

Relationship between Family Functionality and Emotional Intelligence of Undergraduate Students in India

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ABSTRACT

Family is considered as the chisel that sculpts an individual. It plays an important role in forming the identity and personality of individuals as they grow up. A healthy family environment produces physically, mentally and socially healthy individuals. The family functionality of an individual plays a significant role in forming the identity of an individual. Terrorism, molestations, substance abuse and homicides are few among the many issues that are observed amongst today's youngsters due to an unhealthy family function. In the recent past people have recognized the necessity of emotional quotient or EQ and consider it equally important as IQ. Many researches have been done to study the relationship between family functionality and emotional intelligence. The purpose of this humble research is to study the relationship between the emotional intelligence of undergraduate students in India using quantitative methods. We need to study about family functionality in order to cultivate a better society. The mistakes made by the previous generations have resulted in distorted emotional intelligence of many individuals who involve in such anti-social activities. If we can find a way to correct these issues, we can build an emotionally healthier world.

Keywords: *Family Functionality, Emotional Intelligence, College, Undergraduate Students, Health, Environment, India*

Most college students go through a lot of struggles in their lives due to an unhealthy family environment. These often coincide with their personal life and academics to make their lives even more miserable. This research will focus on the extent to which family functionality affects the emotional intelligence of undergraduate students in India.

Need for the study

According to an article by Alan John Barnard of Britannica encyclopedia, family is a group of people united by the blood, marriage, or adoption, constituting a single household and interacting with one other in their respective social positions, usually those of children, parents, spouses and siblings. Family environment has a crucial role in the overall

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Received: May 27, 2022; Revision Received: August 14, 2022; Accepted: August 29, 2022

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development and personality formation of any individual. A proper family environment prepares a child to face the world and carves them into better individuals.

Family functionality can be defined as the structural and social characteristics of family environment worldwide. In the 1950s, Dr. Murray Bowen developed a theory known as Family Systems Approach, on the core assumption that there was an emotional system governing human relationships in families. It uncovered the network of relationships that define a family.

In 1978, Gabriel Smilkstein introduced the Family APGAR test to assess adult satisfaction with social support from the family. It draws its name from a five-item measure of perceived family support in the domains of:

- **Adaptation:** It defines the extent to which a member is satisfied with the help received when family resources are needed.
- **Partnership:** It throws light on how satisfied a member is with the problem solving and mutuality in family communication.
- **Growth:** It shows how the member is satisfied with the freedom available within the family to change roles and attain emotional and physical maturation.
- **Affection:** It portrays the extent to which a member is satisfied with the emotional interaction and intimacy in a family.
- **Resolve:** It shows the member's level of satisfaction with the time commitment other members make to the family

Emotions are considered as the states of mind which are influenced by biological, physiological or neurological factors that invoke a change in the feelings, behaviour or thoughts of a person. Emotional intelligence is the ability to comprehend, utilize, and manage one's own emotions in productive ways to communicate effectively, overcome challenges, empathize with others, relieve stress, and avoid conflict.

According to the theoretical concept of Emotional and Social Intelligence, developed by John D. Mayer in association with Peter Salovey and David R. Caruso in the 1990's, emotional intelligence was defined as the ability to generate and access emotions, to perceive emotions, to understand emotions and emotional knowledge, so as to assist thought and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Daniel Goleman— an American psychologist who helped to popularize emotional intelligence defined it as the ability to, assess, identify and control one's own emotions, the emotion of others and that of groups.

The Wong and Law Emotional Intelligence Scale (WLEIS) is a popular psychometric assessment used to measure emotional intelligence. It was designed and theorized by Kenneth S. Law and Chi-Sum Wong in their paper, "The effects of leader and follower Emotional Intelligence on performance and attitude: An exploratory study." It has the following four dimensions:

1. **Self-Emotional Appraisal (SEA):** An individual's ability to understand and assess one's deep emotions and be able to express those emotions naturally.
2. **Others' Emotional Appraisal (OEA):** An individual's ability to understand and perceive the emotions of those around one.

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3. Regulation of emotion (ROE): An individual's ability to regulate one's emotions, which aids a quicker recovery from psychological distress.
4. Use of Emotion (UOE): An individual's ability to direct one's emotions toward productive activities and personal performance.

The youth of a country is its backbone. India has the world's largest youth population (aged 18-29) of 261 million of which 37.4 million are undergraduate students (aged 18-24). According to a study by The Zebra, 73% of college students with mental health conditions have experienced mental health crisis. Many youngsters struggle to recognize, express or regulate their emotions in a healthy manner. This often prevents them from succeeding in their career or achieving life satisfaction.

This research will be conducted on undergraduate students of the age of 18-22. According to Levinson's adult development theory, this age group falls under the Early Adult Transition stage. In this stage an individual leaves adolescence and enters adulthood. The person attains a state of overall development, yet continues growing in all domains of life. College life is a period during which youngsters venture into a plethora of emotions. They meet new people, attain new insights, have new experiences, take up new responsibilities and above all, experience new levels of stress, all which often takes a toll on their emotional stability. Some easily succumb to emotions; others get confused and seek help, while still others are able to row through the storm by themselves.

The purpose of this humble research is to study how the functioning of the family impacts emotional intelligence in undergraduate students using quantitative methods and thereby encourage people to engineer better family environments in their homes, so that it helps to develop individuals with better emotional intelligence, who can lead more fruitful and happy lives.

REVIEW OF LITERATURE

In a study published in 2011 by Milad Khajehpur, titled, "Relationship between emotional intelligence, parental involvement and academic performance of high school students", the relationship between emotional intelligence, parental involvement and academic performance of 300 high school Students in Tehran, Iran, was investigated. The participants were of 15 and 18 years of age. Researcher in this study used an adapted questionnaire. Results proved that both parental involvement and emotional intelligence could predict scholastic achievement in students. Likewise, there were multiple other significant evidences for a positive relationship between academic achievement and emotional intelligence. The study proved that emotional well-being and parental attention cannot be over emphasized in academic success.

Nasheeta Adams published a research titled; "Emotional Intelligence amongst Undergraduate Students at a Higher Education Institution" in 2011. The results of 150 senior students who completed a biographical questionnaire and the BarOn Emotional Quotient-Inventory questionnaire, proved that there were statistically evident differences in net EQ depending on age and gender. Conclusions were made regarding the necessity of emotional intelligence in students.

Dr. Pramod Kumar Naik, Rashmi Shukla published an article titled, "Impact of home environment on social and emotional intelligence of adolescent: A study" in September

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2018. The purpose of this research was to find out the evident impact of home environment on emotional and social intelligence of higher secondary students. A sample size of 400 boys and 400 girls from Class-XI Students were selected and taken up for the study. Emotional Intelligence Inventory by Dr. S. K Mangal and Mrs. Shubhra Mangal, Social Intelligence Scale by Dr. N.K. Chadha and Usha Ganesan and Home Environment Inventory developed by Dr. Karuna Shankar Mishra were used for the study. It was discovered in the study that, there was an evident relationship between the interactional effect of emotional quotient and home environment of both boys and girls students of higher secondary schools.

METHODOLOGY

Statement of Problem

Does emotional intelligence increase with increase in family functionality in undergraduate students?

Objectives

To study whether emotional intelligence increases with increase in the family functionality in undergraduate students using descriptive statistics and correlation.

Hypothesis

Emotional Intelligence increases with increase in family functionality.

Variables

- Independent variable: Score of family functionality
- Dependent variable: Score of emotional intelligence.

Samples

76 participants pursuing under graduation of age 18-22 in India.

Sample Technique/ Design

Probability sampling- Simple Random Sampling

Inclusion criteria

Of 18-22 years of age, pursues under graduation in any college in India.

Exclusion Criteria

Below 18 years or above 22 years of age, not pursuing under graduation in India.

Procedure

The required tools (self-administering questionnaires) will be compiled into a Google Form, and circulated amongst the desired participants. At the end of the time frame, the results of the Google Form will be tabulated, and analyzed.

Research Ethics followed

- The researcher debriefed the participants about the purpose of the study
- The instructions were given and explained to the participants
- The participants were notified that the details, information and results will be used only for research purpose

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Tools for the study (Interview questions in case of qualitative research)

Family APGAR test and Wong and Law Emotional Intelligence WLEIS Scale

Description of Tools

1. Family environment: Family APGAR test

The patient checks one of three choices which are scored as follows: “Almost always” (2 points), “some of the time” (1 point), “or hardly ever” (0 points). The scores for each of the five questions are then totaled. A score of 7-10 suggests high functional family; a score of 4-6 suggests moderately dysfunctional family a score of 0-3 suggests a severely dysfunctional family.

2. Emotional Intelligence: Wong and Law Emotional Intelligence Scale, WLEIS

The 16 statements are administered on a seven-point Likert scale-

1: strongly disagree, 2: disagree, 3: slightly disagree, 4: neither agree nor disagree, 5: slightly agree, 6: agree, 7: strongly agree

ANALYSIS

Descriptive Analysis

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. The simple way to describe our data.

Demographic Details

Students residing in India of age 18-22 years, belonging to any gender.

Table 1: Descriptive Statistics of questionnaire responses

APGAR		WLEIS	
Mean	6.276315789	Mean	5.144473684
Standard Error	0.3012248	Standard Error	0.080390799
Median	7	Median	5.22
Mode	8	Mode	5.56
Standard Deviation	2.626016929	Standard Deviation	0.700830735
Sample Variance	6.895964912	Sample Variance	0.491163719
Kurtosis	-0.806375407	Kurtosis	-0.337766011
Skewness	-0.509164114	Skewness	0.032880691
Range	10	Range	3.19
Minimum	0	Minimum	3.69
Maximum	10	Maximum	6.88
Sum	477	Sum	390.98
Count	76	Count	76

Table 2: Calculation of correlation value of both variables

	APGAR	WLEIS
APGAR	1	
WLEIS	0.298240968	1

DISCUSSION

The research was conducted on a population sample of 76 undergraduate students of different genders who belong to the age group of 18-22 years, residing in India.

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Family APGAR questionnaire was used to assess the family functionality and WLEIS questionnaire was used to assess the emotional intelligence of the students. The questionnaires were compiled into a Google form and circulated among the population sample. Correlation test is used to express the extent to which two variables are linearly related. The values range between -1.0 and 1.0. If the value is lesser than 0.0 it shows negative correlation, if it is equal to 0.0 it shows no correlation and if it is greater than 0.0, it shows positive correlation which proves a positive relationship between both the variables. The responses were tabulated and analyzed using Microsoft Excel. The data thus obtained for both the questionnaires were analyzed using tools of descriptive statistics and correlation. Table 1 shows the descriptive statistics of the data and Table 2 shows the calculation of correlation of both the variables.

For the APGAR assessment, the mean value was found to be 6.27, the median value was found to be 7, the mode value was found to be 8, the range was found to be 10, the standard error value was found to be 0.3 and the standard deviation value was found to be 2.62. For the WLEIS assessment, the mean value was found to be 5.14, the median value was found to be 5.22, the mode value was found to be 5.56, the range was found to be 3.19, the standard error value was found to be 0.08 and the standard deviation value was found to be 0.7. The result of the correlation test between the variables of family functionality and emotional intelligence was found to be 0.29.

As the value of correlation was found out to be positive, the variables- family functionality and emotional intelligence are said to have positive correlation. Thus there is a positive relationship between the two variables, and the hypothesis which says that emotional intelligence increases with increase in family function is accepted.

CONCLUSION

The present study was conducted on 18-22 years of age, pursuing under graduation, aims to know whether family functionality have positive correlation to emotional intelligence. As the variables- emotional intelligence and family functionality have positive correlation. The hypothesis, "Emotional Intelligence increases with increase in family function", is accepted.

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Acknowledgement

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

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Johnson, Z. & Vimala, A. M. (2022). Relationship between Family Functionality and Emotional Intelligence of Undergraduate Students in India. *International Journal of Indian Psychology*, 10(3), 463-469. DIP:18.01.045.20221003, DOI:10.25215/1003.045