

 <p>ISSN NO. 2320-5407</p>	<p>Journal Homepage: -www.journalijar.com</p> <h2>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)</h2> <p>Article DOI:10.21474/IJAR01/8141 DOI URL: http://dx.doi.org/10.21474/IJAR01/8141</p>	 <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) ISSN 2320-5407 Journal Homepage: http://www.journalijar.com Journal DOI:10.21474/IJAR01</p>
---	--	---

RESEARCH ARTICLE

EMOTIONAL INTELLIGENCE AND INCOME- A CASE STUDY.

Sankara Pitchaiah Podila.

Acharya Nagarjuna University, Nagarjuna Nagar, Guntur -522510, Andhra Pradesh, India.

Manuscript Info

Manuscript History

Received: 01 October 2018

Final Accepted: 03 November 2018

Published: December 2018

Keywords:-

emotional intelligence, income, University students, male and female.

Abstract

Emotional Intelligence (EI) depends on several factors and one among them is income. Some of the studies found that students with high income possessed high EI. At the same time some other studies reported high EI with low income group. The author carried out a case study with Post Graduate students of Acharya Nagarjuna University (n=826) to observe the relation between EI and income group. Students are made into three groups based on the income i.e., low, medium and high. Mangal's Emotional inventory scale is utilized for obtaining the data. Income details are also collected from the subjects. Results indicate that the male students with low income have better EI compared to medium and high income. However, 3 females with high income show better EI compared to others.

Copy Right, IJAR, 2018,. All rights reserved.

Introduction:-

Emotional intelligence (EI) is the ability to understand and to manage own and other's emotions, cognition and behavior. Emotional intelligence is a positive and exciting topic with enormous implications for area of education. Emerging interdisciplinary research and studies from education, business, psychology, and behavioral medicine are showing clear and significant contributions of emotional intelligence to human performance, personal health, and resilience. Emotional knowledge, skills, and intelligence hold a major key to improving education and helping students, teachers, faculty, and student development professionals attain higher degrees of achievement, career success, leadership, and personal well-being. The learned ability of emotional intelligence integrates well with the student development model of education and the historical values of the student personnel point of view (Citation needed).

The present work is carried out to study the relationship between EI and income level with reference to Post Graduate students of Acharya Nagarjuna University, Andhra Pradesh, India.

Methodology:-

Purposive random sampling method was adopted in this study. The size of the sample is 826. Students studying at Acharya Nagarjuna University have different economic backgrounds, namely low, medium and high income. The review of literature revealed that there is a variation in emotional intelligence of low and high income groups. As such, details are collected about income level of the students. Similarly, the Psychologists found that the emotional intelligence varies with gender. As such, opinion is collected from boys and girls and the data analyzed accordingly. Based on the income students are made into three groups- 1. Low income group (annual income <1.0

Corresponding Author:-Sankara Pitchaiah Podila.

Address:-Acharya Nagarjuna University, Nagarjuna Nagar, Guntur -522510, Andhra Pradesh, India.

lakh rupees) 2. Middle income group (income > 1.0 lakh < 3.0 lakh rupees) and 3. High income group (income > 3.0 lakh rupees).

The investigator utilized one standardized test i.e., Mangal emotional Intelligence Inventory (2004) for collecting the data. Mangal Emotional Intelligence Inventory (MEII) has been designed for use with 16+ years age of school, college and university students for measurement of their emotional intelligence (Total as well as separately) in respect of four areas namely, Intrapersonal Awareness-IAA (Knowing about one's own emotions), Interpersonal Awareness-IEA (Knowing about other's emotions), Intrapersonal Management-IAM (Managing one's own emotions), Interpersonal Management-IEM (Managing other's emotions) respectively. It has 100 items, 25 each from the four areas, to be answered as Yes or No.

The investigator met the students in their class rooms. They were told that this was a research programme to measure the emotional intelligence and its areas. Their cooperation was solicited and confidentiality was assured that their responses were to be used for research purpose only. The students were taken 40 minutes time to give their response. They were told to raise their hand if they had any question, so that the researcher could assist them. The researcher supervised the entire class while the test was in progress. Finally, after completion, they were thanking for their cooperation.

Results and Discussion:-

Percent Variation:-

The overall EI is high for low income group students. 21.56% of low income students fell in V.good and good categories. The percentage is 12.50% and 6.88% for middle and high income students respectively (Table 1, Fig.1).

Table 1:-Relation between EI and Income

Category	Income Group		
	Low	Medium	High
Very Good	0.78	0.00	0.00
Good	20.78	12.50	6.88
Average	50.65	50.00	39.12
Poor	21.30	33.33	49.82
Very Poor	6.49	4.17	4.18
TOTAL	100.00	100.00	100.00

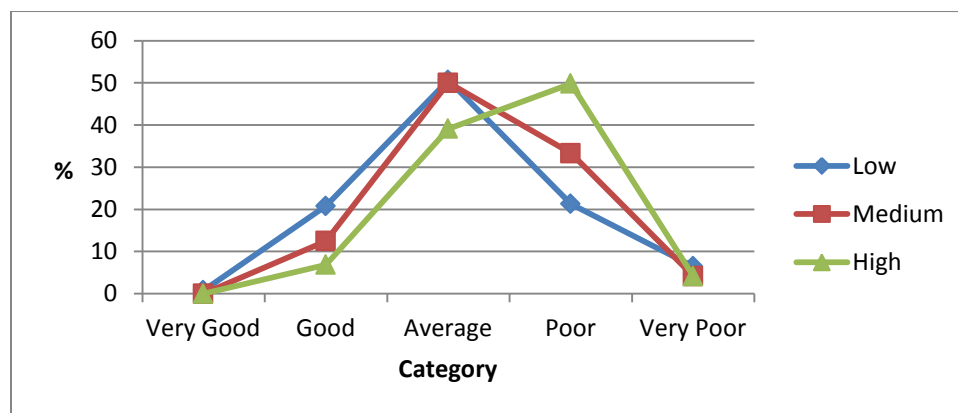


Fig 1:-Relation between EI and Income

EI and areas:-

The results indicate that the students belong to low income group have more ability in understanding own emotions (IAA) compared to medium and high income groups. Medium group students show comparatively better IAA than high income group. The result is similar in relation to IEA, IAM, IEM and overall EI. It means that low income

group students show more ability in understanding other’s emotions, managing own and other’s emotions (Figures 2 to 5).

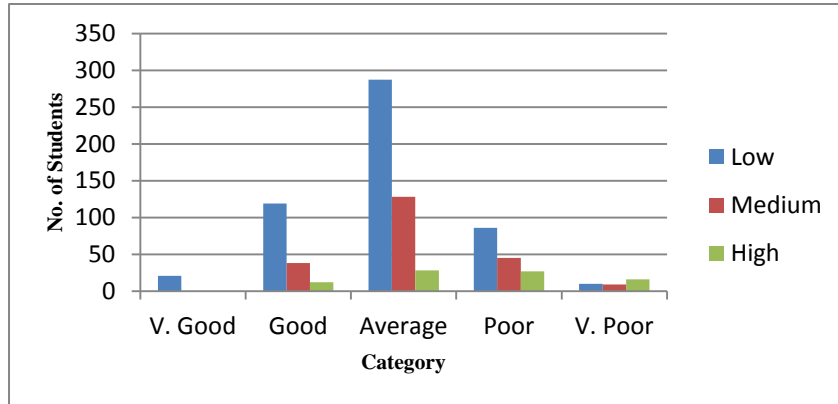


Fig. 2:-Relation between IAA and Income

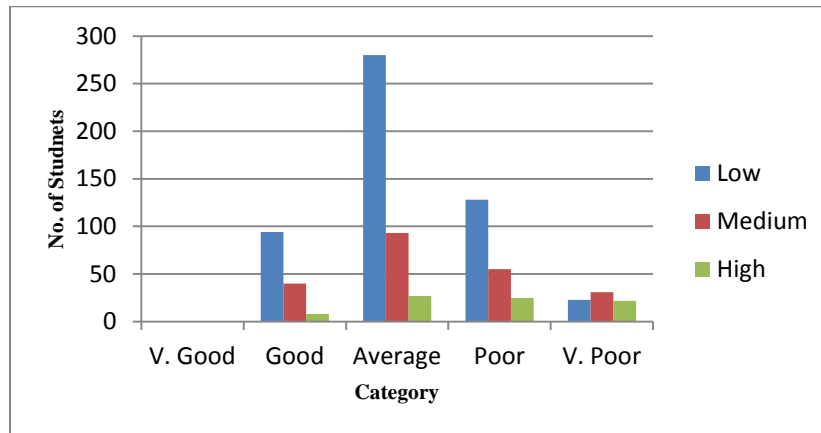


Fig. 3:-Relation between IEA and Income

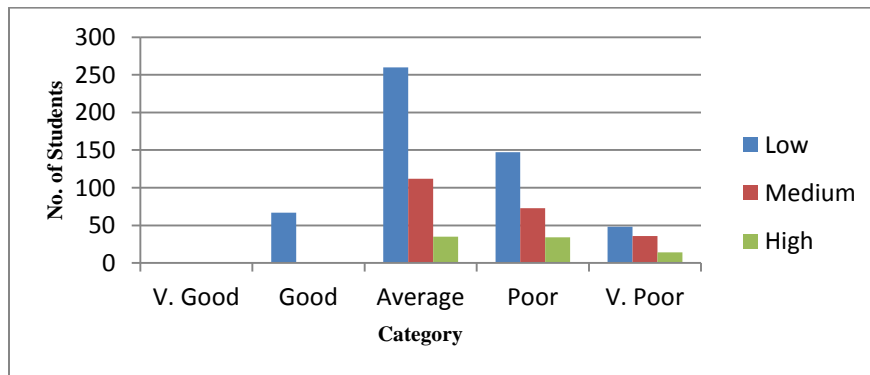


Fig. 4:-Relation between IAM and Income

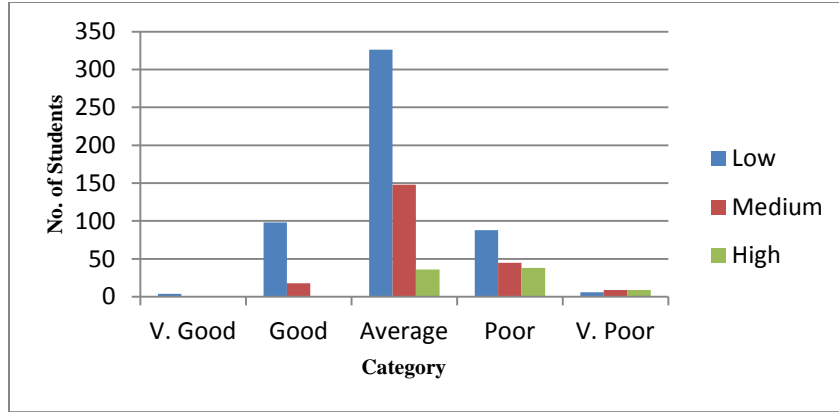


Fig. 5:-Relation between IEM and Income

Mean variation, EI, Income and Gender:-

Mean variation is studied with reference to EI, gender and income is shown in tables 2 and 3 and figures 6 and 7. The observations are presented here.

IAA:-

Male students belong to low income group show better understanding of own emotions (mean: 17.23) compared to medium and high income groups. However, female students with high income group (mean. 20.5) show better IAA.

IEA:-

Males, with mean 15.8 and low income group show better IEA, whereas, female with high income (mean 18) scored more IEA.

IAM

Male students belong to low income group show better IAM. (means: 16.21). Females with high income expressed better EI (mean 19.5). The data are shown in tables 2 and 3.

Table 2:-Male students- mean variation

Area	Male – Income		
	Low	Medium	High
IAA	17.23	15.82	11
IEA	15.8	14.73	8.5
IAM	16.21	14.91	12
IEM	17.27	16.36	14.5
EI	66.52	61.82	46

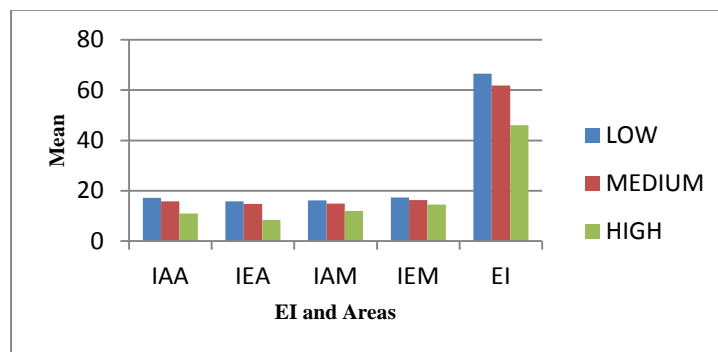


Fig 6:-Male students- mean variation

Table 3:-Female students- mean variation

Area	Female- Income		
	Low	Medium	High
IAA	17.05	16.23	20.5
IEA	15.82	16	18
IAM	15.9	14.23	19.5
IEM	17.96	17.46	18.5
EI	66.72	63.92	76.5

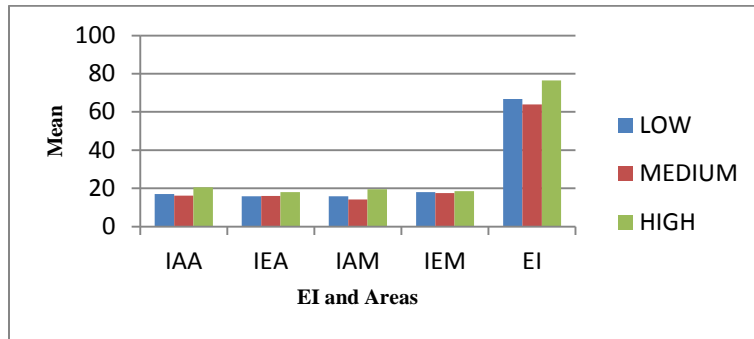


Fig 7:-Female students- mean variation

IEM

The mean values for male low, medium and high income groups are 17.27, 16.36 and 15.5 respectively. It explains that males with low income have more IEM. In the case of female students, high income group scored more, compared to other two group.

EI

For males overall EI is high for low income group. The male mean values are 66.52, 63.82 and 63.94 for low, medium and high income groups respectively. The female mean values 66.72, 63.92 and 76.50 indicate high EI for high income group.

Chi-Square Test

Significant relation is observed between income and IAA. Similar relation is also found between income and overall EI (Table 4).

Lekavicienea and Antiniene (2016) chosen high school (56.7 per cent) and university (35.2 per cent) students and established that EI level is statistically significantly related to some family factors: psychological climate in the family, strength of subject relations with their mother/ father, subjective perception of family financial status. Subjective perception of the financial status of one’s family is related to the emotional intelligence level. The combined EI score is higher of those subjects who view their own financial status as somewhat better than that of others; the lowest EI is of those subjects who regard their own financial status as significantly worse than that of surrounding people.

Jackson de Carvalho and Colvin (2015) study included 353 students enrolled in a bachelors program at Prairie View A&M University. The results showed significant direct and/or indirect effects of income level on emotional intelligence and academic success. The study results support the current body of literature that addresses the impact of low income status on academic success of college students.

Abdul Rauf et al.,(2013) employed the purposive sampling design as the sample of study comprised of second, third, and final year accounting students in PU. Result found that there is a significant positive relationship between family

income and level of EI among PU accounting students, indicating that students with higher family income have higher level of EI.

Table 4:-Chi-Square Test for EI Areas and Income

Area	Income	Categories						Pearson Chi-Square		
		V. Good	Good	Average	Poor	V. Poor	Total	Value	df	Significance
IAA	Low	21	119	287	86	10	523	23.079	8	0.003
	Medium	0	38	128	45	9	220			
	High	0	12	28	27	16	83			
	Total	21	169	443	158	35	826			
IEA	Low	0	94	280	128	23	525	15.289	6	0.018
	Medium	0	40	93	55	31	219			
	High	0	8	27	25	22	82			
	Total	0	142	400	208	76	826			
IAM	Low	0	67	260	147	48	522	13.114	6	0.041
	Medium	0	0	112	73	36	221			
	High	0	0	35	34	14	83			
	Total	0	67	407	254	98	826			
IEM	Low	4	98	326	88	6	522	8.441	8	0.392
	Medium	0	18	148	45	9	220			
	High	0	1	36	38	9	84			
	Total	4	117	510	171	24	826			
EI	Low	4	108	266	111	33	522	30.463	8	0.000
	Medium	0	27	112	73	9	221			
	High	0	5	34	41	3	83			
	Total	4	140	412	225	45	826			

Lankashini (2017) observed relationship with demographic and socio-economic characteristics among Grade eight students in a suburban setting. Eight classes were randomly selected as clusters from two purposively selected mix schools. They found better EI for high income group.

Razia B. and Nabi Ahmad (2017) carried out on a sample of 292 adolescents studying in class XI of Aligarh district. Standardized scales were used to collect the data and further Significant correlation was found among all the three variables under study. Socioeconomic status and Emotional intelligence together brought 18.4% variance in Academic achievement indicating the importance of Emotional intelligence.

Topaloglu (2014) chosen 128 students randomly from Trakya University Kesn Vocational school and used Revised Schutte Emotional Intelligence Scale. The results show that there does not seem to be any significant difference between the total emotional intelligence scores of the students and their departments, age groups and family income. As the p-value with a %95 confidence interval was $.506 > .05$, there does not seem to be a meaningful difference between the emotional intelligence scores and the family incomes.

In the present study male students with low income and female students with high income show better IAA,IEA, IAM, IEM and overall EI.

Conclusion:-

EI has been studied extensively in relation to many social factors. Most of the studies concluded that students with low income have better EI compared to medium and high income groups. In the present study also the author observed similar result for male Post Graduate students. However, it is found that females of high income group show better EI compared to other two groups.

References:-

1. Abdul Rauf F.H. , Mahlindayu Tarmidi, Muniruddin Omar, Nik Nabila Ramiz Yaaziz, Nur Ili Diyana Mohd Zubir (2013) Family and Academic Factors towards Emotional Intelligence: A Case Study, International Journal of Applied Psychology, 3(1): 1-6.
2. Jackson de Carvalho, and Colvin, Alex D. (2015) Emotional Intelligence and Academic Success among Low Income College Students,,International Journal of Education and Social Science www.ijessnet.com Vol. 2 No. 3; 35-42.
3. Lankashini, M.S. Lakmali , V.G.D. Lenagala S.A.K. Liyanage, A.L.R.P. Arambepola, C. (2017) Level of emotional intelligence and its association with person-related characteristics among grade 8 students in a suburban setting, Ceylon Journal of Medical Science 54(1):27-34.
4. Lekavicienea R and Antiniene, D (2016) High emotional intelligence: family psychosocial factors, Social and Behavioral Sciences 217 609 – 617.
5. Mangal, S K and Shubhra Mangal (2004) Mangal Emotional intelligence Inventory (MEII), National Psychological Corporation, Agra.
6. Razia B. and Nabi Ahmad (2017) Emotional intelligence and Socio-economic Status as the determinants of Academic achievement among Adolescents, International Journal of Education and Psychological Research (IJEPR) Volume 6, Issue 2,137-142.
7. Topaloglu A.O. (2014) The study of college students' emotional intelligence qualities, Social and Behavioral Sciences 152 1274 – 1281.