

Comparative Study

Emotional Intelligence in Number of Siblings and Gender: A Comparative Study

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ABSTRACT

The present study was aimed to investigate the differences between emotional intelligence of only child and siblings and males and females. A sample of 350 males and 350 females, 300 sibling males and 300 sibling females, 50 only child males and 50 only child females was collected using Emotional Intelligence Scale by A.K. Singh and Shruti Narain. The sample was collected using snowball sampling, accidental sampling and google form. Results indicated that only children ($M = 24.92$ and $SD = 3.49$) are significantly high on Emotional Intelligence ($t = 0.52$, $p < 0.05$) than siblings ($M = 24.76$ and $SD = 2.76$) and females ($M = 24.83$ and $SD = 2.83$) are significantly high on emotional intelligence ($t = 0.48$, $p < 0.05$) than males ($M = 24.73$ and $SD = 2.92$). There was no significant difference between the gender and number of siblings. The study raises a question about how it is not conducted on adolescents and working-class people. Further studies can explore these possibilities. The obtained results could help to find out the emotional intelligence between only children and siblings and how it will effect one's personality.

Keywords: *Emotional Intelligence; Males; Females; Only Child; Siblings*

Emotional intelligence is a widely researched topic in today's date. Every day we come across news of disintegration of civility and safety which indicates emotions out of control in our own lives and those of others.

In the last decade despite such news there have been many researches done on emotions. Most dramatic researches being the study of the brain at work using new and innovative brain imagining techniques like how our brain operates while we think, feel, imagine and dream. this neurological data helps one understand how the brain centers for emotions move us to rage or to tears, what leads us to make war and to love, are channeled for better or for worse. When questions like these arise that people with high IQ and people with moderate IQ do exceptionally well the answer for such questions lie in Emotional Intelligence, which includes self-control, zeal and persistence, and the ability to motivate oneself. And these skills can be taught to children by their parents and teachers.

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New discoveries have been made about the brain's emotional architecture. Understanding the interplay of brain's structure that rule our movements of rage and fear, or passion and joy which reveals how we learn emotional habits to use it for our best intentions as well as what can be done to subdue our most destructive or self-defeating emotional impulses. Studying how neurology plays a basic role in living called emotional intelligence, emotional lessons learnt as children at home and a school, hazards of those who are growing in maturity but fail to master the emotional aspect, how emotional intelligence increases the risk of depression, violence etc.

Similarly, there is an increase in the number of only children because of population control as compared to earlier when there were 2 or more than two children. Certain economic factors have also affected few families' decisions for having only child. There are more than a million single child families in a country but only 919,944 big households with four children (in the Australian bureau of statistics found Queensland couple with an only child jumped 15.56 per cent since 2006 census). There are all types of families these days such as having second marriage. There have also been many cases of failed pregnancy with their second child as compared to first time when it was relatively easy. Once a woman reaches 35, her fertility begins to decline. By age 40, it is estimated her conception rate is in the range of 8-10 percent per month and at the age of 43, the range is 1-3percent per month.

1.2 Basic Concepts

1.2.1 EMOTIONAL INTELLIGENCE

Publications began appearing in the twentieth century with the work of Edward Thorndike on social intelligence in 1920. Many of these early studies focused on describing, defining and assessing socially competent behavior. Edgar Doll published the first instrument designed to measure socially intelligent behavior in young children (1935). Possibly influenced by Thorndike and Doll, David Wechsler included two subscales ("Comprehension" and "Picture Arrangement") in his well-known test of cognitive intelligence that appear to have been designed to measure aspects of social intelligence. A year after the first publication of this test in 1939, Wechsler described the influence of non-intellective factors on intelligent behavior which was yet another reference to this construct (1940). In the first of a number of publications following this early description moreover, he argued that our models of intelligence would not be complete until we can adequately describe these factors (1943).

Scholars began to shift their attention from describing and assessing social intelligence to understanding the purpose of interpersonal behavior and the role it plays in effective adaptability (Zirkel, 2000). This line of research helped define human effectiveness from the social perspective as well as strengthened one very important aspect of Wechsler's definition of general intelligence: "The capacity of the individual to act purposefully" (1958). Additionally, this helped position social intelligence as part of general intelligence.

The early definitions of social intelligence influenced the way emotional intelligence was later conceptualized. Contemporary theorists like Peter Salovey and John Mayer originally viewed emotional intelligence as part of social intelligence (1990), which suggests that both concepts are related and may, in all likelihood, represent interrelated components of the same construct.

The literature reveals various attempts to combine the emotional and social components of this construct. For example, Howard Gardner (1983) explains that his conceptualization of

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personal intelligences is based on intrapersonal (emotional) intelligence and interpersonal (social) intelligence. Additionally, Carolyn Saarni (1990) describes emotional competence as including eight interrelated emotional and social skills.

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." (Mayer&Salovey, 1997).

Five components of emotional intelligence

1. Self-awareness
2. Self-regulation
3. Internal motivation
4. Empathy
5. Social skills

Four branches of emotional intelligence

1. Perceiving emotions
2. Reasoning with emotions
3. Understanding emotions
4. Managing emotions

1.2.1.i. ABILITY BASED MODEL OF EMOTIONAL INTELLIGENCE

These are the ability to:

1.2.1.i.a. PERCEIVING EMOTIONS

One of the basic skills required to have Emotional Intelligence is to be able to identify emotions. And the first step required to understand emotions is to be able to recognize and perceive it which includes understanding the nonverbal cues such as the body language, facial expressions etc. Having said that, one of the simple skills required in Emotional Intelligence is the ability to recognise emotions because without it one cannot manage them.

1.2.1.i.b. REASONING WITH EMOTIONS

The second step would include using emotions for the thinking, rationalizing, decision making and other higher mental cognitions. A person with high level of Emotional Intelligence can use their emotions to solve problems and deal with any situation that is thrown at them.

Emotions help priorities what we pay attention and react to, we respond emotionally to things that garner our attention. Having a good system of emotional input, therefore should help direct thinking towards matters that are truly important. Secondly, according to many researchers emotions are required to energize certain kind of creativity energies.

1.2.1.i.c. UNDERSTANDING EMOTIONS

The emotion one feels can carry a wide variety of information. It can help us to understand the emotional state of a person and the reason why they are emoting a particular emotion. One, of the crucial steps for someone dealing with anger is to be able to interpret the reason for this anger and what it might mean.

One's degree of understanding of such emotion includes one's ability to perceive the shades of emotions that exists and how different emotions interact with each other and evolve over

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time. Every emotion has its own unique message and the actions following these emotions are contingent upon these messages. For example,

An individual's actions to this emotional message may show that they were treated unfairly.

1. Pacemaking
2. Retribution
3. Seeking revenge
4. Attacking
5. Withdrawal to seek calmness

1.2.1.i.d. MANAGING EMOTIONS

A key feature of Emotional Intelligence would be the ability to manage emotions effectively. The important aspects of emotional management include:

1. Regulating emotions
2. Responding appropriately
3. Responding to the emotions of others

A person with the above abilities is able to recognize and work through the positive and negative emotions and manage them in such a way that they are able to carry through a task that requires emotions to convey the information.

1.2.1.ii. TRAIT MODEL OF EMOTIONAL INTELLIGENCE

One of the most recent models of emotional intelligence was published in 2009 by Petrides and colleagues which marks a break from the idea that people have, about their personalities, including a number of emotional self-perceptions and emotional traits.

These traits aren't measured in scientific sense, but are instead measured by the respondents self-report. This assumes that the respondent is able to accurately describe his or her own trait.

The TEIQue model was developed by K.V. Petrides PhD. Abbreviated as The Emotional Intelligence Questionnaire. This test measures Trait Emotional Intelligence.

1.2.2 ONLY CHILDREN

An only child is a person with no siblings, either biological or adopted. The term only child is commonly used only for those individuals who have never had siblings. Typically, an only child may have half-siblings or stepsiblings who come into their lives considerably late (that is after they reach their teens) then they are still considered as an only child. People with much younger or older siblings (mostly ten or more years) are considered to have a similar family environment as an only child.

The characteristics of an only child may be similar to that of a first born or the youngest child. Adler (1964) posited that since there are no rivals for the only child's parents affection, they may be pampered and spoiled by their parents, particularly the mother. He further suggested that this undivided attention could result in interpersonal difficulties in adulthood if they are not liked and admired by everyone and only children eventually adapt to living alone and on their own without depending on learn to be children on their own, they learn to depend on themselves, and they have no problem being loners.

Introverted only children may naturally show traits of extroversion when they wish to socialise whereas, extroverted only children may be content with themselves when there are not playmates available by being happy with their own thoughts and emotions.

1.2.2.i. STEREOTYPES OF ONLY CHILDREN

Only children are automatically stigmatized. When asked to respond the personality characteristics of an only child people tend to respond negatively, indicating that they are spoiled brats. In China couples are encouraged to have only one child in order to curb population growth. Research conducted by Falbo (Brophy, 1989), a psychologist known for his work in this area showed that only children in China were able to manage their personality and achievements like their siblings. However only children are high achievers, motivated and successful.

1.2.2.ii. SOCIAL INTERACTION

Only children have difficulty in developing normal social skills because they grow up without siblings and they do not have immediate availability of someone around them who is of their own age to interact with socially. However, in order to develop certain social skills they must interact with people their own age group such as, play groups could play a pivotal role in developing social skills. However, they must work hard to make friends because family life does not provide them.

1.2.2.iii. INTROVERSION/ EXTRAVERSION AND THE ONLY CHILD

According to Skinner's behaviorist theory of operant conditioning, only children would undergo conditioning to affect their behavior in social situations. Operant conditioning is the conditioning of behavior according to the consequences it produces. In this way, only children should be conditioned to be more outgoing in order to make more friends and also to maintain healthy interpersonal relationships. The reason why this is important is because they did not grow up with a familial playmate. Pediatrician M. Kappelman said that "Only children don't easily assimilate into large groups, and when they do they tend to dominate". This conditioning would take place regardless of a child's natural inclinations toward extraversion or introversion if the child wishes to make friends. (Sailor, 2014).

Jung was the first psychologist to describe the inner- and outer-directed types of personality. Inner-directed persons, or introverts, tend to be concerned with the internal world of their thoughts and feelings. Outer-directed persons, or extraverts, tend to be interested in the external world of things and people. Because only children have a greater variation of personality types, logic would dictate that introversion and extraversion are equally likely traits in only children. (Sailor, 2014).

The psychologist Eysenck, while largely endorsing the role of genetics in determining personality, was also a pioneer in the ideas of extraversion and introversion. He suggested that introverts tend to have higher levels of arousal than extroverts. Therefore, introverts are more easily conditioned than extraverts and, because social situations cause arousal, the heightening of arousal will make introverts uneasy and want to avoid social interaction. Hence they become introverted. (Sailor, 2014)

1.2.2.iv. THE DELIMA OF THE ONLY CHILD

It has also been observed that only children learn to be their own parents by being alone, that is without any siblings around their own age. Whereas, on the other hand children born with siblings have their siblings to fall back on. Even though, an only child has his parents and

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playgroup to help them emotionally they are still conditioned to depend on themselves. For example, an adult only child claims "Possibly the best part was developing the ability to enjoy being alone and to entertain myself. I've always had plenty of friends, yet people are surprised by how much of a loner I can be" (Koontz, 1989). Although this self-sufficiency has its benefits, it can also mean that only children are inherently alone as their personalities develop.

The concept of introversion and extroversion should be reevaluated in case of only children, because they are expected to have a different set of social skills than their personality. And eventually, the social situations will force the child to develop both introvert and extrovert traits of personality despite the innate nature to be one or the other. Therefore, a single born child who is naturally introverted must show extroverted personality traits if he or she intends to make friends and similarly a child with naturally extroverted personality trait must show introverted trait and learn to be content with himself if he friends are unavailable.

Very few people are strictly extroverts or introverts some fall between both these extremes and they are called as "ambiverts". The term "ambivert" is a term used to describe people who possess both these traits. However, "ambivert" cannot be used to describe only children. Thus, for it is difficult to label an only child as extrovert, introvert or an ambivert is difficult because that would imply that they had little impact from their environmental influence. Thus, only children are caught in a dilemma. Having said that the environmental influence is not the only reason for them to develop personalities but rather they need to develop their personality from assorted environmental conditions. In order for them to function normally they need to adopt different techniques than their natural tendencies which they have to learn from varied experiences. Hence, the "only-vert" then must always in special circumstances be acting in ways that were different from their natural tendencies. Possibly this is the reason there are certain common personality traits of an only child which is them being more inclined towards not being able to participate in many activities and that they typically prefer being why this struggle helps explain some of the common characteristics that emerge among only children, such as the tendency to not participate in many activities but leading the ones in which they do participate or learning to be comfortable being "loners" by learning to retreat within themselves. Perhaps because the emotional difficulties that only children are prone to have such as excessive sensitivity, hypochondria, or trouble expressing anger (Brophy, 1989) are results of environmental influence but not in the way most commonly assumed. Rather than having completely sibling-free socialization, this type of emotional difficulty is being explained by Freud as the cognitive dissonance which is when a person struggles between two opposing forces which is the natural tendency to have either the personality (introverted or extroverted) and suppress them to be a more functional person in a given situation.

1.2.3 SIBLINGS

Siblings are described as those having one or more than one brother or sister or both. Twins are those who are born during the same pregnancy. They can develop from the same ovum (egg) or two ova (eggs). Twins that are born from the same ova are called as monozygotic or identical twins and those born from different ova but during the same time are called as dizygotic or fraternal twins. Out of the two the one who is born first is considered as he dominant twin. However, this can sometimes not be the case. Because of twins' closeness, they tend to be a lot more confident; however, they often have trouble being alone and get lonely easily. When one twin gets married, this often causes separation problems with both

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twins, and sometimes leads to depression. Twins, especially identical twins, tend to be much closer than normal siblings.

Studies show that it is children with siblings are better off in terms of academic and social development. Having siblings, may necessitate learning how to share parents, toys, and a room which is, in-and-of-itself, an important life lesson. Beyond childhood, having siblings can also offer a significant support network later in life. This is particularly important considering the recent societal changes in the Western world, including a trend towards smaller families and higher divorce rates, which have resulted in older people lacking offspring and spousal support. Closeness with siblings may serve as the primary relational anchor in older adulthood. During their childhood years the temperament of the child is important in defining their relationship as compared to when they grow up and their relationship is governed by the influence of the personality, social and cognitive skills.

1.2.3.i. PARENT CHILD RELATIONSHIP

The sibling relationship is affected by the quality of relationship the parent has with the child and the relationship the parents share with each other. Parents who are constructively responsive to their children foster good feelings and cooperative behavior among their children (Furman, 1995; Bryant and Crockenberg, 1980). Positive sibling relationship is observed in homes where the father is affectionate and helpful. On the other hand, conflict between mother and each child is associated with increased sibling conflicts (Volling and Belsky, J. 1992). The child's temperament, sex, health, or hereditary traits also affect sibling relationships. Parents sometimes understand one child better than another. The child's temperament, gender, health, or hereditary traits affect this relationship. When children perceive parental partiality, it increases feelings of competition, conflict, and jealousy among siblings. Most children believe that their parent has a favourite child, which may not be true (Zervas and Sherman, 1994).

1.2.3.ii SIBLING RIVALRY

Sibling Rivalry is considered a normal emotion growing out of the need of the child with whom they share biological and affectional ties with the two most important people in their world i.e., his or her parents. When a baby comes along, a child's world changes greatly. The child or children in the family need to know about this ahead of time and be given special attention. The new baby does take time and energy from the parents and the other child or children do not receive the same kind of attention from parents, relatives, and friends as before.

1.3 Statement Of The Problem

- To study the Emotional Intelligence between only child and siblings.
- To study the Emotional Intelligence between males and females.
- To study the interaction between gender and having siblings on emotional intelligence.

1.4 RATIONALE

The quality of this research being worthy of attention or importance on only child and siblings along with emotional intelligence was the insufficiency of researches done on this topic. As observed there was a significant difference in the emotional intelligence of only child as compared to siblings where it was observed that the emotional intelligence of only

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child was assumed to be higher as compared to siblings. Many researchers indicated that only children were high achievers, motivated and successful.

1.5 SIGNAFICANCE OF THE STUDY

Researches on only child and siblings has explored not just personality but a breadth of other variables as well. Much of the research generated speculates on the links between only child and siblings to different personality traits, leadership skills and occupations. Research's extends beyond just personality. Differences in vocational preference have also been reported. While there are researches done on only child and siblings there's a great inconsistency in the nature of the relationships between only child and siblings and these variables. One of the central aims of this study is to approach this issue by examining these effects on the personality of single born and siblings which will be useful in therapies, counselling set ups, schools, offices and other vocational and educational settings by understanding the interplay of brains structure that rule our movements of rage and fear, or passion and joy and reveal how they learn emotional habits to use it for our best intentions as well as what can be done to subdue our most destructive or self-defeating emotional impulses, emotional lessons learnt as children at home and a school, hazards of those who are growing in maturity but fail to master the emotional aspect, how emotional intelligence increases the risk of depression, violence etc.

1.6 Objective of the Study

- To study the differences between Emotional Intelligence of only child and siblings.
- To study the differences between the Emotional Intelligence of males and females.
- To study the interaction between gender and having siblings on emotional intelligence level of the subject.

1.7 SUMMARY

This chapter consisted of overview, Emotional Intelligence, 5 components of Emotional Intelligence, 4 branches of Emotional Intelligence, ability-based model of Emotional Intelligence, trait model of emotional intelligence, only child, siblings, statement of the problem, rationale, significance and objective of the study.

REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter contains a review of literature of the variables used in this study. It aims at increasing the understanding of the variables in the study and in formulating the hypothesis of the research.

2.2 EMOTIONAL INTELLIGENCE

Atta, M., Ather, M. and Bano, M. (2013) conducted a research on emotional intelligence and personality traits on university teachers: Relationship and gender differences and the results indicated that there were no gender differences in emotional intelligence, openness to experiences and agreeableness and significant gender differences were demonstrated on extraversion, conscientiousness and neuroticism.

Athota, V.S., O'Connor, P.J. and Jackson, C. (2009) conducted a research on the role of emotional intelligence and personality in moral reasoning which indicated that Emotional intelligence was significant predictor of extraversion, openness, neuroticism and agreeableness which in turn was significant predictor of moral reasoning.

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Mayleen, et. al, (2009) conducted a study to examine the relationship between individuals personality types. The results indicated that there were powerful associations between Extraversion/ Introversion dimensions and emotional intelligence and its components, intrapersonal, Interpersonal, Adaptability and General Mood. Stress management was significantly related to Introversion. There was also a positive and significant relationship between a preference for the use of feeling in decision making and an individual's EI.

Petrides, et al., (2010) conducted a research on the relationships between emotional intelligence and Big Five personality dimensions in two Dutch samples. The result indicated that studies conducted in North America and Britain where Neuroticism was the strongly correlated with emotional intelligence in both samples followed by Extraversion, Conscientiousness, Agreeableness and Openness.

Athota, et. al, (2009) conducted a research on emotional intelligence predictor of the big five model. The results indicated that emotional intelligence significantly predicted 4 out of big five personality traits extraversion, openness, agreeableness, and neuroticism.

Samuel (2011) conducted a research on relationship between big five personality factors and psychological well-being of adolescents and the moderating role of emotional intelligence in that relationship. The results indicated that personality factors and emotional intelligence had significant correlations with psychological wellbeing. Emotional intelligence had moderate relationship with neuroticism and extraversion with psychological wellbeing but not between openness, agreeableness and conscientiousness and psychological wellbeing.

Christopher, et.al., (2011) conducted a study on relationship among big five personality traits, emotional intelligence and happiness. The results indicated that there were direct links between emotional intelligence and all personality traits except Agreeableness and emotional intelligence is predictive to happiness in Indian culture in India.

Hudani, et.al., (2012) conducted a cross-sectional study to determine inter relationship of emotional intelligence and big five. The results indicated that conscientiousness, openness, extraversion and agreeableness are positively correlated with emotional intelligence and conscientiousness is strongly correlated with emotional intelligence.

Andi, H.K., (2012) conducted a research on emotional intelligence and personality traits: a correlational study of MYEIT (Malaysian Youth Emotional Intelligence Test) and BFI (Big Five Inventory). The results indicated that there was a strong relationship between emotional intelligence and big five, conscientiousness and agreeableness were strongly correlated with emotional intelligence followed by Extraversion, Openness and Neuroticism.

2.3 ONLY CHILDREN

Veenhoven, R. and Verkuyten, M. (1989). Conducted a research on the wellbeing of only children. The results indicated that only children do have a greater risk of having an unhappy youth and they appeared to be less happy and self- accepting.

2.4 SIBLINGS

Falbo, T. (1981) conducted a research on Relationships between birth category, Achievement and interpersonal orientation. the research indicated the relationship between the birth order and two types of personality characteristics: achievement and interpersonal orientations. The results showed that the birth orders impact on achievement orientation was

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found in competitiveness and educational aspirations but not in willingness to work, mastery or personal concern. Whereas, in terms of interpersonal orientation was found in self-esteem, self-centeredness, and locus of control but not in loneliness.

2.5 ONLY CHILDREN AND SIBLINGS

Chen, Z.Y. and Liu, R.X., (2014) conducted a research on comparing adolescents only children with those who had siblings on academic related outcomes and psychosocial adjustments. The results indicated that for academic related outcomes (educational expectations, time spent on homework and self-report grades) there was no significant difference between only children and first born who had any number of younger siblings. Only children were also no different from later borns from two-children families. For psychosocial outcomes (psychological distress, problem behaviours and susceptibility to negative peer pressure) there was no significant difference between only children and siblings.

Neville Rodrigues and Shobhana C. Abhyankar (2012) conducted a research to measure trait anger, anger expression, anger control and emotional intelligence in young adults who have no siblings and those who had at least one sibling. The results indicated no significant differences were found between young adults with siblings and those without siblings, indicating that there are no major personality differences between the two. The findings have been discussed in the light of recent research findings and psychosocial context.

2.6 EMOTIONAL INTELLIGENCE IN ONLY CHILDREN

Medina, C.R. and Sanchez-Nunez, M.T (2013) conducted a research on determining the differences that exist between the Self-Reported Emotional Intelligence (SEI) of only children and first-born children along with the degree of perceptual adjustment of parents with regard to their children. Results showed that only children were at disadvantage in terms of SEI as compared to the first born children. Parents of only children have a better capacity to perceive their own child's emotions as compared with parents of first-born children.

2.7 EMOTIONAL INTELLIGENCE AND SIBLINGS

Kramer, L. (2004). Conducted a research on how sibling relationships can teach emotional intelligence. The results showed that parents need to step into the sibling conflict to help them in solving their problem.

2.8 EMOTIONAL INTELLIGENCE AND GENDER

Ahmad, S., Bangesh, H., and Khan, S.A. (2009) conducted a research on emotional intelligence and gender differences. The result indicated that males have high emotional intelligence as compared to females.

Khalili, A. (n.d.). Conducted a study on gender differences in Emotional Intelligence among employees of small and medium enterprise: An empirical study. The results indicated that males have higher level of emotional intelligence as compared to females.

Berrocal, P.F., Cabello, R., Castillo, R. and Extremera, N. (2012) conducted a research on gender differences in emotional intelligence and the results indicated that gender affects EI in the absence of tests for possible interactions between gender and other variables that may influence EI.

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Shehzad, S. and Mahmood. N. (2013). Conducted a research on gender differences in emotional intelligence of university teachers and results indicated that both male and female teachers are equal on emotional intelligence and both handle the situations in the same way.

Schilo, L.C. and Kee, D.W. (2010) conducted a research on gender differences in the relationship between emotional intelligence and right hemisphere lateralization for facial expression. The results indicated that men with greater EI were associated with higher right hemisphere dominance in the free vision test, while no association was observed for women.

Shin, L.T. (2011). Conducted a research on gender differences in emotional intelligence: Are you as smart as you think emotionally? The research was conducted to assess the importance of gender in actual and perceived EQ. the results indicated that there is no significant gender difference in actual and self-estimated EQ level. However, out of both the genders it was indicated that males were perceived to have higher EQ level compared to females on seven main themes which were cognition/ mentality, biology, self- control, emotionality, self-control, research findings and personality/ characteristics.

Das, R.P. and Sahu, T.L. (2015) conducted a research on relationship between emotional intelligence and gender differences: an empirical study. The results indicated that the level of emotional intelligence among the female students was higher as compared to male students.

Cabello, R., Sorrel, M.A., et. al, (2016). Conducted a research on age and gender differences in ability emotional intelligence in adults: A cross sectional study. The results indicated that gender affects both the total ability EI score and scores on the 4 EI branches. Women score higher on Ability EI as compared to men. The research also indicated that the younger and older adults scored lower on Ability EI as opposed to middle aged adults except for the sub topic of understanding emotions. The above findings indicate that gender along with age significantly affects the ability EI.

Toyota, H. (2011). Conducted research on differences in the relationship between Emotional Intelligence and self-acceptance as a function of gender and Ibasho (a person who eases the mind) of Japanese undergraduates. The results indicated that the effect of each sub-ability in EI on self-acceptance is determined by gender and the presence of the person who provides a sense of ibasho. It also suggests that these factors should be considered to clarify the individual differences.

Moser, C., Gibbions, M. and Haulsart, L. (n.d.) .conducted a research on gender differences in relationship of emotional intelligence with impulsivity and self-control. The results indicated on an average women scored higher on emotional intelligence and self- control and lower in impulsiveness. Emotional intelligences predicted higher self-control both among men and women and emotional intelligence predicted lower impulsiveness among women but not among men.

Petrides, K.V. and Furnham, A. (2000) conducted a research on gender differences in measured and self- estimated trait emotional intelligence. Participants were measured on trait Emotional Intelligence wherein, females scored higher on “social skills” factors of EI than males. Males scored higher than females in association between measured and self-estimated scores. Regression analysis showed than gender indicated self-estimated EI.

Praveen, N. and Iqbal, Y. (n.d.) conducted a research on gender differences in emotional intelligence among professional athletes of Hyderabad city. The results indicated that in the case of gender differences in relation to emotional intelligence, findings of the current

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study indicate that females are more emotionally intelligent than male athletes. The reason for higher Emotional Intelligence in females than males in Sindhi surroundings are because of traditional trends, patterns, society and social roles assigned to each sex with respect to Sindhi culture.

Zomar, L. (2012). Conducted research on the relationships among emotional intelligence, gender, coping strategies and wellbeing in the management of stress in close interpersonal relationships and the workplace. The results indicated that gender differences in both EI and coping strategies emerged, with the differences being mostly attributed to the socialization of gender roles (i.e., the degree of agentic and communal traits) rather than sex (i.e., male or female). Moderation models suggested that gender did not interact with EI to impact coping strategy choice (i.e., social support, venting/self-blame, alcohol/drug use) or well-being.

Katyal, S. and Awasthi, E. (2005). Conducted a research on gender differences in emotional intelligence among adolescents of Chandigarh. The results indicated that majority of boys, girls and the total sample had good followed by low emotional intelligence. Emotional Intelligence of girls was found to be higher than boys.

Brackett, M.A., Mayer, J.D. and Warner, R. (2003). Conducted a research on emotional intelligence and it's relation to everyday behaviour. The results indicated that women scored significantly higher in Emotional Intelligence than men. Emotional Intelligence, however, was more predictive of the Life Space criteria for men than for women. Lower Emotional Intelligence in males, principally the inability to perceive emotions and to use emotion to facilitate thought, was associated with negative outcomes, including illegal drug and alcohol use, deviant behaviour, and poor relations with friends. Emotional Intelligence was greatly related to maladjustment and negative behaviours for college-aged males, but not for females.

2.9 SUMMARY

This chapter contained previous literature, previously conducted researches and their findings, based on which the hypotheses of the present study were formulated.

METHODOLOGY

3.1 INTRODUCTION

Many researches have been conducted in the field of Only children, Siblings and Emotional Intelligence. The researchers conducted in this area have been mentioned in the later chapters and based on literature review and basic concepts the hypothesis is formed. This chapter includes discussion of the variables used in the research, design of the research, procedure of the data collection and methods used for analysing and interpreting the data.

3.2 OPERATIONAL DEFINITIONS

This research focuses on the Emotional Intelligence between only child and siblings.

3.2.1. EMOTIONAL INTELLIGENCE

Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships. (Bradberry and Greaves, 2016). In the present study emotional intelligence has been operationally defined as Emotional Intelligence Scale by A. K. Singh and Shruti Narain.

3.2.2 ONLY CHILD

In the present study the term only child is operationally defined as those individuals who don't have siblings.

3.2.3 SIBLINGS

In the present study the term sibling is operationally defined as those individuals who has a brother or a sister or both.

3.3 HYPOTHESES

3.3.1 There will be no significant difference in the emotional intelligence of only child and siblings.

3.3.2 There will be no significant difference in the emotional intelligence of males and females.

3.3.3 There is no interaction between gender and having siblings on emotional intelligence level of the subject.

3.4 SAMPLE

The present study was conducted on only children and siblings. The sample size consisted of 200 individuals. It included 100 only children (50 males and 50 females) and 100 siblings (50 males and 50 females). The sample consisted of college going students from First Year (Graduates) to Final Year (Post Graduates). The sample was collected through accidental sampling, snowball sampling and using google form.

3.5 TOOLS

This section consisted of test used for data collection. It included psychometric properties and history of the test.

The scale used to measure the emotional intelligence was

3.5.1 EMOTIONAL INTELLIGENCE SCALE- SANS

AUTHORS: Dr.Arun Kumar Singh and Dr.Shruti Narain

PUBLISHED IN: 2014

DESCRIPTION OF THE TEST: EIS-SANS is a 31item scale used to measure the emotional intelligence of the person in following 4 dimensions: understanding emotions, understanding motivation, empathy and handling relations.

SCORING: The respondents were asked to tick mark one of the two options of "yes" or "no" which were most applicable to them. The answers of those items which tallied with the answers given in the scoring key were given the score of +1 and if they did not they were given a score of zero.

RELIABILITY: Test re-test reliability was calculated to be 0.86 alpha coefficients, which was significant at 0.01 level.

VALIDITY: The concurrent validity was found to be 0.86 which was significant at 0.01 level.

3.6 PROCEDURE

This study was conducted by collecting a sample of only child and siblings of college going students obtained using accidental and snowball sampling methods. The students were provided with Emotional Intelligence Scale by A.K. Singh and Shruti Narain and were asked to fill out the necessary details. They were assured that their confidentiality will be maintained and the answers will be used only for research purpose.

3.7 STATISTICAL ANALYSIS

Descriptive statistics was used to calculate the mean of only children, siblings, males and females. Two way ANOVA was used to see the difference between the emotional intelligence of only children; siblings and males and females.

3.8 SUMMARY

This chapter consisted of introduction, operational definitions of all the variables i.e., Emotional Intelligence, only child and siblings. It also stated the hypotheses, how the sample was collected, the procedure was followed during the study and the statistical test employed. It also elaborated the tests used for collecting the data.

RESULTS AND DISCUSSION

4.1 INTRODUCTION

Data was collected from 700 individuals, 350 of which were males, 350 females, 300 sibling males, 300 sibling female, 50 only child male and 50 only child female which met the inclusionary criteria for emotional intelligence for only children and siblings for both males and females; were subjected to statistical analysis. The present chapter presents the results of the detailed data analysis, followed by the discussion.

4.2 RESULTS

This section deals with the results of the study in detail.

4.2.1 Difference in the emotional intelligence of only child and siblings.

This section contains, obtains results when t-test was carried to test difference in the emotional intelligence of only child and siblings.

Hypothesis 1: There will be no significant difference in the emotional intelligence of only child and siblings.

TABLE 4.2.1 Mean, standard deviation and t-test scores only children and siblings:

T- TEST OF NO OF SIBLINGS

Variable	No. of siblings	N	Mean	Std. Deviation	t-test score	Degree of Freedom	Significance
Emotional Intelligence	0	100	24.92	3.49	.52	698	0.603
	1	600	24.76	2.76	.44	120.523	

Key words: 0: only child; 1: siblings

In the above (table 4.2.1), shows t-test scores, degree of freedom, level of significance, mean difference and standard error difference for only children and siblings on emotional intelligence. The scores for only children was mean = 24.92 and SD = 3.49221 and for siblings were mean = 24.758 and SD = 2.76333 and the significance was 0.603. Thus there is a significant difference on emotional intelligence between the 2 groups, mean and SD being higher for the experimental group of only children for which t-test score is (t = 0.52) and for siblings is (t = 0.44) . Therefore, the first hypothesis which stated that only children will be higher on emotional intelligence than the siblings was rejected.

4.2.2 Difference in the emotional intelligence of males and females.

Hypothesis 2: There will be no significant difference in the emotional intelligence of males and females.

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TABLE 4.2.2

Mean, standard deviation and t-test scores males and females:

T-TEST OF GENDER

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	Degree of Freedom	T	Significance
Emotional Intelligence	1	350	24.834	2.83267	0.1514	698	0.486	0.326
	0	350	24.729	2.9227	0.1562	697.318	0.486	

Keywords: 1: female ; 0: male

In the above (table 4.2.2) shows the mean, standard deviation, t-test scores and degrees of freedom for individuals as males and females for emotional intelligence. The scores for female was mean = 24.834 and SD = 2.83267 and for males were mean = 24.729 and SD = 2.9227 and the significance was 0.326. Thus there is a significant difference on emotional intelligence between the 2 groups, mean being higher for female and SD being higher male. T-test score for females and male were 0.486. Therefore, the second hypothesis which stated that there will no significant difference between emotional intelligence of males and female was rejected.

4.2.3 Difference between number of siblings and gender.

Hypothesis 3: There is no interaction between gender and having siblings on emotional intelligence level of the subject.

TABLE 4.2.3 TWO WAY ANOVA OF NO OF SIBLINGS AND GENDER

Two Way Anova Table of Siblings and Gender.

Source	Degree of Freedom	Mean Square	F	Sig.
Gender	1	7.974	0.965	0.326
No of Children	1	2.24	0.271	0.603
Gender * No of Siblings	1	28.339	3.43	0.064

The above table (4.2.3) shows the Two-Way Anova Table of Siblings and Gender of emotional intelligence. The scores for Siblings degree of freedom was 1, mean square was 28.339, F score was 3.43 and the significance was 0.064 indicating that there was no significant difference between the interaction effect of gender and number of siblings. Therefore, the third hypothesis stating that there is no interaction between gender and having siblings on emotional intelligence level of the subject was accepted.

DISCUSSION

Numerous studies were conducted in the field of emotional intelligence. Present research was aimed to study the emotional intelligence between only children and siblings. A sample of 350 males and 350 females, 300 males with siblings and 300 females with siblings, 50 only child males and 50 only children females were taken. After scoring, statistical analysis was done and it is discussed in the earlier part of this chapter. This part deals with the discussion of results.

4.3.1 EMOTIONAL INTELLIGENCE IN ONLY CHILD AND SIBLINGS

In the light of obtained results, the hypothesis stating that there will be no significant difference between the emotional intelligence of only child and siblings was accepted. There could be many reasons contributing to this such as research conducted by Medina, C.R. and

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Sanchez-Nunez, M.T (2013) conducted a research on determining the differences that exist between the Self-Reported Emotional Intelligence (SEI) of only children and first-born children along with the degree of perceptual adjustment of parents with regard to their children. Results showed that only children were at disadvantage in terms of SEI as compared to the first-born children. Parents of only children have a better capacity to perceive their own child's emotions as compared with parents of first-born children.

Another research conducted by Kramer, L. (2004). on how sibling relationships can teach emotional intelligence. The results showed that parents need to step into the sibling conflict to help them in solving their problem.

There could be other reasons contributing to the difference in the emotional intelligence of only children and siblings such as parents making the children with siblings aware about it, parents could also step in between the sibling conflict and teaching them how to solve the problem and to deal with more such situations that they would face in life. Whenever the siblings would argue among themselves teaching to stop, think about it and act accordingly, a chance to practice seeing a problem from their siblings perspective, making them understand if they can learn to solve problems, deal with frustrations, and tolerate the negative emotions that surround conflict, these skills would help them down the road. The contributing factors for only children could be since they are alone they tend to mature fast and act like adults early being in the company of adults. They learn how to handle the situations better and more quickly.

4.3.2 EMOTIONAL INTELLIGENCE IN MALES AND FEMALES

In the light of obtained results, the hypothesis stating that there will be no significant difference in the emotional intelligence of males and females was accepted. There could be many reasons contributing to this some of which have been mentioned in the researches such as Berrocal, P.F., Cabello, R., Castillo, R. and Extremera, N. (2012) conducted a research on gender differences in emotional intelligence and the results indicated that gender affects Emotional intelligence in the absence of tests for possible interactions between gender and other variables that may influence Emotional Intelligence. Where female scored high on emotional intelligence than males.

Cabello, R., Sorrel, M.A., et. al, (2016). Conducted a research on age and gender differences in ability emotional intelligence in adults: A cross sectional study. The results indicated that gender affects both the total ability EI score and scores on the 4 EI branches. Women score higher on Ability EI as compared to men. The research also indicated that the younger and older adults scored lower on Ability EI as opposed to middle aged adults except for the sub topic of understanding emotions. The above findings indicate that gender along with age significantly affects the ability EI.

Praveen, N. and Iqbal, Y. (n.d.) conducted a research on gender differences in emotional intelligence among professional athletes of Hyderabad city. The results indicated that in the case of gender differences in relation to emotional intelligence, findings of the current study indicate that females are more emotionally intelligent than male athletes. The reason for higher Emotional Intelligence in females than males in Sindhi surroundings are because of traditional trends, patterns, society and social roles assigned to each sex with respect to Sindhi culture.

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Katyal, S. and Awasthi, E. (2005). Conducted a research on gender differences in emotional intelligence among adolescents of Chandigarh. The results indicated that majority of boys, girls and the total sample had good followed by low emotional intelligence. Emotional Intelligence of girls was found to be higher than boys.

Brackett, M.A., Mayer, J.D. and Warner, R. (2003). Conducted a research on emotional intelligence and it's relation to everyday behaviour. The results indicated that women scored significantly higher in Emotional Intelligence than men. Emotional Intelligence, however, was more predictive of the Life Space criteria for men than for women. Lower Emotional Intelligence in males, principally the inability to perceive emotions and to use emotion to facilitate thought, was associated with negative outcomes, including illegal drug and alcohol use, deviant behaviour, and poor relations with friends. Emotional Intelligence was significantly associated with maladjustment and negative behaviours for college-aged males, but not for females.

There could be other reasons contributing to the difference in the emotional intelligence of males and females such as females tend to have higher level of empathy than men which helps in making them form a better than males where as males on the other hand tend to tune out emotionally and women tend to stay with it. Males tend to concentrate on other creative things so as not to concentrate much on what's bothering them emotionally. The male tune out works well when there's a need to insulate themselves against distress so that they can stay calm while others around them are falling apart and focus on finding a solution to an urgent problem where as it's the female tendency to stay tuned in which helps enormously to nurture and support others in emotionally trying circumstances.

4.3.3 EMOTIONAL INTELLIGENCE BETWEEN GENDER AND NUMBER OF SIBLINGS

In the light of obtained results, the hypothesis stating that there will be no significant difference between the emotional intelligence of number of siblings and gender was accepted. There could be many reasons contributing to this some of which have been mentioned in the researches such as Medina, C.R. and Sanchez-Nunez, M.T (2013) conducted a research on determining the differences that exist between the Self-Reported Emotional Intelligence (SEI) of only children and first-born children along with the degree of perceptual adjustment of parents with regard to their children. Results showed that only children were at disadvantage in terms of SEI as compared to the first born children. Parents of only children have a better capacity to perceive their own child's emotions as compared with parents of first-born children.

Kramer, L. (2004). Conducted a research on how sibling relationships can teach emotional intelligence. The results showed that parents need to step into the sibling conflict to help them in solving their problem.

Ahmad, S., Bangesh, H., and Khan, S.A. (2009) conducted a research on emotional intelligence and gender differences. The result indicated that males have high emotional intelligence as compared to females.

Khalili, A. (n.d.). Conducted a study on gender differences in Emotional Intelligence among employees of small and medium enterprise: An empirical study. The results indicated that males have higher level of emotional intelligence as compared to females.

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Berrocal, P.F., Cabello, R., Castillo, R. and Extremera, N. (2012) conducted a research on gender differences in emotional intelligence and the results indicated that gender affects EI in the absence of tests for possible interactions between gender and other variables that may influence EI.

Shehzad, S. and Mahmood. N. (2013). Conducted a research on gender differences in emotional intelligence of university teachers and results indicated that both male and female teachers are equal on emotional intelligence and both handle the situations in the same way.

Schilo, L.C. and Kee, D.W. (2010) conducted a research on gender differences in the relationship between emotional intelligence and right hemisphere lateralization for facial expression. The results indicated that men with greater EI were associated with higher right hemisphere dominance in the free vision test, while no association was observed for women. Shin, L.T. (2011). Conducted a research on gender differences in emotional intelligence: Are you as smart as you think emotionally? The research was conducted to assess the importance of gender in actual and perceived EQ. the results indicated that there is no significant gender difference in actual and self-estimated EQ level. However, out of both the genders it was indicated that males were perceived to have higher EQ level compared to females on seven main themes which were cognition/ mentality, biology, self- control, emotionality, self-control, research findings and personality/ characteristics.

Das, R.P. and Sahu, T.L. (2015) conducted a research on relationship between emotional intelligence and gender differences: an empirical study. The results indicated that the level of emotional intelligence among the female students was higher as compared to male students.

Cabello, R., Sorrel, M.A., et. al, (2016). Conducted a research on age and gender differences in ability emotional intelligence in adults: A cross sectional study. The results indicated that gender affects both the total ability EI score and scores on the 4 EI branches. Women score higher on Ability EI as compared to men. The research also indicated that the younger and older adults scored lower on Ability EI as opposed to middle aged adults except for the sub topic of understanding emotions. The above findings indicate that gender along with age significantly affects the ability EI.

Toyota, H. (2011). Conducted research on differences in the relationship between Emotional Intelligence and self-acceptance as a function of gender and Ibasho (a person who eases the mind) of Japanese undergraduates. The results indicated that the effect of each sub-ability in EI on self-acceptance is determined by gender and the presence of the person who provides a sense of ibasho. It also suggests that these factors should be considered to clarify the individual differences.

Moser, C., Gibbions, M. and Haulsart, L. (n.d.) .conducted a research on gender differences in relationship of emotional intelligence with impulsivity and self-control. The results indicated on an average women scored higher on emotional intelligence and self- control and lower in impulsiveness. Emotional intelligences predicted higher self-control both among men and women and emotional intelligence predicted lower impulsiveness among women but not among men.

Petrides, K.V. and Furnham, A. (2000) conducted a research on gender differences in measured and self- estimated trait emotional intelligence. Participants were measured on

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trait Emotional Intelligence wherein, females scored higher on “social skills” factors of EI than males. Males scored higher than females in association between measured and self-estimated scores. Regression analysis showed that gender indicated self-estimated EI.

Praveen, N. and Iqbal, Y. (n.d.) conducted a research on gender differences in emotional intelligence among professional athletes of Hyderabad city. The results indicated that in the case of gender differences in relation to emotional intelligence, findings of the current study indicate that females are more emotionally intelligent than male athletes. The reason for higher Emotional Intelligence in females than males in Sindhi surroundings are because of traditional trends, patterns, society and social roles assigned to each sex with respect to Sindhi culture.

Zomar, L. (2012). Conducted research on the relationships among emotional intelligence, gender, coping strategies and wellbeing in the management of stress in close interpersonal relationships and the workplace. The results indicated that gender differences in both EI and coping strategies emerged, with the differences being mostly attributed to the socialization of gender roles (i.e., the degree of agentic and communal traits) rather than sex (i.e., male or female). Moderation models suggested that gender did not interact with EI to impact coping strategy choice (i.e., social support, venting/self-blame, alcohol/drug use) or well-being.

Katyal, S. and Awasthi, E. (2005). Conducted a research on gender differences in emotional intelligence among adolescents of Chandigarh. The results indicated that majority of boys, girls and the total sample had good followed by low emotional intelligence. Katyal, S. and Awasthi, E. (2005). Conducted a research on gender differences in emotional intelligence among adolescents of Chandigarh. The results indicated that majority of boys, girls and the total sample had good followed by low emotional intelligence. Emotional Intelligence of girls was found to be higher than boys.

Brackett, M.A., Mayer, J.D. and Warner, R. (2003). Conducted a research on emotional intelligence and its relation to everyday behaviour. The results indicated that women scored significantly higher in Emotional Intelligence than men. Emotional Intelligence, however, was more predictive of the Life Space criteria for men than for women. Lower Emotional Intelligence in males, principally the inability to perceive emotions and to use emotion to facilitate thought, was associated with negative outcomes, including illegal drug and alcohol use, deviant behaviour, and poor relations with friends. Emotional Intelligence was greatly related to maladjustment and negative behaviours for college-aged males, but not for females.

There could be other reasons contributing to the difference in the emotional intelligence of number of siblings and gender, such as because of awareness through social media, newspapers, magazines and through other means of communications such as workshops and seminars that males are higher on emotional intelligence as compared to females. Another reason could be the parenting styles that parents adopt to make their male child become more emotionally intelligent.

4.4 SUMMARY

This chapter presented in detail the obtained results in the present study. The result section was followed by a detail discussion done after a quantitative analysis and further discussed in the light of the past research.

SUMMARY, CONCLUSION AND SUGGESTIONS

5.1 INTRODUCTION

This chapter includes brief summary of the study. This chapter contains conclusions, implications, limitations and suggestions for future research.

5.2 SUMMARY

The focus of the present study was to compare the emotional intelligence of only children and sibling of both males and females. The total size of the sample was 700, out of which there were 350 males and 350 females; 300 sibling males and 300 sibling females and 50 only children male and 50 only children female. The data was collected by using Emotional Intelligence Scale by A.K. Singh and Shruti Narain which contained 31 items. On the basis of review of literature, the following hypotheses were formed:

5.2.1 There will be no significant difference in the emotional intelligence of only child and siblings.

5.2.2 There will be no significant difference in the emotional intelligence of males and females.

5.2.3 There is no interaction between gender and having siblings on emotional intelligence level of the subject.

To test these hypotheses Emotional Intelligence Scale by A.K. Singh and Shruti Narain was used. Data collection of sample was mainly conducted through accidental sampling, snowball sampling and by using google form. People were provided with data sheets and it was made sure that they are willing to participate in the research and all the information provided by them will be kept confidential and used for research purposes only.

The data was analyzed using SPSS 20.0 version in windows. To test the hypotheses independent t-test and two way ANOVA was used to calculate the results. The results concluded that all two of the hypotheses were accepted where only children were found to be higher on emotional intelligence as compared to siblings and females were found to be higher on emotional intelligence as compared to males.

CONCLUSION

5.3.1 There will be no significant difference in the emotional intelligence of only child and siblings was accepted.

5.3.2 There will be no significant difference in the emotional intelligence of males and females was accepted.

5.3.3 There is no interaction between genders and having siblings on emotional intelligence level of the subject was accepted.

5.4 IMPLICATIONS OF THE STUDY

5.4.1. This research also provides us with information about the difference in the emotional intelligence between males and females; male siblings and female siblings; only child female and only child male; only child male and female sibling and only child female and male siblings.

5.4.2. The motive of this research is also to see the emotional intelligence between males and females.

5.5 LIMITATIONS OF THE STUDY

- 5.5.1 The study takes into account only the college going students (students pursuing graduation and masters).
- 5.5.2 The study has been conducted without defining any particular age range.
- 5.5.3 The study takes into account students from both village and town.
- 5.5.4 The study doesn't take into consideration the ordinal positions of the students in case of siblings.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

- 5.6.1 This research has been conducted only in the state of Maharashtra so the further research could be done in other states as well or other country/s.
- 5.6.2. This research has been done on siblings without defining the birth order so the further research could be conducted on ordinal positions.
- 5.6.3. This research could also be conducted on adolescents or people in working class.

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Conflict of Interest

The author(s) declared no conflict of interest.

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