

Does Economic Scale of Family Affects Emotional Competencies? - A Study Related To Youth

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Abstract

Once a leader said that money is not God but not less than God. We have heard in life that many things are dependent on money. Money proves helpful for many of our physical facilities. It gives us the satisfaction to fulfill our needs whether it is the physical needs or psychological needs. The present paper aims to study that whether the economic scale of the family affects the emotional competence. It is a comparative study of the emotional competencies between the youths belonging to poor families and youths belonging to the middle-class families. Emotional competencies are the social skills which are necessary to know, analyze, and responds to emotions in our self and others. It is also the other term used for emotional intelligence. For this study the total of 50 youths of age group 17 to 21 years were taken. 25 youths from poor class family (income of family is below then 1.5 lakhs per annum) and 25 youth from middle class family (income of family is above then 3.5 lakh per annum). The emotional competencies were measured by the scale of emotional competencies made by Dr. H.C. Sharma and Dr. R.L. Bhardwaj. This scale measures various competencies that is adequate depth of feeling, adequate expression and control of emotions, ability to function with motions ability to cope with problem emotions, enhancement of positive emotions. The findings shows that there were significant differences found in various competencies between poor class and middle class youth.

Keywords : Economic Scale, Income, Poor Class, Middle Class, Emotional Competencies, Youth.

Introduction

According to NCAER-CMCR 2010 annual income data is classified that below Rs. 1.5 lakh is considered as the deprived population and Rs. 3.4 - 17 lakh is considered as middle class people. So, by this we have also selected our two groups as low and middle class adults.

According to Allport (1961) "to achieve and maintain a feeling of adequacy. The individual has to acquire a few workable assumptions about the world, where need for competence emerges as most of the fundamental motive of life, because we survive through competence and actualize ourselves through competence."

Emotional competence is defined as the type of skill which aims us to do the highest quality work. It is a learned skill. It is also known as the ability to recognize and to manage oneself emotion.

According to Coleman (1970), "emotional competencies is an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies."

- a) **Adequate depth of feeling (ADF)** - the adequate depth of feeling can be defined as the understanding of the reality of the feelings inside of oneself. It gives the sense of confidence and capability in the personality integration.
- b) **Adequate Expression and control of Emotions (AEC)** - Adequate expression and control of emotions is defined as how we control and express our emotions. When there is problem in control and expression of the emotions it may lead to personality disintegration.
- c) **Ability to function with emotions (AFE)** - When we are in emotional situations it is very difficult to enroll in routine life. When we are competent emotionally it helps us to carry out work efficiently even when we are in bad emotional conditions.
- d) **Ability to cope with problem emotions (ACPE)** - there are also some situations which leads us to very bad emotional stage which can cause very harmful effect on our life. So emotional competency save us from harmful effects of such types of emotions which play negative role in our life.
- e) **Enhancement of positive emotions (EPE)** - There are many types of positive emotions like love, care etc. which is very useful and a must for our behavior and personality. This type of emotions make life more balanced and emotional competence helps in developing and enhancing this type of emotions.

Review of Literature

Jamadar, Chandrakant & Sindhu A. (2016) investigated the tribal students to see the effect on

the social economic status on the prediction of creativity and emotional intelligence. 100 adolescents were taken from the tribes of Mysore from which 50 were boys and 50 were girls of 8th, 9th and 10th class. Various scales were used like socio economic status scale was made by Meenakshi (2004), emotional intelligence made by Upinder Dhar (2010), creativity test made by Wallach- Kogan. The results stated that the students belonging to high socio economic status were found to have more emotional intelligence and creativity when compared with low socio economic status students. There was no gender difference found in girls and boys in respect to intelligence and creativity.

Alicea J. Davis (2012) examined the effect of emotional intelligence on the maturational process. Gender and adolescents were the main sample population. The participants were of fifth grade students aged 10 to 13 years. The test used was Bar- on emotional quotient inventory. In this study the descriptive type of statistics was used to interpret about the sample population. The girls generally were found to have higher stress management abilities higher as compared to the boys. There was more adaptation found in the higher socio economic status.

Objective

To study and compare the five spectrums of emotional competencies that is

1. Adequate depth of feeling
2. Adequate expression and control of emotions
3. Ability to function with emotions
4. Ability to cope with problem emotions
5. Enhancement of positive emotions

Between the low economic youths and medium economic youths.

Hypotheses

Null hypothesis was preferred, so we can say that there was no significant difference found between the low and medium economic group in respect to the five spectrums of emotional competencies that is

1. Adequate depth of feeling

2. Adequate expression and control of emotions
3. Ability to function with emotions
4. Ability to cope with problem emotions
5. Enhancement of positive emotions.

Variables

Independent Variable- Economic Class (according to the annual income of the family)

- a) Low
- b) Medium

Dependent Variable- Emotional Competencies

- a) Adequate depth of feeling
- b) Adequate expression and control of emotions
- c) Ability to function with emotions
- d) Ability to cope with problem emotions
- e) Enhancement of positive emotions

Inclusion Criteria

- a) Urban Students
- b) Literate Students
- c) Age range 19- 25 years
- d) Economic class (low and medium)

Exclusion Criteria

- a) Illiterate students
- b) Students below 19 years
- c) High economic class youth
- d) Rural Students

Methodology

Sample - In accordance with the aim of the present research, sample of 25 youths of low economic class and 25 youth of medium economic class (age 19 to 25years) were taken from Udaipur city (Raj.)

Tools - For present study the emotional competency scale was used which was made by Dr. H.C.Sharma & Dr. R.L.Bhardwaj. It measures the emotional competencies on five dimensions which are

1. Adequate depth of feeling
2. Adequate expression and control of emotions
3. Ability to function with emotions
4. Ability to cope with problem emotions
5. Enhancement of positive emotions

Talking about the reliability of the inventory by test retest method it is 0.74 and validity of the inventory is .64 and .69.

Procedure - With the help of purposive random sampling 25 youths from low economic class (Family income below 1.5 lakh per annum) and 25 youths from medium economic class (Family income above 3.5 lakh per annum) were selected respectively. After selecting the students, test was distributed to them and instructions were given regarding the test. Administration and scoring was done as per manual of the scale.

Statistical Analysis - Descriptive statistics that is mean and standard deviation was performed. T-Test was used for the significance.

Results & Discussion

Table 1 : Statistical Summary of the Observations

Dimensions of Emotional Competencies	Groups	N	Mean	Std. Deviation	Std. Error Mean	Mean Diff	t	value p
ADF	Low	25	9.72	3.668	.733	8.56	7.546	.000
	Medium	25	18.28	4.325	.865			
AEC	Low	25	10.20	2.915	.583			
	Medium	25	22.40	5.477	1.095	12.20	9.83	.000
AFE	Low	25	11.88	2.728	.545			
	Medium	25	22.64	3.450	.690	10.76	12.23	.000
ACPE	Low	25	19.04	6.803	1.360			
	Medium	25	19.24	6.495	1.299	.200	.106	.916
EPE	Low	25	14.44	3.629	.725			
	Medium	25	24.44	3.559	.711	10.00	9.835	.000

Source : Statistical Output

Table 1 portrays the various dimensional scores of emotional competencies of different socio economic groups that is low and medium. The results revealed that low economic individuals were almost incompetent in four dimensions of emotional competence.

The possible reasons are that they have less opportunity to learn to regulate ten emotional and also more stress of fulfilment of basic needs can lead to less competent in managing their emotions. The affected health also can decreased their capacity to handle their emotions.

ADF - The mean score of adequate depth of feeling is 18.28 which is higher than low economic status score that is 9.72. They have more resources and have better schooling so are more aware about the situations happening in their side environment.

AEC - the means scores shows that there is high (22.40) adequate expression and control of emotions in medium class adults as compared to low (10.20) class adults. Lower class adults are unable to control the feelings of themselves. The medium class are more adaptive and know the basics of the behavior to live in the society.

AFE - Medium class adults were found to have more ability to functions with emotions as compared to low class adults. Medium class work

more patiently. There is no fear of unknown situations. They are better in taking decisions in the emotional situations. They don't get affected with the emotions when they are in actions as they have more social responsibility.

ACPE- Both were having negligible mean difference between medium and low class adults. And there was no significant difference found between low and medium economic class adults. It means both the groups manage their situations with proper emotions.

EPE- Enhancement of positive emotions were found to be high in medium economic class adults. Medium class enjoys the every phase of life like marriage, entertainment etc. They don't leave any condition to enjoy and they want to remain happy. But low economic class adults have less resources and they fight daily for the needs for their survival so enhancement of positive emotions is very less. According to the Maslow theory also first we have to overcome the need of basic needs and then we can go up to the hierarchy. So it proves that low economic class adults are mainly focus on their livelihood.

According to Zimbardo there is always very serious situations in low economic class and the child developed in that environment lacks in development of essential adjustive skills and

because of that they are unable to deal with the new- new situations which arrive in the society and hence shows maladjusted behavior.

Naik, Bharat (2014) examined the influence of sex and socio economic status on emotional intelligence of college students. 360 undergraduates college student were selected by using random sampling method. The sample was collected from various colleges of Kanpur and Sangli city. The findings of the study shows that the gender of college students does not affect significantly on emotional intelligence. Socio economic factor have significant effect on emotional intelligence and it was also found that upper socio economic students are having high emotional intelligence than lower socio economic status and middle Socio economic status students.

Implication

This study can be used for creating the awareness to the society that socio economic class matters a lot in the personality and behavior of the individual. There is a need of an hour for the proper education and knowledge for the poor people so they can know about the schemes and can accomplish their basic needs. Knowledge and education is also important for the maturity development. Proper clean, hygienic and healthy atmosphere and living standards should be provided to them.

Conclusion

This research on the topic of emotional competence has focused on various components that have been shown to be significant indicators of emotional competence. The present study was aimed to see the comparison of Emotional competence between low and medium economic adults. Middle economic adults were found to be more emotionally competent than low economic adults.

References

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