

## A correlational study of family relationship and emotional intelligence among the college going girls

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### ABSTRACT

The present study was conducted to assess the relationship between family relationship and emotional intelligence among 100 college going girls between the age range of 18 to 22 years. Sample was taken from local degree colleges of Ara (Bihar) by the purposive random sampling method. The questionnaire was used –family relationship scale and emotional intelligence scale. After data collection, Pearson's product moment coefficient correlation was applied to find relationship between two variables. The study showed a significant moderate positive correlation between family relationship and emotional intelligence, which means that those college going girls having average level of family relationship were found to have average level of emotional intelligence while girls having poor range of family relationship have low level of emotional intelligence. Higher emotional intelligence of college going girls is significantly associated with high level of family relationship. This study provides empirical evidence that family relationship, significantly influence emotional intelligence.

**Keywords:** *Family Relationship, Emotional Intelligence, College Going Girls*

The first use of the term emotional intelligence (E.I.) is usually attributed to Wayne Payne's doctoral thesis "A study of Emotion: Developing Emotional intelligence" in 1985. An attempt towards a definition was made by Salovey and Mayer (1990) who defined emotional intelligence as the ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. The research on the topic continued, but it was not until the publication of Daniel Goleman's "Emotional Intelligence: Why it can matter more than I.Q." (Golman, 1995) the term became popularized. Daniel Golman defined emotional intelligence as an "A potential for mastering the skills of self-awareness, self-management, social awareness and relationship management.

People with higher emotional intelligence encounter less depression are healthier and can build-up better connection (guglian et. al., 2015 b). The E.I. is a type of social intelligence that enables the individuals to control feelings and emotions, distinguish them and utilize this

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information to mentor their thought and deeds (Salovey and mayer, 1990). In other words E.I. is the key element of 'Social Maturity' that enhances adolescent's psychological health (Lau and Wu, 2012). According to Petrides et.al. (2007), E.I. or emotional self – efficacy, measures an individual's belief in their emotional abilities.

Emotional intelligence has five basic elements namely self-awareness, self- regulation, motivation, empathy and interpersonal skills. Emotional intelligence leads a set of skills that need accurate assessment, evaluation, expression and regulating of emotions. Taylor (2002) stated that the high E.I. people have skills that help them towards success in various spheres of life. E.I. has generally been defined as the ability to perceive, understand and manage one's emotion (Bar, Goleman, 1995).

Family plays an important role in young people's lives. Many studies have proven that family relationship greatly impact people throughout their life. Positive relationship with parents help a child grow mentally and physically, whereas, negative family relationship can have detrimental effects later in life. When healthy relationship with parents in family prevails, the adolescent feels secure, well-adjusted and thinks himself accepted in family and later in his life, he remains well adjusted. The youth gain physical, emotional and cognitive independence during and after adolescence while becoming more independent and continuing to grow at the same time (Muuss, 1996). Therefore, in the future, they will continue to have the well- adjusted feeling that society accepts them (Bhatia, 2012).

In this regard family – environment has an impact on children's emotional base (Alegre, 2012, Alegre and Benson, 2010, Bhatia, 2012, Chandran and Nair, 2015, Ozbaci,2006). Impact is observed in the emotional and social competencies when family relationship become secure and smooths (Chandran and Nair, 2015).

Furthermore, there is a relationship between parenting and children's emotional intelligence (Alegre, 2012, Benson 2010, Gottman et.al 1997 and Liao et.al. 2003). The amount of time mother spend with their children and the quality of their interaction are important factor in children's E.I. parent child interaction leads to less emotional and behavioural problems (Galboda Liyanage et.al 2003, Gardner et.al 2003, Guglian et.al 2015 b).Despite the continuously developing nature of relationship, the continuity of family connections and secure emotional base in crucial for the positive development of young people which requires the ongoing family connections and a constructive emotional base (Chandran and Nair, 2015).

Since, emotional intelligence and family relationship are related to individual's personality characteristics and his performance, the present study was conducted.

### ***Objective***

- 1- To study the relationship between emotional intelligence and family relationship among college going girls.
- 2- To study the difference between high and low E.I. on family relationship among college going girls.

### ***Hypotheses***

- 1- There will be positive relation between family relationship and emotional intelligence in college going girls.

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- 2- College going girls with relatively higher level of E.I. will have more strong family relationship in comparison to those college going girls who have relatively lower level of E.I.

### METHODOLOGY

#### *Sample*

The study was conducted on 100 girls studying in the degree colleges of Ara (Bihar). Purposive Random sampling technique was employed for the selection of girls. The selected girls were in the age range of 18 to 22 years, studying in graduation and postgraduation.

#### *Test used*

**Family relationship scale** – Family relationship scale was used to measure relationship of parents and children. This scale was developed by Dr. Alka David. The inventory contains 40 items. Reliability coefficient of the scale was determined by split – half method and test – retest method and the coefficient correlation was found 0.72 and 0.76 respectively (N=100). Validity coefficient was determined by correlated with family relationship scale constructed by Dr. G. Tiwari (Agra) and correlation coefficient was found 0.52 (N=100).

**Emotional Intelligence Scale**-Emotional intelligence scale was used to measure emotional intelligence. This scale was used to measure emotional intelligence. This scale was developed by Dr. Arun Kumar and Prof. Suraksha Pal. This inventory contains 80 items. The calculated value of split- half reliability of scale is 0.89 and test- retest reliability coefficient was found 0.81. Concurrent validity of the scale is 0.626.

#### *Procedure*

One hundred girls between the age ranges of 18 to 22 years were taken. To ensure full cooperation, it was emphasized that anonymity would be ensured. Thereafter, family relationship scale and emotional intelligence were administered individually to the participants. The questionnaire was scored as per the test manual and the data was tabulated and analyzed.

### RESULT AND DISCUSSION

The present study was intended to examine the relationship between family relationship and emotional intelligence of college going girls. Data collected through above mentioned scales were analyzed in terms of coefficient of correlation. Statistical analysis was performed using the SPSS programme.

For this, 100 scores of family relationship and emotional intelligence are used to find out the correlation between them. The product Moment coefficient correlation method is used.

**Table no.1., Correlation between family relationship and emotional intelligence of college going girls**

technique	variable	Emotional intelligence	Family relationship	Level of significance
Pearson's product moment correlation	Emotional intelligence	1.00	0.57	Significant at 0.01 level
	Family relationship	0.57	1.00	

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### ***Significant relation was found between emotional intelligence and family relationship.***

The result shows that correlation between family relationship and emotional intelligence of college going girls is 0.57 and significant at 0.01 level. It indicate that there is significant moderate positive correlation which means that those college going girls having average range of family relationship were found to have average level of E.I. The interaction of girls with parents may help in the development of E.I. of girls while girls having poor range of family relationship have low level of E.I. This indicate that poor quality of interaction of the college going girls with their parents weaken their E.I. High score on E.I. of the college going girls is significantly associated with high score of family relationship. Hence, the hypotheses stated above are accepted.

Emotional intelligence enables a person to face people difficult situations in a positive manner. The person with high emotional intelligence has the ability to know his own as well as others emotion, gain empathy and establish healthy relationship. In this way, E.I. is an important factor in regulating the family relationship. The possibility of improving the family relationship increases when family members understand themselves, the emotions of the others and guide their emotions. Another important fact based is when E.I. of parents' increases, some positive changes occurs in family relationship. As the effect of parents in the development of E.I. of children, it is highly emphasized, if parents with low E.I. may undergo E.I. Education Programme. It is likely that this will result in improvement of both family, family relationship and E.I. of children.

A strong family relationship is presumed to be supportive of its members in facing stressful moments and also help to resolve conflict using appropriate problem solving skills instead of blaming each other. However, parents are a bigger influence on the formation of one's self-efficacy especially in younger age.

We may conclude from the present study that family relationship is an important factor for the development of E.I. If family relationship is poor then E.I. is likely to be adversely affected leading to mal adaptive behavior and emotional problems in college going girls. Average and good family relationship leads to healthy development of emotional intelligence and social maturity.

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### **Acknowledgements**

The author appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author declared no conflict of interest.

**How to cite this article:** Habib, S. (2020). A correlational study of family relationship and emotional intelligence among the college going girls. *International Journal of Indian Psychology*, 8(2), 1287-1291. DIP:18.01.147/20200802, DOI:10.25215/0802.147