

Does Family Matter? A Study on Emotional Intelligence (EI) of Undergraduate Students

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Dr. Md. Baktiar Rana^{*}
Dr. Ireen Akhter^{**}
Raihan Sharif^{***}

Abstract: Emotional Intelligence (EI) is now one of the important and sought-after issues for everyone. The aim of this research is to examine whether family characteristics have any impact on two major dimensions (personal and social) of emotional intelligence. The quick emotional self-assessment questionnaire has been used for collecting data from 141 students at business school from one of the public universities in Bangladesh. For analyzing data, simple descriptive, and inferential analysis were done. In general, the social emotional intelligence was observed more than personal emotional intelligence in all students regardless of their family status. The result of hypotheses, tested by independent samples tests was mixed. Both working parents and mother's occupation have showed significant impact on both personal emotional competencies and social emotional competencies, though the result of father occupation has showed mixed result. Upbringing location and number of siblings do not have any significant impact. As this study has been done only on the students at business school, future researchers may explore Emotional Intelligence with other variables and with other samples.

Keywords: Emotional Intelligence (EI), Upbringing, Occupation, Urban, Rural, Personal Emotional Competency (PEC), and Social Emotional Competency (SEC).

1.0 INTRODUCTION

Imagine a human who is not exposed to any social exposure since her birth and who is reared on an island that is secluded from the rest of the planet earth. What will be her default capacity to interact with other humans when she will get the chance to interact? It makes everyone curious that what are the default abilities human must have to create a common understanding among each other. Many factors are held responsible for synching human with other humans. Most of the current and recent past literatures are

^{*} Associate Professor, IBA, Jahangirnagar University, Dhaka, Bangladesh
Mail: baktiar@juniv.edu

^{**} Professor, IBA, Jahangirnagar University, Dhaka, Bangladesh, Mail: ireen@juniv.edu

^{***} Lecturer, IBA, Jahangirnagar University, Dhaka, Bangladesh
Mail: raihan.sharif@juniv.edu

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focusing on one important factor i.e. “Emotional Intelligence” that is playing a crucial role to synchronize someone with the people around them in an effective way is i.e. the science of understanding and managing an individual’s emotion and the emotion of people around them. Syrian born Roman writer Publilius Syrus’s (flourished 1st century BC) quote "Rule your feelings, lest your feelings rule you" reminds us of its historical legacy (Salovey and Mayer, 1990). This quote explains the importance of leashing emotion in a philosophical way.

“IQ (intelligence quotient) gets you hired, EQ (emotional quotient) gets you promoted”, a popular saying is nowadays becoming a serious topic for classroom discussion and academic research in business schools throughout the world. Bradberry (2009) narrative also echoed the same that people with the highest levels of intelligence (IQ) outperform those with average IQs just 20 percent of the time, while people with average IQs outperform those with high IQs 70 percent of the time. These equations are intriguing to the students at business schools who are fantasizing about their corporate or entrepreneurial careers. Emotional intelligence which is an aspect of the human mind can play a vital role to become productive in social setup and work setup (Caruso, D.R. & Salovey, P. 2004). Typical human mind is the virtual landscape where persistent battle is happening between emotional and rational domain.

As per the evolutionary biology emotion is more rudimentary in comparison to rational thinking which is linked with the development of neocortex. Here, the critical issue is how rational thinking can overpower the emotion which is more noncognitive in nature. Salovey and Grewal (2005) advocated that EI can show the path in creating a better interpersonal relationship. This research explored the relationship between EI and upbringing of students at business schools at tertiary level of Bangladesh.

In terms of upbringing, family size, parents’ occupation, and rural-urban upbringing locations have been considered for this study, though in a study of Morand (1999) family size i.e. number of siblings, found negative relationship between emotional intelligence and size of the family. The more siblings lead to lower emotional intelligence. The differential effects of rural and urban upbringing on the development of mental and physical health were studied by some researchers (eg. Ma et. al., 2015; Vlahov & Galea, 2002; and Okonji, 1969) and found positive relationship, although emotional intelligence was not the core focus for those studies. Parents’ occupation i.e. both mother’s and father’s profession which is also considered as family characteristic might have relation with children’s emotional intelligence. Kucukkaragoz (2020) in his study focused on school kids and found positive relationship between parents’ profession and emotional intelligence.

2.0 LITERATURE REVIEW

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Out of 3.3 million students who are enrolled in different graduate colleges and universities (public and private) in Bangladesh nearly 500 hundred thousand are entering the job market every year. These numbers of graduates have academic skills in various disciplines, but their emotional intelligence was never explored. Still now academia is far away from updating curriculum to include this issue in all academic spheres which include primary, secondary, higher secondary and tertiary levels. No doubt about the importance of emotional intelligence in terms of developing a highly productive managerial workforce for Bangladesh, here there are some factors that can positively influence the individual in terms of gaining this skill. Here, academia can play an important role as emotional intelligence is a skill which someone can acquire, learn, and improve. Zeidner et al. (2002) agreed that educators and policy makers should have appropriate plan with respect to offer training on emotional intelligence in academia and also recognized the potential for using the school setting as one of the most important platforms for learning and teaching of emotional intelligence.

Goleman (1995) duly credited for genuinely contributing and popularizing emotional intelligence in media, academia, and industry, especially in digital media which profoundly influence many audiences as well as corporate executives. Here, Salovey and Mayer (1990) from psychology discipline deserve the due recognition for formally introducing the term “emotional intelligence” in their seminal work published in *Imagination, Cognition and Personality* in 1990. In that paper (Salovey & Mayer, 1990), they lucidly tried to define emotional intelligence as “a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life.”

Surprisingly other than human, probably ant has super emotional intelligence in biological kingdom which myrmecologist can better define. So naturally human should be envious to ant due to their superior emotional intelligence. But things started a little earlier when Harvard Professor Katz (1974) identified a challenge that was faced by US corporates at the time of hiring back in the 1970s. Corporates are hiring the finished products or graduates of colleges or universities for the management positions and deploying them in diverse functional areas in different management levels to achieve various business objectives.

Here the real challenge is mismatch between the corporates' required skills set and skills set that academia groomed its graduates to carry out their future career effectively. In that literature, Katz (1974) first mentioned three important skills set i.e. technical skill, human skill, and conceptual skill. As per Katz, technical skill was primarily concerned about working with

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physical objects or in modern day with virtual objects like software, on the other hand, human skill was primarily concerned about working with people.

Bradberry (2009) narrated human as a function of Emotional Quotient (EQ), Intelligent Quotient (IQ) and Personality where EQ affects how an individual manages behavior, navigates social complexities, and makes personal decisions that achieve positive results. Bradberry also mentioned that emotional intelligence was the strongest predictor of performance, explaining a full 58% of success in all types of jobs where 33 other important workplace skills were measured. Things are reinforced further by Johnson's (2014) emotion algebra, where he mentioned that emotional intelligence multiplies the results and effectiveness of intellectual intelligence. In his writeup, he mentioned about charismatic tech legend Elon Musk's concern about modern days hiring, which according to Musk is relying too much on someone's talent and not enough on their heart. Although doubt has been expressed in several literatures like, Zeidner et. al., (2002) expressed his doubt about solo contribution of emotional intelligence and raised the questions that how other distinct abilities and personality traits are influencing the recognition and regulation of emotions intelligence.

If the phrase "Emotional Intelligence" is expressed in an oversimplified manner, then "emotion" is all about intense negative or positive feelings toward any living or non-living object. But here what stands for "intelligence" is very simple that means whether someone is consciously aware about the existence/presence of emotion in mind, magnitude of emotion and how can someone exploit this energy for the wellbeing of individual and group. Along with understanding, measuring, and exploiting someone's own emotion, someone needs to have the ability to understand other people's emotion also i.e. put (oneself) in (someone's) shoes and manage that effectively. Diametrically opposite of emotional intelligence is absence of emotional intelligence which somewhat leads to alexithymia and psychopathology. Therefore, researchers year after year investigated the existence or non-existence of emotional intelligence among diverse groups of people and investigated the root cause(s) in the phenomena of the society.

Among different factors considered to be responsible for EI, family is the most important factor in everyone's life which may remove any negativity in any individual. Family is the center of social, emotional, moral values. It is believed that, Family is the primary influencing factor on personal and social development of a child (Ozcinar, 2006, Herman et al. 2007), thus the development of EI too (Ozbaci, 2006). Gottman (2001) believed that parents are the mentors of their children's emotions and they contribute to the development of the child's sense of control and effective regulation of emotions. Naik and Shukla (2018) discussed that the family environment had a significant role in making the person socially adjustable and emotionally

stable. According to Vanwell (2000) strong emotional bonds evolved to faster long-term commitment among parents, children, and relatives. Studies have also shown that youngsters growing up in families with a happy, harmonious parental marriage, experience a fewer problems and higher wellbeing (Spruijitt and De Goede 1997). Therefore, it is essential to look at and understand the family environment of child which is responsible for their emotional intelligence too.

Different models of intelligence and emotional intelligence were discussed in various literatures. Goleman (1995,1998) identified self-control, zeal and persistence, and the ability to motivate oneself which are the skills can be taught in their childhood. According to Goleman (2001) these skills or competencies are considered as characteristics of the most brilliant and successful employees. Updated version of Goleman (2001) model presents four essential dimensions: 1) Self-Awareness; 2) Social Awareness; 3) Self-Management; and 4) Relationship Management. Together self-awareness and self-management create personal emotional competency (PEC) and together social awareness and relationship management create social emotional competency (SEC). The major aim of this research to investigate personal and social emotional competency among students and its relationship with family background.

3.0 RESEARCH QUESTIONS

When literatures agreed that academia can be an important platform for grooming future graduates in terms of emotional intelligence then why not family should also be considered as a platform for creating emotional literacy. In this regard, the critical questions arise whether family environment or characteristics or upbringing environment or characteristics have any influence on emotional intelligence. Thus, the two major research questions of this paper are:

- Does upbringing location have any impact on the emotional intelligence of students?
- Does family characteristics have any impact on the emotional intelligence of students?

4.0 RESEARCH OBJECTIVES

The main objective of this paper is to assess the impact of family characteristics of a student on his/her emotional intelligence.

Thus, the specific objectives of this research are:

- To investigate the impact of upbringing location on EI of students at business school.
- To see the impact of parents' occupation on EI of students at business school.

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- To see the impact of both working parents on EI of students at business school.
- To see the impact of the number of siblings on EI of students at business school.

5.0 RESEARCH HYPOTHESES

The main hypothesis of this research is: H_0 : family characteristics do not have any impact on Emotional Intelligence.

To measure emotional intelligence, different theorists have established different models. For the purposes of this study, Daniel Goleman's model (2002) with four domains: personal/self-awareness, personal/self-management, social-awareness, and social/relationship management is used. This model was first developed in 1998 with five domains. However, it was again redesigned in 2002 with four domains. Together personal/self-awareness, and personal/self-management create personal competency in a person. On the other hand, social awareness and relationship/social management creates social competency in a person.



Chart 1: Daniel Goleman's (2002) Emotional Intelligence Quadrant

Following the research questions and objectives of this research, the researchers have developed 10 operating hypotheses under two competency levels (Personal competency and social competency), five hypotheses under each competency level, are following, considering family characteristics of students as an independent variable:

Hypothesis related to personal competency:

- H_{01a} (Upbringing Location): Mean rating of personal competency for students from urban is equal to rural.
- H_{01b} (Father's Occupation): Mean rating of personal competency is equal for students regardless of their father's occupation.
- H_{01c} (Mother's Occupation): Mean rating of personal competency is equal for students regardless of their mother's occupation.

- H_{01d} (Both working parents): Mean rating of personal competency is equal for students regardless of both working parents.
- H_{01e} (Siblings): Mean rating of personal competency is equal for students regardless of their number of siblings.

Hypothesis related to social competency:

- H_{02a} (Upbringing Location): Mean rating of social competency for students from urban is equal to rural.
- H_{02b} (Father's Occupation): Mean rating of social competency is equal for students regardless of their father's occupation.
- H_{02c} (Mother's Occupation): Mean rating of social competency is equal for students regardless of their mother's occupation.
- H_{02d} (Both working parents): Mean rating of social competency is equal for students regardless of both working parents.
- H_{02e} (Siblings): Mean rating of social competency is equal for students regardless of their number of siblings.

6.0 RESEARCH METHODOLOGY

According to Odoh (2014) the wheel of development of any country lies on the shoulder of how productive and creative the youthful populations are. Family, and society's support encourage youth to be productive and creative (Robert & Kadiravan, 2019).

In 1923, Pintner collected data from the third and fourth grades of the New York city schools and found no difference between the foreign group as a whole and the American group, on the nonlanguage test. Pintner (1926) also discussed intelligence testing and its use in schools, institutions, and business houses. The research is mainly based on primary data, collected from 3rd and 4th year students at business school. It is general perception and belief that with age, students become more experienced and intelligent. This is one of the reasons behind choosing 3rd and 4th (students of last three semesters of undergraduate program of business school) year undergraduate students for this study.

It is also perceived that, in general students from the same program poses the same type of intelligent level. For example, the EI of students of medical science may vary from the students of drama and dramatics discipline. That's why students from same academic background have been chosen for this study. Several studies (Mayer et, al., 2008) demonstrated significant correlations between EI to one's family and other close relationships, though a few studies show weak or no influence of EI on intimate relationships (Brackett et al. 2005, Hampel 2003). The independent variables of this study are family characteristics of students. However, for the ease of the research, only five criteria of EI have been considered primarily. For this study

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upbringing location (urban or rural), parent's occupation, working status of parents (both working or not), and number of siblings have been considered. The dependent variable of this research is the EI. The sampling frame of the study is students from tertiary level as they are adults who can apply his or her own decisions. For this study, 3rd and 4th year students have been considered as our population (150), considering they are adult, have completed two years of schooling with university, and have already adjusted with the culture of university. The age of these students is between 21 to 24. Total sample size of this research is 141 (94% of population).

Table 1: Demography of students

Upbringing Location		Father's Occupation			Mother's Occupation		Both WP	Siblings	
		Ser	Bus	Jobl	Ser/Bus	HM		≤1	≥1
Urban	122 (86.5%)	78	44	0	23	99	23	68	54
Rural	19 (13.5%)	10	8	1	2	17	2	8	11
Total	141 (100%)	88	52	1	25	116	25	76	65
%		62.42	36.87	.71	17.73	82.27	17.73	53.9	46.1
		100%			100%			100%	

*Ser=Service, Bus=Business, Jobl=Jobless, HM=Homemaker, WP=Both Working Parents

For our study, emotional competencies model focused on the workplace (Goleman, 1998; 2001), among four theoretical approaches accepted by the scientific community to measure EI (other three models are: the EI ability model by Mayer and Salovey 1997; Brackett & Salovey, 2006; and Bar-On's Emotional-Social Intelligence (ESI) model, 1997), has been applied. Standard questionnaire has been used for collecting data from students. For this research, "The quick emotional intelligence self-assessment questionnaire" from a model by Paul Mohapel (paul.mohapel@shaw.ca), adapted for the San Diego City college MESA program (Mathematics, Engineering Science Achievement) has been used. Both descriptive and inferential analysis have been used. Descriptive analysis (mean) has been used to measure EI and the Independent Samples T- test has been used for hypotheses testing.

Reliability test needs to be conducted to check the appropriateness of the tool in the research domain (Taber, 2018). Higher value of Cronbach alpha indicates the more reliability of the scale generated. Scales having Alpha value more than 0.7 can be considered as reliable (Nunnally, 1978). We have conducted reliability test and found Cronbach's alpha 0.927 which shows the reliability of the scale used in this research.

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.927	0.927	40

7.0 FINDINGS AND ANALYSIS

7.1 Descriptive Analysis:

To investigate family factors responsible for development of emotional intelligence, the researchers considered five factors from literature review.

Impact of upbringing location (Rural/Urban) on EI: The students from rural area have been found to be more emotionally intelligent (Table-3) on average. For each category (PA, PM, SA, and SM) under total EI, the score for urban students is less than rural students, except Personal Awareness. However, the difference is very insignificant in all cases. Again, if we observe the impact of four different dimensions of EI like PEC and SEC, then we see that PEC is more in Urban students and SEC is more in rural students.

Table 3: Impact of Upbringing Location on EI

Upbringing location	EI	Mean	Std	Mean	Std
Urban (122)	PA	3.104	0.6988	3.301	0.5771
	PM	3.191	0.7627		
	SA	3.584	0.6497		
	SM	3.315	0.6522		
Rural (19)	PA	3.086	0.7028	3.302	0.5791
	PM	3.202	0.7385		
	SA	3.589	0.6561		
	SM	3.320	0.6549		
Urban (122)	PEC	PA+PM		3.1475	0.66853
	SEC	SA+SM		3.4496	0.58796
Rural (19)	PEC	PA+PM		3.1436	0.6642
	SEC	SA+SM		3.4545	0.5906

*PA=Personal Awareness, PM=Personal Management, SA=Social Awareness, SM=Social Management

Impact of Father's occupation on EI: The students whose fathers are involved in service sector rather than business have been found more emotionally intelligent (Table-4) on average. It is also true for each category (PA, PM, SA, and SM) under total EI, though the differences are very insignificant in all cases. Again, if we observe the impact of four different

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dimensions of EI like PEC and SEC, then we see that both PEC and SEC are more in students whose fathers are involved in service sector by occupation.

Table 4: Impact of Father's Occupation on EI

Father's Occupation	EI	Mean	Std	Mean	Std
Service (88)	PA	3.1125	0.7054	3.3166	0.5722
	PM	3.2199	0.7363		
	SA	3.6	0.6515		
	SM	3.3235	0.6527		
Business (52)	PA	3.1042	0.7013	3.3012	0.5791
	PM	3.1908	0.7654		
	SA	3.5844	0.6521		
	SM	3.3149	0.6545		
Service (88)	PEC	PA+PM		3.1662	0.6627
	SEC	SA+SM		3.4618	0.5882
Business (52)	PEC	PA+PM		3.1475	0.6709
	SEC	SA+SM		3.4496	0.5901

*Total sample size is 141. As one does not have any job has not been included over here.

**PA=Personal Awareness, PM=Personal Management, SA=Social Awareness, SM=Social Management

Impact of Mother's occupation on EI: The students whose Mother's occupation is service (no one is involved in business) have been found less emotionally intelligent (Table-5) on average. It is also true for each category (PA, PM, SA, and SM) under total EI. Again, if we observe the impact of four different dimension of EI like PEC and SEC, then we see that in both cases, students SEC is more than PEC.

Table 5: Impact of Mother's occupation on EI

Mother's Occupation	EI	Mean	Std	Mean	Std
Service (25)	PA	3.1274	0.7004	3.3334	0.5609
	PM	3.2430	0.7209		
	SA	3.6111	0.6485		
	SM	3.3415	0.6385		
Homemaker (116)	PA	3.1021	0.7034	3.2987	0.5804
	PM	3.1864	0.7664		
	SA	3.5829	0.6541		
	SM	3.3129	0.6564		
Service/business (25)	PEC	PA+PM		3.1852	0.6521
	SEC	SA+SM		3.4763	0.5791
Homemaker (116)	PEC	PA+PM		3.1442	0.6722
	SEC	SA+SM		3.4479	0.5918

*PA=Personal Awareness, PM=Personal Management, SA=Social Awareness, SM=Social Management

Impact of Both working parents on EI: The students whose both parents are involved in any occupation have been found more emotionally intelligent (Table-6) on average. However, the difference is very insignificant. It is also true for each category (PA, PM, SA, and SM) under total EI. Again, if we observe the impact of four different dimensions of EI like PEC and SEC, then we see that in both cases, students’ SEC is more than PEC.

Table 6: Impact of Both working parent on EI

Parents working status	EI	Mean	Std	Mean	Std
Both working parents (25)	PA	3.1274	0.7004	3.333	0.5609
	PM	3.2430	0.7209		
	SA	3.6111	0.6485		
	SM	3.33415	0.6385		
Single working parents (116)	PA	3.1021	0.7034	3.2987	0.5804
	PM	3.1864	0.7664		
	SA	3.5829	0.6541		
	SM	3.3129	0.6564		
Both working parents (25)	PEC	PA+PM		3.1852	0.6521
	SEC	SA+SM		3.4763	0.5791
Single working parents (116)	PEC	PA+PM		3.1443	0.6722
	SEC	SA+SM		3.4479	0.5918

*PA=Personal Awareness, PM=Personal Management, SA=Social Awareness, SM=Social Management.

Impact of number of siblings on EI: The students who are only child of his/her parents or have one sibling only are more emotionally intelligent than those have more siblings. However, the difference is very insignificant.

Table 7: Impact of number of siblings on EI

No. of Siblings	EI	Mean	Std	Mean	Std
≤ 1 (76)	PA	3.1114	0.6986	3.3074	0.5765
	PM	3.1986	0.7625		
	SA	3.5871	0.6536		
	SM	3.3221	0.6512		
≥ 1 (65)	PA	3.0853	0.7057	3.2861	0.5838
	PM	3.1735	0.7648		
	SA	3.5721	0.6579		
	SM	3.3029	0.6607		
≤ 1 (76)	PEC	PA+PM		3.155	0.6674
	SEC	SA+SM		3.4546	0.5892
≥ 1 (65)	PEC	PA+PM		3.1294	0.6731
	SEC	SA+SM		3.4375	0.5952

*PA=Personal Awareness, PM=Personal Management, SA=Social Awareness, SM=Social Management

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It is also true for each category (PA, PM, SA, and SM) under total EI. Again, if we observe the impact of four different dimensions of EI like PEC and SEC, then we see that in both cases, students' SEC is more than PEC.

7.2 Hypotheses Testing

The main hypothesis of this research is: H_0 : Family characteristics do not have any impact on Emotional Intelligence.

Five criteria have been considered to measure emotional intelligence of students. On the other hand, EI has been divided into two factors: Personal Emotional Competency (PEC), and Social Emotional Competency (SEC). Therefore, 10 working hypotheses have been developed to support the main hypothesis. These hypotheses have been tested by using Independent T-test. The Independent Samples T-test compares the means of two independent groups to determine if there is any statistical relationship between these two groups.

7.2.1 Personal Competency:

The first hypothesis is related with personal competency (See table 8).

H_{01a} (upbringing location): Mean rating of personal competency for students from urban is equal to rural.

The p-value of Levene's test is 0.152 ($p > 0.05$). So, we look at the t-test (Assuming equal variance). The value of t-test is 0.783 (> 0.05); hence, we accepted hypothesis H_{01a} (upbringing location) at 5% level of significance. Thus, coming from urban or rural does not have any significant impact on personal competency of any student.

H_{01b} (Father's Occupation): Mean rating of personal competency is equal for students regardless of their father's occupation.

The p-value of Levene's test is 0.213 ($p > 0.05$). So, we look at the t-test (Assuming equal variance). The value of t-test is 0.019 (< 0.05); hence, we rejected hypothesis H_{01b} (Father's Occupation) at 5% level of significance. Thus, a father's occupation, whether it is service or business has significant impact on personal competency of any student.

H_{01c} (Mother's occupation): Mean rating of personal competency is equal for students regardless of their mother's occupation.

The p-value of Levene's test is 0.560 ($p > 0.05$). So, we look at the t-test (Assuming equal variance). The value of t-test is 0.005 (< 0.05); hence, we rejected hypothesis H_{01c} (Mother's Occupation) at 5% level of significance. Thus, Mother's occupation, whether it is service or business or homemaking have significant impact on personal competency of any student.

H_{01d} (Both working parents): Mean rating of personal competency is equal for students regardless of their parent’s occupation.

The p-value of Levene’s test is 0.560 (p>0.05). So, we look at the t-test (Assuming equal variance). The value of t-test is 0.005 (<0.05); hence, we rejected hypothesis H_{01d} (Both working parents) at 5% level of significance. Thus, both working parents have significant impact on personal competency of any student.

Table 8: Independent Samples Test of Personal Competency

Factors responsible	Assumption of variances	LTEV*			t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Diff-erence	95% Confidence Inter-val of the Difference	
								Lower	Upper
Upbringing	EVA	2.072	.152	.276	139	.783	.0458	-.2825	.3740
	EVNA			.303	25.812	.764	.0458	-.2650	.3566
Father’s Occupation	EVA	1.563	.213	-2.377	138	.019	-.27487	-.5035	-.0463
	EVNA			-2.340	101.97	.021	-.27487	-.5078	-.0419
Mother’s Occupation	EVA	.341	.560	2.869	139	.005	.4139	.1286	.6991
	EVNA			2.952	36.206	.006	.41396	.1296	.6981
Both wor-king parents	EVA	.341	.560	-2.869	139	.005	-.4139	-.6991	-.1286
	EVNA			-2.952	36.206	.006	-.41396	-.6981	-.1296
Siblings	EVA	.039	.844	1.093	139	.276	.12384	-.1001	.3478
	EVNA			1.093	135.37	.276	.12384	-.1003	.3480

*LTEV means Levene’s Test for Equality of Variances.

**EVA= Equal variances assumed; and EVNA= Equal variances not assumed

H_{01e} (Siblings): Mean rating of personal competency is equal for students regardless of their no of siblings.

The p-value of Levene’s test is 0.844 (p>0.05). So, we look at the t-test (Assuming equal variance). The value of t-test is 0.276 (>0.05); hence, we accepted hypothesis H_{01e} (Siblings) at 5% level of significance. Thus, number of siblings does not have significant impact on personal competency of any student.

7.2.2 Social Competency:

The second hypothesis is related with social competency (See table 9).

H_{02a} (upbringing location): Mean rating of social competency for students from urban is equal to rural.

Assuming equal variance (significance level is 0.887 from F test), the value of p is 0.329 (>t test). That means H_{02a} (upbringing location) is accepted at 5% level of significance. So, coming from

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urban or rural does not have a significant impact on social competency of any student.

H_{02b} (Father's Occupation): Mean rating of social competency is equal for students regardless of their father's occupation.

Assuming equal variance (significance level is 0.921 from F test), the value of p is 0.154 (>t test). That means H_{02b} (Father's Occupation) is accepted at 5% level of significance. So, a father's occupation, whether it is service or business does not have significant impact on social competency of any student.

H_{02c} (Mother's Occupation): Mean rating of social competency is equal for students regardless of their mother's occupation.

Assuming equal variance (significance level is 0.150 from F test), the value of p is 0.000 (<t test). That means H_{02c} (Mother's Occupation) is rejected at 5% level of significance. So, mother's occupation has a significant impact on social competency of any student.

H_{02d} (Both working): Mean rating of social competency is equal for students regardless of their mother's occupation.

Assuming equal variance (significance level is 0.150 from F test), the value of p is 0.000 (<t test). That means H_{02c} (both working parents) is rejected at 5% level of significance. So, both working parents have a significant impact on social competency of any student.

Table 9: Independent Samples Test Social Competency

Factors responsible	Assumption of variances	LTEV*			t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Upbringing Location	EVA	.020	.887	.979	139	.329	.14254	-.14524	.43031
	EVNA			.901	22.692	.377	.14254	-.18502	.47009
Father's occupation	EVA	.010	.921	-1.43	138	.154	-.1474	-.3509	.05613
	EVNA			-1.43	106.19	.156	-.1474	-.3520	.05726
Mother's occupation	EVA	2.100	.150	3.798	139	.000	.4721	.22632	.71778
	EVNA			4.454	42.886	.000	.4721	.25831	.68579
Both working parents	EVA	2.100	.150	-3.798	139	.000	-.4721	-.71778	-.22632
	EVNA			-4.454	42.886	.000	-.4721	-.68579	-.25831
Siblings	EVA	.719	.398	1.533	139	.128	.15204	-.04411	.34820
	EVNA			1.524	131.95	.130	.15204	-.04535	.34944

*LTEV means Levene's Test for Equality of Variances.

**EVA= Equal variances assumed; and EVNA= Equal variances not assumed

H_{02e} (Siblings): Mean rating of social competency is equal for students regardless of their no. of siblings.

Assuming equal variance (significance level is 0.398 from F test), the value of p is 0.128 (>t test). That means H_{02e} (Siblings) is rejected at 5% level of significance. So, number of siblings does not have significant impact on social competency of any student.

If we summarize results of all hypotheses developed in this research, we find location of upbringing and number of siblings do not have any impact on emotional intelligence. Mother's occupation and both working parents have significant impact on EI. However, Father's occupation has given mixed result. Social competency has found more in students whose fathers are involved in service sector.

7.3 Overall Analysis

- If we consider the mean score of EI, upbringing location does not have any impact on EI. The hypothesis also proved that upbringing location does not have any impact on EI.
- If we look at the mean score of father's occupations, students whose fathers are involved in any type of service as jobs are more emotionally intelligent. It is also true for the students, whose mothers are involved in any type of job. Though, hypotheses proved that, in case of father's occupation, there is no relation of father's occupation with EI.
- When considering both working parents, their children seem to be more emotionally intelligent.
- In term of siblings, analysis shows that students who are only child of their parents or they have not more than only sibling are more emotionally intelligent, though the hypothesis proved no significant impact.
- When considering competency, Social emotional competency is more in all students in all case, like upbringing, parent's occupation, whether both parents are working or not, and number of siblings.
- When considering the personal competency, parent's occupation and both working parents play a critical role in terms of personal competency, however, no significant impact has been found in location of upbringing, father's occupation and Number of siblings.
- When considering the social competency, only mother's occupation plays a critical role in terms of social competency, however, no significant impact has been found in location of upbringing and Number of siblings.

Table 10: Summary of Hypotheses

Factors	Personal Emotional Competency	Social Emotional Competency
Upbringing	no significant impact	no significant impact
Father's Occupation	have Significant impact	no significant impact
Mother's Occupation	have Significant impact	have Significant impact
Both Working Parents	have Significant impact	have Significant impact
No. of Siblings	no significant impact	no significant impact

8.0 CONCLUSION

This study contributes to the literature of EI and emotional competencies of the undergraduate students of business discipline. The findings of this study may have implications for late childhood boys and girls as they seek to grow personally. It may also assist parents, institution for higher learning, and organizations where these students will take the future responsibilities. Though the emotional intelligence scores from this research might be misleading if things are generalized for all the disciplines at tertiary level education.

Differences in the levels of EI and four dimensions of emotional intelligence, such as personal awareness, personal management, social awareness, social management amongst students were observed based on the various demographic variables, such as upbringing location (urban or rural), parent's occupation, working status of parents (both working or not), and number of siblings. It has been found that demographic variables may have impact on EI as the majority of these differences were statistically insignificant, which might have policy level implications. There is further scope to find out other variables and measure their relationship with emotional intelligence like gender, family income, parents' educations, etc. and those might also have policy implications to accelerate our future leaders. Thus, the study suggests that further research needs to be conducted in other settings with other demographic variables.

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