higher emotional intelligence scores (M = 160.00, SD = 16.33, N = 60) compared to those with non-educated parents (M = 127.92, SD = 11.47, N = 60). This pattern was consistent across both family types, indicating that parental education plays a significant role in the emotional development of adolescents.

Within the joint family group, students with educated parents (M = 167.87, SD = 17.00) scored markedly higher on emotional intelligence than those with non-educated parents (M = 132.07, SD = 9.66), showing a large mean difference and suggesting strong influence of parental education in joint family environments. Similarly, in nuclear families, adolescents with educated parents (M = 152.13, SD = 11.21) outperformed those with non-educated parents (M = 123.77, SD = 11.77), though the overall emotional intelligence levels were comparatively lower than those observed in joint families.

Overall, the findings indicate that both family structure and parental education are important factors influencing emotional intelligence. However, parental education appears to have a stronger and more consistent impact than family type, with adolescents of educated parents showing higher emotional intelligence regardless of whether they belong to joint or nuclear families. The variability in scores across groups further suggests meaningful differences, making this data suitable for inferential statistical analysis.

Table No. 3 shows 't' value of the dependent variable emotional intelligence among join and nuclear family.

Emotional Intelligence	Type of Family	N	Mean	Std. Deviation	df	t	p
	Join Family	60	149.96	22.66	118	3.19	Sig. 0.01
	Nuclear Family	60	137.95	18.28			

Significance level (df/118) 0.05 = 1.98 0.01 = 2.617

Table no. 3 shows the comparison of Emotional Intelligence scores based on type of family (joint and nuclear families). The sample consisted of 120 participants, with 60 individuals from joint families and 60 from nuclear families. The mean emotional intelligence score of participants from joint families was 149.96 with a standard deviation of 22.66, which is noticeably higher than that of participants from nuclear families, who obtained a mean score of 137.95 with a standard deviation of 18.28.

The calculated *t* value was 3.19 with 118 degrees of freedom, and the obtained *p* value was significant at the 0.01 level. This indicates that there is a statistically significant difference in emotional intelligence between individuals belonging to joint and nuclear families. The results suggest that individuals from joint families exhibit higher emotional intelligence than those from nuclear families, possibly due to greater social interaction, emotional support, and shared responsibilities within joint family systems.

Table No. 4

shows 't' value of the dependent variable emotional intelligence among join and nuclear family.

Emotional Intelligence	Type of Parents	N	Mean	Std. Deviation	df	t	p
	Educated Parents	60	160.00	16.32	118	12.45	Sig. 0.01
	Non-Educated Parents	60	127.91	11.46			

Significance level (df/118) 0.05 = 1.98 0.01 = 2.617

The table presents a comparison of Emotional Intelligence scores based on the educational status of parents. The total sample consisted of 120 participants, with 60 participants having educated parents and 60 having non-educated parents. The mean emotional intelligence score of participants with educated parents was 160.00 with a standard deviation of 16.32, which is substantially higher than the mean score of 127.91 with a standard deviation of 11.46 for participants with non-educated parents.

The obtained *t* value was 12.45 with 118 degrees of freedom, and the result was found to be significant at the 0.01 level. This indicates a highly significant difference in emotional intelligence between the two groups. The findings suggest that participants whose parents are educated tend to have significantly higher emotional intelligence compared to those whose parents are non-educated, which may be attributed to better emotional guidance, communication skills, and supportive learning environments provided by educated parents.

Table no. 5 Shows summary of ANOVA of the dependent variable emotional intelligence.

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of Family	4332.008	1	4332.008	26.812	0.01	.188
Type of Parents	30880.208	1	30880.208	191.125	0.01	.622
Type of Family X Type of Parents	414.408	1	414.408	2.565	NS	.022
Error	18742.167	116	161.570			
Total	2541249.000	120				
Corrected Total	54368.792	119				

Significance Level: (df = 1/116) 0.05 < 3.92 0.01 > 6.85

The table no. 5 shows the results of a two-way ANOVA examining the effects of Type of Family, (join and nuclear family) Type of Parents (educated and non-educated parents), and their interaction effect on Emotional Intelligence of college students.

The main effect of Type of Family yielded an *F* value of 26.812 with *df* = 1,116, indicating differences in emotional intelligence across family types; however, the result is reported as significant in 0.001 level. The partial eta squared value of .188 suggests a moderate effect size, indicating that type of family accounts for a meaningful proportion of variance in emotional intelligence despite the significant (0.01) result. However, *hypothesis no. 1 there will be no significant difference in level of emotional intelligence among Join and nuclear family college students is rejected.*

The main effect of Type of Parents (*educated and non-educated parents*) showed a very high F value of 191.125 with $df = 1,116$, yet it is also reported as significant in 0.01 level. The partial eta squared value of .622 indicates a very large effect size, suggesting that parental education status explains a substantial amount of variance in emotional intelligence scores. However, ***hypothesis no. 2 there will be no significant difference in level of emotional intelligence among educated and non-educated parents' college students is rejected.***

The interaction effect between Type of Family and Type of Parents produced an F value of 2.565 with $df = 1,116$, which were also not significant, and the partial eta squared value of .022 reflects a small effect size. This indicates that the combined influence of family type and parental education does not significantly affect emotional intelligence.

Overall, the two-way ANOVA revealed that Type of Family and Type of Parents had significant main effects on the emotional intelligence of college students, with both variables independently influencing emotional intelligence levels; however, the interaction effect between type of family and type of parents was not significant, indicating that the combined effect of these two variables does not significantly influence emotional intelligence.

CONCLUSION:

1. There was a significant difference found in the level of emotional intelligence among join and nuclear families college students.
2. There was a significant difference found in the level emotional intelligence among educated and non-educated parents college students.
3. There was no interaction effect found in the level of emotional intelligence among Type of Family and Type of Parents college students.

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