

# Influence Of Family Environment On Emotional Intelligence Among Youth

James Robert S & S. Kadiravan

**Abstract:** The advancements in science and technology put a lot of threat on the quality of life of people which demanded enormous adjustment in all facets of life. The cut throat competition in today's world affected both cognitive and emotional resources of people. The prime function of education is developing healthy and harmonious citizens, which could be achieved by developing the cognitive, social, emotional, moral and spiritual components of personality. It is witnessed from the practices that the 'youth' population forms a major section of the society, which is unable to cope up with the social pressures and demands. Emotional intelligence incorporates the complexity of individuals' capabilities with respect to their emotional and social health. The development of the emotional skills mostly depends on the quality of family environment. An attempt is made to find out the influence of family environment on emotional intelligence among youth. 240 students from twelfth standard in and around Harur Taluk of Dharmapuri District, Tamil Nadu were selected through stratified random sampling and the data was collected with the help of Family Environment Scale by Bhatia and Chadha and Emotional Quotient Inventory by Bar-On. The results revealed that the family environment of youth had significant influence on their emotional intelligence. Youth differ in their emotional intelligence on the basis of gender, course of study and income of the family. It is suggested by this study that emotional intelligence among youth can be fostered, by providing suitable opportunities within family as well as in educational institutions.

**Index Terms:** Emotional Intelligence (EI), Family Environment, Youth

## 1. INTRODUCTION

Youth are the backbone of social, economic and political development of a nation. National youth policy (2014) highlighted that "the age group 15 to 29 are considered as youth which is psychologically viewed as a period of transition from the dependence of childhood to independence of adulthood and awareness of interdependence". Role of Youth in National Development (2013) pointed out that "the hunger, desire and determination of the youth could make many differences in either destroying or developing a nation". Odoh (2014) insisted that "the wheel of development of any country lies on the shoulder of how productive and creative the youthful populations are". The system of education is expected to lay the foundation for the global development potentialities among youth. Barker (2000) observed that "youth are assigned with greater responsibility than children, but at the same time they are still subject to adult control. The specificity of youth as a social position between childhood and adult responsibility can be seen in the institutions of the family, education and work". Creative thinking and innovative approaches could help youth to solve problems to a greater extent, which could make any country a leading hub for knowledge and innovation. Lack of motivation and support from family, peers and society could demoralize the creative thinking and ideas of youth. Society should value their imagination, ideals and energies which will help them to mould as future stakeholders of the society. They should have the social competence which is the range of interpersonal skills that help them integrate feelings, thinking, and actions to achieve specific social and interpersonal goals (Caplan et al. 1992; Weissberg, Caplan, and Sivo 1989). The National Youth Development Policy (2001) asserted that "the youth are the foundation of a society; their energies, inventiveness, character and orientation define the pattern of development and security of a nation. Through their creative talents and labour power, a nation makes giant strides. The youth are a

particular segment of the national population that is sensitive, energetic, active and the most productive phase of life as citizens". Anasi (2010) opined that "the youth are also most volatile and yet the most vulnerable segment of the population in terms of social-economic, emotion and other aspects. Young people all over the world are a vital and important segment of the society in which they live. A disciplined, focused, and law-abiding youth can create a bright future for any nation. Conversely, a lawless, indulgent, and violent youth is a great threat to a nation's peace and security". Youth have creative potentials, can actively contribute to sustainable development of communities". Verma et al. (2017) highlighted that "by properly utilizing the energy and passion of the youth huge positive change and progress could be attained in the society. Youth should be properly motivated and streamlined in accordance with the societal needs for the rapid progress of the country for which the involvement and encouragement of the family is pivotal.

## Family Environment

Family is the most important system for a child which fosters the growth and development. Ozcinar (2006) opined that "family is a primary socialization context and considered as an important factor influencing child development". Vanwell (2000) emphasized that "family members are very important factors influencing survival, thus, strong emotional bonds evolved to foster long term commitment among parents, children and relatives". Family cohesion and supportive relationships between family members are associated with adolescent psychological adaptation (Herman et al. 2007). The conducive family environment could contribute to a healthy personality development. Martinez-Monteaquedo, Delgado, Ingles and Garcia-Fernandez (2019) indicated that "a deteriorated family environment increases the probability of being both a victim and an aggressor of cyber bullying, whereas a favorable family environment decreases this probability". Brenoe and Lundberg (2018) ascertained that "boys were benefited more from an advantageous family environment than do girls in terms of grade-school outcomes and also a very different pattern of parental influence on adult outcomes". Therefore, it is essential to explore and understand the family environment of youth which is responsible for their

- *Research Scholar [UGC-JRF], Department of Psychology, Periyar University, Salem, Tamil Nadu 636 011.*
- *Professor and Head, Department of Psychology, Periyar University, Salem, Tamil Nadu, 636 011.*

emotional potential.

### Emotional Intelligence (Ei)

Emotional intelligence describes ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups (Serrat, 2017). Mayer, Salovey and Caruso (2004) defined emotional intelligence as "the capacity to reason about emotions, and of emotions to enhance thinking". If an individual is capable of regulating his/her own strength and weakness, he/she would be in a better position to understand the people around them. Goleman (1995) viewed EI as "a vital factor in success, especially for children and proposed that promoting social and emotional learning in children to boost their emotional intelligence would not only improve their learning abilities, it would also help them succeed in school by reducing or eliminating some of the most distracting and harmful behavioral problems". Mayer et al. (1997) defined EI as "the capability to understand the emotions, to produce and enhance emotions in an aim to support thinking, to understand the emotional data and to regulate the emotions as a reflector in order to ensure emotional and intellectual development". An emotionally intelligent person is 'self-aware' and essentially motivated will certainly have very good academic performance and good relationship with everyone (Baruah, 2017). Emotional intelligence focused on regulating our emotions, thoughts and behavior (Furtner, Rauthmann and Sachse, 2010). It would help us get rid of anxiety, deal with mood swings and avoid depression (Leahy, 2002). Salovey and Grewal (2005) opined that "EI would give direction in creating a better interpersonal relationship as well as a fulfilling life". It is a powerful tool that helps us recognize feelings of others, thus helping us making a connection and gaining trust (McQueen, 2004). People can become more productive and successful in their vocational and occupational carrier by increasing their emotional intelligence (Lubit, 2004). Kathleen Cavallo and Dottie (2001) found that the highest performers in the workforce were those who displayed a higher emotional intelligence. Baruah (2017) highlighted that "EI is an important contributing factor which promotes enhancement of healthy life-style, besides, over the period of time it could be learned and developed. It is one of the major aspects among the mental health professionals dealing with problems among youth". Sun, Liu, and Yu (2019) found that "emotional intelligence and coping style mediated the link between child neglect and psychological abuse and smart phone addition in a parallel fashion". Maher and Winston (2017) examined "the relationships between emotional intelligence, identity and intimacy among Indian adolescents. Girls had higher than boys in intimacy, and those from segregated schools scored higher, than those from integrated schools, in emotional intelligence. Significant relationships emerged between emotional intelligence, and identity and intimacy, and were invariant across the groups". From the research studies we could understand that, EI has to be cultivated by enhancing self-awareness, emotional regulation, empathy and social skills among youth.

### NEED FOR THE STUDY

Emotional intelligence is an essential factor in every aspect of life among youth. It can inspire and motivate people to live the life meaningful (Naik and Shukla, 2018). Thakran and Kumar (2015) opined that "high level of emotional intelligence leads to positive outcome and helps the youth to alleviate the common

problems like anxiety, depression and mood swings. They can communicate their feelings in a more constructive way by understanding and managing their emotions". By understanding emotions, one can manage self and communicate effectively with others (Bar-On, 2001). Basogul and Ozgur (2016) insisted that "emotional intelligence plays an important role in resolving conflicts in interpersonal relationships among youth as it helps to understand the needs and feelings of the other person". In recent times, youth confront with enormous problems. With an advent of advancement in science and technology, youth have deviated their attention towards virtual reality and have gone far away from the reality of life. Icellioglu and Ozden (2014) reported that "although the advancement of science and technology has numerous benefits, on the other hand they have harmful effects those cannot be denied". Youth always seek for instant gratification which will negatively affect their emotional intelligence and family relationships. They get involved in awkward behaviors such as committing crimes, drinking excessively, and becoming addicted to bizarre substances, which eventually result in unavoidable practices of violence (United Nations, 2005a& b; Yigitcanlar and Baum, 2006). Therefore, they should learn to be emotionally literate so as to use and replicate it in their family (Steiner, 1996) Family environment is the foundation of emotional intelligence and had a great impact on youth's emotional intelligence as well (Ozbaci, 2006). It provides a social and moral training within the family and plays crucial part in one's development and formation of behaviour. According to Gottman (2001), parents are the coaches of their children's emotions and they contribute to the understanding and recognition of negative effects, the development of the child's sense of control and optimism or in the effective regulation of emotions. Healthy family environment facilitates insight and development among youth. Galvin et al. (2015) indicated that "young individuals enhance their experience by utilizing their knowledge of esteem, consideration, unity, concurrence, affable and changeability while interacting with home conventions and family relationships". Studies have also shown that youngsters growing up in families with a happy, harmonious parental marriage, experience a fewer problems and higher wellbeing (Spruijt and De Goede 1997). Naik and Shukla (2018) opined that "family environment had a significant role in making the person socially adjustable and emotionally stable. Family is the center of social, emotional, moral education and values. A disciplined, calm, peaceful environment of any family helps in developing proper emotions and social skills which in turn helps the youth in adjusting with different situations and focusing their goal and on their performance". Hence it is important to examine the influence of family environment on emotional intelligence among youth.

### RESEARCH METHOD

Survey method was adopted in this study. 300 Higher Secondary School students from six different schools in Harur Taluk in Dharmapuri District were selected through stratified random sampling. Emotional Quotient Inventory by Bar-On (1997) and Family Environment scale by Bhatia and Chadha (1993) were used to collect the data from youth. The Emotional Quotient Inventory by Bar-On is a self-report measure consisted of 66 items measuring ten different components of Emotional intelligence. There are five response categories ranging from 'Not True' to 'True'. The average

Cronbach alpha of this scale for different dimensions were ranging from 0.69 to 0.86. The scale possesses content validity, face validity, divergent validity (with intelligence scale is 0.12) and criterion group validity (0.81). The total score of ten dimensions revealed the emotional intelligence of the individual. The Family Environment scale by Bhatia and Chadha consisted of 69 items, have to be responded from 'Strongly Agree' to 'Strongly Disagree'. There are 8 subscales which measure various dimensions of the quality of family environment. The split of reliability of this scale is 0.87 and test-retest reliability is 0.81. This scale possesses satisfactory validity. The investigator visited all the six schools personally and collected data. Out of 300 data collected, some of them were found to be skewed and incomplete. Hence, only 240 data were considered for final analysis.

**HYPOTHESES**

1. The family environment will have a significant impact on the emotional intelligence of youth.
2. Youth will significantly differ in their emotional intelligence on the basis of gender.
3. There will be a significant difference in the emotional intelligence of youth on the basis of their course of study.
4. There will be a significant difference in the emotional intelligence of youth with respect to their parental income.

**RESULTS AND DISCUSSION**

From the table 1, it is observed that the 't' values are significant for most of the dimensions of family environment. Seven dimensions of family environment had significant influence on the emotional intelligence of youth. The cohesion in the family influence the flexibility and reality testing. Only with a proper commitment, help and support of the family members, one can develop better emotional capabilities. The expressiveness in the family helps an individual to analyze the external reality with objectivity which in turn results in reality testing. The conflict in the family had a significant negative influence on the emotional intelligence. The openly expressed aggression and conflict in the family would not help an individual to develop self-awareness and test the reality. Hence, the negative influence is logical. When one can experience autonomy they take more responsibility for their own actions and hence they will be more aware of themselves. The emotional self-awareness with independence leads to flexibility. The impulse control with flexibility would result in testing the reality in an efficient manner. Hence, the influence of independence dimension of family environment on the emotional intelligence is quite reasonable. Further, it is observed that the active recreational orientation influence the reality testing. If one looks for objective assessment of reality should think of the recreation and other opportunities within the reality. Hence, the reality testing is significantly influenced by active recreational orientation. The structure of the family, planning the activities within the family, assigning the responsibilities to the individuals in the family would help an individual to think about the external reality. Effective communication among family members involves a lot of flexibility. Hence, the influence of organization in family on emotional intelligence is appreciable. Further, the reality testing requires an effective control from oneself as well as from other family members. Certain amount of control is essential to promote positive qualities and inculcate values in an individual. Therefore, the influence of control in family on

the emotional intelligence among youth is appreciable. It is important to note down from the table that, all the seven dimensions of family environment had a significant influence on the reality testing as well as the total emotional intelligence of youth. This result is supported by Chikkanagoudar (2015), reported that "family environment dimensions such as cohesion, expressiveness, acceptance and caring, active recreational orientation and organization dimension had significant influence on total emotional quotient of children".

**TABLE 1: INFLUENCE OF FAMILY ENVIRONMENT ON THE EMOTIONAL INTELLIGENCE OF YOUTH: REGRESSION ANALYSIS**

Independent Variable <sup>a</sup>	Dependent Variable <sup>a</sup>	Un-standardized Co-Efficient <sup>a</sup>		β <sup>a</sup>	't'-value <sup>†</sup> (Sig. at 0.05-level)	Model-Summary <sup>a</sup>
		B <sup>a</sup>	S.E. <sup>a</sup>			
Cohesion <sup>a</sup>	Flexibility <sup>a</sup>	0.433 <sup>a</sup>	0.220 <sup>a</sup>	0.211 <sup>a</sup>	1.968 <sup>a</sup>	R <sup>2</sup> =0.103 <sup>†</sup> F=11.326 <sup>†</sup> P<0.05 <sup>a</sup>
	Reality-testing <sup>a</sup>	0.861 <sup>a</sup>	0.268 <sup>a</sup>	0.293 <sup>a</sup>	3.271 <sup>a</sup>	
	EI-Total <sup>a</sup>	0.331 <sup>a</sup>	0.141 <sup>a</sup>	0.717 <sup>a</sup>	2.349 <sup>a</sup>	
Expressiveness <sup>a</sup>	Reality-testing <sup>a</sup>	0.337 <sup>a</sup>	0.138 <sup>a</sup>	0.217 <sup>a</sup>	2.438 <sup>a</sup>	R <sup>2</sup> =0.107 <sup>†</sup> F=9.401 <sup>†</sup> P<0.05 <sup>a</sup>
	EI-Total <sup>a</sup>	0.166 <sup>a</sup>	0.074 <sup>a</sup>	0.680 <sup>a</sup>	2.248 <sup>a</sup>	
Conflict <sup>a</sup>	Emotional self-awareness <sup>a</sup>	-0.304 <sup>a</sup>	0.138 <sup>a</sup>	-	-2.208 <sup>a</sup>	R <sup>2</sup> =0.112 <sup>†</sup> F=16.542 <sup>†</sup> P<0.05 <sup>a</sup>
	Reality-testing <sup>a</sup>	-0.302 <sup>a</sup>	0.142 <sup>a</sup>	-	-2.121 <sup>a</sup>	
	EI-Total <sup>a</sup>	-0.190 <sup>a</sup>	0.076 <sup>a</sup>	-	-2.493 <sup>a</sup>	
Independence <sup>a</sup>	Impulse control <sup>a</sup>	0.286 <sup>a</sup>	0.108 <sup>a</sup>	0.234 <sup>a</sup>	2.637 <sup>a</sup>	R <sup>2</sup> =0.151 <sup>†</sup> F=21.194 <sup>†</sup> P<0.05 <sup>a</sup>
	Emotional self-awareness <sup>a</sup>	0.296 <sup>a</sup>	0.121 <sup>a</sup>	0.236 <sup>a</sup>	2.453 <sup>a</sup>	
	Flexibility <sup>a</sup>	0.283 <sup>a</sup>	0.104 <sup>a</sup>	0.294 <sup>a</sup>	2.717 <sup>a</sup>	
	Reality-testing <sup>a</sup>	0.354 <sup>a</sup>	0.125 <sup>a</sup>	0.257 <sup>a</sup>	2.845 <sup>a</sup>	
Active Recreational Orientation <sup>a</sup>	EI-Total <sup>a</sup>	0.216 <sup>a</sup>	0.067 <sup>a</sup>	0.995 <sup>a</sup>	3.232 <sup>a</sup>	R <sup>2</sup> =0.121 <sup>†</sup> F=12.689 <sup>†</sup> P<0.05 <sup>a</sup>
	Reality-testing <sup>a</sup>	0.373 <sup>a</sup>	0.133 <sup>a</sup>	0.253 <sup>a</sup>	2.808 <sup>a</sup>	
	EI-Total <sup>a</sup>	0.141 <sup>a</sup>	0.071 <sup>a</sup>	0.608 <sup>a</sup>	1.976 <sup>a</sup>	
Organization <sup>a</sup>	Flexibility <sup>a</sup>	0.007 <sup>a</sup>	0.040 <sup>a</sup>	0.218 <sup>a</sup>	1.977 <sup>a</sup>	R <sup>2</sup> =0.103 <sup>†</sup> F=11.326 <sup>†</sup> P<0.05 <sup>a</sup>
	Reality-testing <sup>a</sup>	0.112 <sup>a</sup>	0.048 <sup>a</sup>	0.214 <sup>a</sup>	2.328 <sup>a</sup>	
	EI-Total <sup>a</sup>	0.006 <sup>a</sup>	0.026 <sup>a</sup>	0.846 <sup>a</sup>	2.704 <sup>a</sup>	
Control <sup>a</sup>	Reality-testing <sup>a</sup>	0.183 <sup>a</sup>	0.078 <sup>a</sup>	0.219 <sup>a</sup>	2.361 <sup>a</sup>	R <sup>2</sup> =0.013 <sup>†</sup> F=5.314 <sup>†</sup> P<0.05 <sup>a</sup>
	EI-Total <sup>a</sup>	0.008 <sup>a</sup>	0.042 <sup>a</sup>	0.653 <sup>a</sup>	2.068 <sup>a</sup>	

\* - 't' values are significant at 0.05 level

Family is a social system which provides an opportunity for individual to know, to understand, to express and to regulate the emotions. Moreover, an individual can get an effective feedback from the family without an intention of hurting them. Hence, the individual can regulate their own feelings and emotions. Therefore, the influence of family environment on the emotional intelligence in general and on reality testing in particular is highly acceptable. It is concluded that the family environment of youth had significant influence on their emotional intelligence. From table 2 it is found that the 't' values are significant for many dimensions of emotional intelligence and it's total.

**TABLE 2: EMOTIONAL INTELLIGENCE OF YOUTH - GENDER WISE COMPARISON**

Components of Emotional Intelligence	Male		Females		't' value
	M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>	
Self-Regard	32.12	3.23	32.03	3.42	0.208 <sup>ns</sup>
Inter personal Relationship	26.79	2.55	22.87	2.50	5.290 <sup>*</sup>
Impulse Control	15.77	3.14	12.01	3.00	9.494 <sup>*</sup>
Problem Solving	19.55	2.87	15.98	3.01	9.370 <sup>*</sup>
Emotional Self-awareness	14.09	2.68	14.33	2.59	0.705 <sup>ns</sup>
Flexibility	22.87	4.32	19.87	4.19	5.454 <sup>*</sup>
Reality Testing	16.35	2.85	15.76	3.03	1.544 <sup>ns</sup>
Stress Tolerance	24.66	4.41	22.88	4.90	2.932 <sup>*</sup>
Assertiveness	15.43	2.10	11.43	2.03	15.030 <sup>*</sup>
Empathy	16.11	2.26	18.51	2.63	7.52 <sup>*</sup>
Total Emotional Intelligence	203.74	11.08	185.67	11.88	12.080 <sup>*</sup>



N1 = 132

NS Not significant

N2 = 108

\* Significant at 0.05 level

The 't' values are significant for seven dimensions of emotional intelligence where as it is not significant for self-regard, emotional self-awareness and reality testing. It is also noticed that almost in all dimensions of emotional intelligence boys had higher score than girls. Normally, in our society male students have more opportunities for their social relationship, problem solving which may help them to be aware of themselves. This may in turn promote flexibility among the males which will be helping them to control their impulse and tolerate stress. Above all, it is noticed that male students had higher scores in assertiveness. In today's competitive world, male students are highly expected to cope up with their external pressure, tolerate ambiguity and maintain a balance in their life. These kinds of opportunities may enable the male students to assert themselves and express their emotions in an acceptable manner. Probably these could be the reasons that male students have higher emotional intelligence than females. It is interesting to note down that the female students had significantly higher score in empathy. Ahmad, Bangash and Khan (2009) found that "men are more self-confident, optimistic, adaptable, and also able to handle stress better than women". Also they found that "women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally" which supported the present findings. The ability to be aware of and understanding the feelings and needs of others is normally the inherited quality among the females. This is quite evident from the present finding. Sutarso, 1999, Wing and Love, 2001 have reported that females have higher EI, which is contradictory to the present results. It is concluded that male and female differ significantly in their emotional intelligence. From table 3 it is found that the 't' values are significant for the different dimensions of emotional intelligence and its total. It is also observed the 't' values are not significant for self-regard, impulse control and reality testing dimensions of EI. Youth from arts stream had higher EI scores. Science is a stream in which we deal with the observable and verifiable facts, whereas arts subject provides an overall view about the world as well as the human nature in general. In the arts stream we have more opportunities for interpersonal relation, adaptability and social responsibility. The altruistic behaviour may also be promoted through various social activities in schools. It is witnessed from the practices that students from arts stream participated in varieties of social activities whereas science students are much concerned with their academics. These type of opportunities could have promoted the warm and friendly qualities among arts students. Emotional intelligence is viewed as non - cognitive competencies which include the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. When people deal more positively with others, they experience greater life satisfaction and lesser stress. People who behave in an emotionally intelligent fashion have sufficient social competence which helps them to maintain effective interpersonal skills. Arts students normally have more opportunities in the social setting which would have contributed to their higher emotional intelligence.

**TABLE3: EMOTIONAL INTELLIGENCE OF YOUTH WITH RESPECT TO THEIR COURSE OF STUDY**

Components of Emotional Intelligence	Arts		Science		't' value
	M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>	
Self-Regard	32.20	3.29	31.23	3.39	2.351 NS
Inter personal Relationship	26.87	2.49	22.53	2.89	12.156*
Impulse Control	13.95	3.10	13.36	2.91	1.512 NS
Problem Solving	17.79	2.97	20.83	2.74	8.194 *
Emotional Self-awareness	15.70	2.63	12.66	2.73	8.76 NS
Flexibility	22.63	4.21	19.80	4.63	4.854 *
Reality Testing	16.01	2.98	16.70	2.49	1.954 NS
Stress Tolerance	23.90	4.63	20.83	4.56	8.52 *
Assertiveness	15.52	2.03	13.00	2.25	10.37 *
Empathy	18.86	2.53	15.71	1.74	11.496 *
Total Emotional Intelligence	203.43	11.12	186.65	13.42	10.244 *

N1 = 140

NS Not significant

N2 = 100

\* Significant at 0.05 level

It is equally important to note down that in 'problem solving dimension' students from science stream had significantly a higher score. Problem solving refers to an ability to find out solution to a problem in a systematic manner. Normally we use 'algorithm and heuristics' for effective problem solving, which are the facets of science. In general, science students get more opportunity to use algorithm in their day to day activities which may in turn promoted their problem solving skills. The Australian Council for Educational Research (ACER, 2001) highlighted that "science students had significantly a higher scores in the problem solving skills than students from arts stream" which supported the present findings. It is concluded that youth from arts and science courses differ significantly in their emotional intelligence.

**TABLE 4: EMOTIONAL INTELLIGENCE OF YOUTH WITH RESPECT TO THEIR PARENTAL INCOME**

Components of Emotional Intelligence	High Income		Low Income		't' value
	M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>	
Self-Regard	30.90	3.37	32.81	3.19	4.272 *
Inter personal Relationship	23.76	2.55	25.93	2.54	6.289 *
Impulse Control	12.60	3.21	16.07	2.55	8.546 *
Problem Solving	18.54	2.88	18.07	3.08	1.178 NS
Emotional Self-awareness	12.19	2.96	14.83	2.67	6.821 *
Flexibility	19.86	2.96	23.33	4.51	7.169 *
Reality Testing	16.82	4.78	17.12	2.81	0.526 NS
Stress Tolerance	21.85	4.89	25.66	3.76	6.205 *
Assertiveness	11.97	2.02	13.19	2.30	4.250 *
Empathy	18.38	2.60	16.88	1.94	4.643 *
Total Emotional Intelligence	186.83	11.37	203.89	10.88	11.233 *

N1 = 81NS = Not significant

N2 = 159\* Significant at 0.05 level

From table 4, it is found that the 't' values are significant for most of the dimensions of emotional intelligence and its total. Emotional intelligence is a construct which includes persistence, zeal, optimism, self-control, assertiveness, flexibility, empathy and self-regard (Goleman, 1995). It also predicts success in education and at work (Newsome, Day and Catano, 2000). Moreover it is related with the life satisfaction

in the social context. It also leads to a sense of subjective well-being and adaptive resilience in the face of future stressful circumstances (Akerjordet and Severinsson, 2008). In essence, emotional intelligence is an instrument for higher level of life satisfaction and healthy social relationship. The children from low income families had displayed significantly a higher emotional intelligence than their counter part. This revealed the fact that money alone cannot bring the emotional maturity. Rauf, Tarmidi, Omar, Yaaziz and Zubir (2013) found that there is a significant positive relationship between family income and level of emotional intelligence among students, indicating that students with higher family income have higher level of EI contradicts the present finding. However in this study it is concluded that youth differ significantly in their emotional intelligence on the basis of parental income.

## IMPLICATIONS

Emotional intelligence is an affective capacity for social adjustment which will help the youth to cope with environmental demands and pressures. The findings of this study indicated that family environment is an important factor to regulate and integrate the emotional intelligence of youth. Therefore, parents should take responsibility for the enhancement of the emotional intelligence of their children. Female students have to be trained with EI skills which could help them to cope with environmental demands and pressures. The students from science discipline have to be provided training to enhance their EI skills. Parents should realize that imposing their dreams on their children is not the solution though their ultimate goal is to ensure a secure future for their children. Instead, parents can motivate their children to choose the career of their interest and guide them along with that which will strengthen the emotional intelligence. Parental counseling has to be arranged which could help parents to become the ultimate channel of guidance for their children. Certainly a better family environment with higher emotional intelligence can help individuals to flourish in their life. Efforts should be taken to develop emotional intelligence through motivation and skill development programs which in turn enhance socialization among youth.

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