

## **Demographic Characteristics and Family Environment as Predictors of Emotional Intelligence in Adolescents**

**Shazia Irfan (PhD)**

Institute of Applied Psychology, University of the Punjab, Lahore

**Rukhsana Kausar (PhD)**

Institute of Applied Psychology, University of the Punjab, Lahore

The purpose of the current research is to investigate the relationship of family environment with emotional intelligence. It was proposed that a positive relationship would likely exist between emotional intelligence and family environment. In addition to that demographics and family dimensions predict emotional intelligence and gender differences is likely to be in emotional intelligence. The sample of N= 351 adolescents (n= 172 men; n= 179 women) age ranging 15-19 years were included in the study. Family Environment and Emotional intelligence of the participant were measured by means of Family Environment Scale (Bhatia & Chadha, 1993,  $\alpha = .95$ ) and Scale of Emotional intelligence (Batool & Khalid, 2009,  $\alpha = .95$ ). For data analysis, Pearson Product moment correlation and hierarchical regression were used. The results show that the family environment and the emotional intelligence have a significant positive relationship. Further, it was found that academic class, father education, number of siblings, family cohesiveness, being accepting and caring significantly predicted emotional intelligence of adolescents. The results are discussed in the context of Pakistani culture, where family system is intact and cohesive family may contribute to emotional intelligence of adolescents.

*Keywords:* Family environment, emotional intelligence, Adolescents<sup>1</sup>.

Several studies have been conducted over the past couple of decades on the role of Emotional Intelligence (EI) in different aspects of an individual's life. These studies have not only investigated the role of EI in everyday life as a positive contributor but have also described EI's capacity for properly communicating and perceiving emotions, for using

---

<sup>1</sup> Correspondence concerning this article should be addressed to Shazia Irfan and Rukhsana Kausar (PhD) Institute of Applied Psychology University of the Punjab, Lahore [shaziairfan2033@gmail.com](mailto:shaziairfan2033@gmail.com)

the feelings to promote thinking, for knowing emotions and emotional intelligence, and for controlling emotions within and around oneself (Salovey & Pizarro, 2003). Individuals with high EI seem to successfully control their emotions and understand other people's emotions. They can also distinguish between different aspects of emotions and effectively apply them to decision-making and behaviour (Salovey & Myers, 1990). EI includes relationship skills, being conscious of oneself and an ability to make friends (Goleman, 1995). In addition, EI could motivate one, to continue despite challenges, control drives and delays, normalize people's mood, and resist stress triggers, the ability to think, understand, do and be creative (Erasmus, 2007). Punia and Sangwan (2011) describe EI as a force that impacts progress and engagement of individuals in everyday life. Naghavi and Redzuan (2011) found that girls have higher emotional intelligence than boys, however EI was predictor of achievement in boys. Fitness (2001) added that EI helps individual in interpersonal relationships, to perceive, understand, adjust, and control their emotions accordingly.

The construct of EI holds great importance in academic settings and educationists and parents are very keen to know that what can be done to develop EI. Moreover, for in a child's life, family environment is also important as it act as the fundamental unit in which EI prospers. The health of a child is based on a stable family climate. Organized and supporting families ' children are reported to be confident, socially skilled, less anxious and autonomous (Moos & Moos, 2002). However, during adolescence, an individual actively strives to understand and improve his/her identity and relationships. He/she still faces disputes because of conflicting values and beliefs from a variety of sources such as friends, parents and other social figures, and this conflict become significant until mid-adolescence (Monsour & Harter, 1992). To avoid conflict, supportive parents provide their children with transparency and confidence that encourage emotional autonomy and help children to develop capacity for role-taking (Pratt, Skoe & Arnold, 2004). Although, it is the basic requirement of every family to provide a useful growth environment, but assessment, modelling and training are also important in the creation of interpersonal skills by care provider (Fitzpatrick & Ritchie, 1994; Zeidner et al., 2003).

Adolescence is a sensitive period in which parental reactions to their children's activities and interests effect their EI. It is also proposed that parental relationship with their children must help them get transformed from parent-child to parent-young adults (Minuchin, 2005).

## DEMOGRAPHIC CHARACTERISTICS AND FAMILY ENVIRONMENT AS PREDICTORS OF EMOTIONAL INTELLIGENCE

Emotional interpersonal relations are first learned in the family and as a socializing force, the family plays a crucial role in developing skills in young children and in the creation of meaningful relationships which helps to grow children in a cognitive and emotional way (Warhol, 1998).

The family offers life-long protection and dedication by parents who take care of their children for their psychological, social, and physical needs until they become independent. Further, family is a fundamental unit of social adaptation and has great impact on child socialization (Ozcinar, 2006). Families are classified as joint or nuclear, the family structure that is mostly seen in Eastern culture is joint family system, where family also includes close-knit family relatives such as uncles, aunts, siblings, grandparents, non-parent children's spouses and children (Eitzen, 2003). However, nuclear family system is more established in the western societies and eastern societies are slowly shifting towards nuclear family system. The main reason for it, is that women are now rising as a working force to support their families and stabilize their economic condition (Ahuja, 1993). In a joint family system, children are largely protected, well maintained, and encouraged to rely on parents and other members of the family due to which they became dependent, pampered and fail to develop emotional intelligence. In contrast to that in nuclear family structure, the role models for children diminish and they are only in direct contact with their parents which helps them to take initiative, cultivate independence and develop emotional intelligence. In addition, psychological support from father also plays a part in it (Bisht & Sinha, 1981).

Family environment also plays an important role during adolescence and young adulthood (Van Wel, 2000). Family provides the basic unit for passing beliefs, traditions, principles, and cultural behaviour from one generation to the next (Ogbu, 1988), which are all transferred by the mechanism of socialization (Saraswathi & Dutta, 1988). Supportive parents provide their children with environment in which they could grow emotionally and independently (Chen, Chang & Liu, 2005). Herman and colleagues (2007) suggest that an adolescent's psychological adaptation improves because of supportive relationships and cohesion among family members. Families, especially parents are the main support system for a child and relationship with parents plays a crucial role in shaping an individual's personality (Latha & Mohanraj, 2005). Hence, family environment inculcates emotional intelligence in young ones which may help them to do better in every field of life. In Pakistan, Zahra, Shuja and Irfan (2014) examined the relationship

between family environment and emotional intelligence with a sample of 100 adolescents and found significant positive relationship between family environment and emotional intelligence.

### **Rationale of the study**

Family is a strong institution in Pakistan, and it has a pivotal role in the development of an individual's social and emotional development. Hence after reviewing literature it can be concluded that an individual's development in all areas of life is influenced by the family and family environment. Social and emotional competencies are fostered in family. In Pakistan, family plays a pivotal role in an individual's life throughout. However, there is lack of research on examining impact of family environment on an adolescent. Moreover, even though an individual's development in all areas of life is influenced by the family, researchers in Pakistan have paid little attention to explore the role of family environment on emotional development of adolescents. In Pakistan, due to lack of research on family environment, many areas relating to the importance and influences of institution of family remain unexplored. Therefore, the present research explores role of family environment, and demographic characteristics of an adolescent on his/her emotional intelligence.

### **Objectives**

This study aimed to investigate: the relationship between demographic characteristics, family environment and emotional intelligence in adolescents; to see whether demographic characteristics and family environment predict emotional intelligence in adolescents.

### **Hypotheses**

The following hypotheses were formulated.

- 1-There is likely to be a positive relationship between family environment and Emotional intelligence of the adolescents.
- 2- Demographic characteristics of the participant i.e., gender, academic class, educational institution, parent's education, family system, number of siblings, birth order of the adolescent and family environment is likely to predict emotional intelligence of the adolescent.

### **Method**

#### **Sample**

Convenient sampling strategy was used to recruit adolescents' sample from public and private institutions in Lahore city. The present research included sample of 351 adolescents (179 female, 172 male) having ages ranged from 15 -19 years ( $M=16.58$ ,  $SD=.98$ ). Participants

DEMOGRAPHIC CHARACTERISTICS AND FAMILY ENVIRONMENT AS  
PREDICTORS OF EMOTIONAL INTELLIGENCE

were studying in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> classes as this group falls in the age corresponding to the adolescent group.

Table 1  
*Demographic Characteristics of the Participants (N=351)*

| Characteristics         | F   | %    |
|-------------------------|-----|------|
| Class                   |     |      |
| 10 <sup>th</sup>        | 60  | 17.1 |
| 11 <sup>th</sup>        | 201 | 57.3 |
| 12 <sup>th</sup>        | 90  | 25.6 |
| Educational institution |     |      |
| Public                  | 128 | 36.5 |
| Private                 | 223 | 63.5 |
| Father education        |     |      |
| Illiterate              | 10  | 2.8  |
| Primary                 | 9   | 2.6  |
| Middle                  | 12  | 3.4  |
| Matric                  | 52  | 14.8 |
| Intermediate            | 57  | 16.3 |
| Graduation              | 92  | 26.3 |
| Masters/MPhil/PhD       | 105 | 30   |
| Mother education        |     |      |
| Illiterate              | 16  | 4.6  |
| Primary                 | 20  | 5.7  |
| Middle                  | 19  | 5.4  |
| Matric                  | 86  | 24.5 |
| Intermediate            | 79  | 22.5 |
| Graduation              | 88  | 25.1 |
| Masters/MPhil/PhD       | 41  | 11.4 |
| Family system           |     |      |
| Joint                   | 101 | 28.8 |
| Nuclear                 | 250 | 71.2 |
| No. of siblings         |     |      |
| 1                       | 12  | 3.5  |
| 2                       | 53  | 15.1 |
| 3                       | 78  | 22.2 |
| More than 3             | 208 | 59.2 |
| Birth order             |     |      |
| First born              | 99  | 28.2 |
| Middle born             | 248 | 70.6 |

---

|           |   |     |
|-----------|---|-----|
| Last born | 4 | 1.2 |
|-----------|---|-----|

---

### **Tool Used for Assessment**

For assessment, the following tools were used.

#### **Demographic Information Sheet.**

Demographic information sheet was prepared by the researchers to gather information pertaining to socio-demographic characteristics. Information enquired included educational institution (private/public), age, parental education, educational status of the participant, family system (nuclear/joint), birth order and number of siblings.

#### **Family Environment Scale (FES).**

Based on Moos (1974)'s model, in 1993 Bhatia and Chadha developed Family Environment Scale in 1993. It measures social and environmental features of a family including 69 items. Scale has 8 sub-scales covering 3 dimensions 1. Dimension of relationship (conflict acceptance, cohesion, expressiveness, and care). 2. Dimension of Personal growth (active recreational orientation and independence). 3. Dimension of System maintenance (control and organization). All these three dimensions have different sub-scales. The dimension of relationship includes (i) Cohesion: which reflects the degree of engagement, cooperation, and support of family members. (ii) Expressiveness: this shows how empowered families are to behave freely and clearly express their feelings and thoughts. (iii) Conflict: It demonstrates how much assault and dispute between families are openly expressed. (iv) Acceptance and caring: It illustrates the degree of unconditional acceptance of members and the extent to which care in the family is conveyed. The dimension of Personal growth includes (i) Independence: It defines how assertive and autonomous family members make their own choices. (ii) Active recreational orientation: This concerns the degree to which social and recreational events are engaged. The dimension of system maintenance includes (i) Organization: it is essential in the preparation of family activities and responsibilities in a consistent organizational structure. (ii) Control: Level of family boundaries. For the present study, scale was translated in Urdu language. Cronbach alpha coefficient was very high ( $\alpha = .90$ ) for the present study sample.

#### **Scale of Emotional Intelligence**

The scale of emotional intelligence (SEI) developed by Batool & Khalid (2009) and it contains 56 items. This scale is based on the Bar-on social intelligence model (1997, 2000). The measure encompasses ten dimensions i.e. resistance to stress, interpersonal capacity, problem

## DEMOGRAPHIC CHARACTERISTICS AND FAMILY ENVIRONMENT AS PREDICTORS OF EMOTIONAL INTELLIGENCE

solving, self-respect, resilience, emotional self-awareness, encouragement, optimism, empathy and regulation of urges. Each item is rated with 4-point Likert scale i.e. 1 (never true of me) to 4 (always true of me). The reverse coding required to be used is for 10 items (viz., 7, 9, 13, 17, 26, 30, 42, 47, 48, 49). Low score shows low emotional understanding and high scoring indicates high emotional understanding and. The scale is reported to have very high reliability ( $\alpha = .95$ , Batool & Khalid, 2009) and also for the present study, it had reasonably high alpha coefficient ( $\alpha = .84$ ).

### **Procedure**

Permission from the authors of the scales was sought before collecting data. The concerned heads of the educational institutions were provided written authorisation letter provided by the Institute of Applied Psychology, University of the Punjab, Pakistan. The letter also explained purpose and nature study and request was made to them for provision of data. After seeking their permission, the class teachers were directed by the head of the institution to accompany the research to facilitate her in selection of the sample and completion of research tools in group form. The participants were explained nature of the study, were told that information sought from them would be dealt with confidentiality and that they have a right to participate and also to withdraw at any point that would feel to do so. Written informed consent was taken from those willing to take part and the rest were allowed to leave classroom without any fear of being imposed any penalty. Research protocols were distributed among the participants and general instructions for completion of tools were given to them. They were also instructed to read specific instructions printed on the scales and that if they felt any difficulty in comprehension of any item or had any query, they were encouraged to ask researcher who remained present in the classroom during completion of the tools. After completion of the tools and collection of filled protocols from the participants, the researcher extended her thanks to them and their class teacher. After data collection it was subjected to statistical analyses to test the research hypotheses.

### **Ethical Considerations.**

Before data collection, permission from the scale writers was obtained prior to data acquisition. Detailed information about purpose, time needed for completion of the scales was provided to the heads of the institution and written permission was taken from them. After the permission of heads, teachers were directed by the heads whose class time was to be utilized for data collection purpose to facilitate the

researcher. Often teachers stayed in the class to maintain discipline, especially in private institutions. The investigator explained to the prospective participants before collecting data the essence of their study which could affect their decision to participate in the research. They were assured that all the information would be collected for the sake of research purposes and they were also always had the right to withdraw from the study. In addition, the participants accepted and filled informed consent. In the Urdu language, the instructions were given, and all the scales were also used in comprehensible Urdu language.

### Results

Initially, descriptive statistics and reliability analysis of the scales and subscales was used. Pearson Product Moment Correlation Analysis was used to see the relationship between demographic characteristics, family environment (various aspects of the family environment) and emotional intelligence. Hierarchical regression analysis was conducted to examine predictors of EI in adolescents. Prior to performing analyses and to see whether data is normally distributed skewness and kurtosis were checked for both family environment and emotional intelligence. The value of skewness and kurtosis lie between these limits both variables are normally distributed. (Aryadoust & Raquel, 2019).

Table 2

*Normality Test for family Environment and Emotional Intelligence (N =351)*

|                        | Actual  |         | SD    | Skewness | SE  | Kurtosis | SE  |
|------------------------|---------|---------|-------|----------|-----|----------|-----|
|                        | Minimum | Maximum |       |          |     |          |     |
| Family Environment     | 134.00  | 328.00  | 29.57 | -.58     | .13 | .512     | .26 |
| Emotional Intelligence | 109.00  | 214.00  | 16.57 | -.05     | .13 | .091     | .26 |

Pearson Product Moment Correlation Analysis has been applied in order to see the relationship between the family (various aspects of the family environment) and emotional intelligence. Hierarchical regression analysis was conducted with the objective to investigate demographic characteristics of family environment (various aspect of family environment) as predictors of EI in adolescents.

DEMOGRAPHIC CHARACTERISTICS AND FAMILY ENVIRONMENT AS PREDICTORS OF EMOTIONAL INTELLIGENCE

Table 3

*Descriptive Statistics and Reliability Analysis of Family Environment Scale and Emotional Intelligence Scale (N=351).*

| Variables                | k  | M      | SD    | Range of Scores |         | $\alpha$ |
|--------------------------|----|--------|-------|-----------------|---------|----------|
|                          |    |        |       | Potential       | Actual  |          |
| Family Environment Scale | 69 | 255.78 | 29.52 | 69-345          | 134-328 | .90      |
| Cohesion                 | 13 | 51.47  | 6.77  | 13-65           | 26-65   | .74      |
| Expressiveness           | 9  | 30.47  | 4.67  | 9-45            | 15-42   | .54      |
| Conflict                 | 12 | 45.34  | 7.45  | 12-60           | 19-60   | .69      |
| Acceptance and caring    | 12 | 45.60  | 6.81  | 12-60           | 21-60   | .65      |
| Independence             | 9  | 30.54  | 4.77  | 9-45            | 13-41   | .51      |
| Active recreation        | 8  | 27.75  | 4.10  | 8-40            | 15-39   | .51      |
| Organization             | 2  | 8.29   | 1.54  | 2-10            | 2-10    | .37      |
| Control                  | 4  | 15.98  | 2.56  | 4-20            | 8-20    | .27      |
| Emotional intelligence   | 56 | 165.44 | 17.26 | 56-224          | 109-214 | .84      |
| Interpersonal skills     | 8  | 26.10  | 3.97  | 8-32            | 9-32    | .77      |
| Self-regard              | 6  | 17.45  | 2.79  | 6-36            | 9-24    | .36      |
| Assertiveness            | 7  | 20.35  | 2.96  | 7-28            | 11-27   | .32      |
| Emotional self-awareness | 5  | 15.37  | 2.34  | 5-20            | 9-20    | .32      |
| Empathy                  | 5  | 16.34  | 2.58  | 5-20            | 7-20    | .59      |
| Impulse control          | 5  | 13.12  | 2.67  | 5-20            | 5-20    | .31      |
| Flexibility              | 5  | 14.05  | 2.80  | 5-20            | 6-20    | .46      |
| Problem solving          | 5  | 14.45  | 2.78  | 5-20            | 7-20    | .58      |
| Stress tolerance         | 5  | 13.14  | 2.59  | 5-20            | 5-20    | .31      |

Both family environment and emotional intelligence showed high reliability. Two sub scales of family environment scales and subscales of emotional intelligence scale showed low reliability. In family environment scale “control” has 4 items and it yielded low reliability. For example, an item pertaining to staying out of home for an adolescent where family requires them not to stay out home unnecessarily does not fit appropriately in Pakistani culture thereby might have resulted in low reliability.

Another subscale “organization in family” consists of only 2 items and it also showed low internal consistency the statements i.e. No one in our family cares about rules and responsibilities. In the Pakistani

context, rules and responsibilities are usually set by the elders or heads of the family they are the most responsible beings while others do not bother much. Few subscales of emotional intelligence also low alpha coefficients to solve this problem correlations among subscales were calculated. Subscales with low reliability were not included in further inferential analyses. To explore the relationship between demographic characteristics emotional intelligence and moral judgment Pearson correlation was performed. Results are shown in table 4.

Table 4

*Relationship Between Demographic Characteristics, Family Environment and Emotional Intelligence (N=351)*

| Variables                          | 1 | 2   | 3    | 4     | 5     | 6    | 7     | 8       | 9    | 10     | 11     | 12     | 13     | 14     | 15     | 16     | 17     | 18      | 19     |
|------------------------------------|---|-----|------|-------|-------|------|-------|---------|------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|
| 1-Age                              | 1 | .05 | -.00 | -.10  | -.06  | -.03 | -.02  | -.01    | -.09 | -.07   | -.09   | -.08   | -.06   | -.11*  | -.03   | .02    | -.05   | .00     | .02    |
| 2-Gender                           |   | 1   | -.04 | -.05  | -.05  | -.08 | -.07  | -.02    | -.04 | -.03   | -.06   | .07    | -.07   | .00    | -.02   | -.04   | -.09   | -.00    | -.08   |
| 3-Educational institute            |   |     | 1    | .15** | .04   | .02  | .10   | .04     | .03  | .05    | -.00   | .15**  | .06    | -.06   | -.00   | .10    | .04    | -.04    | .06    |
| 4-Father education                 |   |     |      | 1     | .57** | .03  | .26** | -.25**  | .09  | .02    | .11*   | .13*   | .05    | .09    | .09    | -.02   | -.05   | -.19*** | .00    |
| 5-Mother education                 |   |     |      |       | 1     | .10  | .19** | -.27*** | .06  | .02    | .06    | .09    | .04    | .04    | .09    | -.06   | -.03   | -.15**  | -.00   |
| 6-Family system                    |   |     |      |       |       | 1    | .08   | .02     | .03  | .01    | .03    | -.06   | -.00   | .11*   | -.00   | -.06   | .01    | .00     | -.00   |
| 7-Family income                    |   |     |      |       |       |      | 1     | -.02    | .05  | .00    | .07    | .02    | .02    | .05    | .04    | .06    | .04    | .06     | .00    |
| 8-No. of siblings                  |   |     |      |       |       |      |       | 1       | -.03 | .02    | -.07   | -.06   | -.03   | -.01   | -.07   | .06    | .07    | .10*    | .06    |
| 9-Family environment               |   |     |      |       |       |      |       |         | 1    | .87*** | .77*** | .35*** | .88*** | .68*** | .68*** | .41*** | .40*** | .18**   | .33*** |
| 10-Cohesion                        |   |     |      |       |       |      |       |         |      | 1      | .61*** | .25*** | .78*** | .50*** | .57*** | .39*** | .40*** | .23***  | .31*** |
| 11-Expressiveness                  |   |     |      |       |       |      |       |         |      |        | 1      | .22*** | .59*** | .55*** | .48*** | .29*** | .26*** | .11*    | .25*** |
| 12-Conflict                        |   |     |      |       |       |      |       |         |      |        |        | 1      | .34*** | .23*** | .18**  | .01    | .01    | -.06    | -.10   |
| 13-Acceptance & caring             |   |     |      |       |       |      |       |         |      |        |        |        | 1      | .51*** | .52*** | .40*** | .39*** | .17**   | .33*** |
| 14-Independence                    |   |     |      |       |       |      |       |         |      |        |        |        |        | 1      | .44*** | .21*** | .21*** | .08     | .20*** |
| 15-Active recreational orientation |   |     |      |       |       |      |       |         |      |        |        |        |        |        | 1      | .25*** | .21*** | .12*    | .18**  |
| 16-Emotional intelligence          |   |     |      |       |       |      |       |         |      |        |        |        |        |        |        | 1      | .75*** | .60***  | .63*** |
| 17-Interpersonal skill             |   |     |      |       |       |      |       |         |      |        |        |        |        |        |        |        | 1      | .53***  | .38*** |
| 18-Empathy                         |   |     |      |       |       |      |       |         |      |        |        |        |        |        |        |        |        | 1       | .28*** |
| 19-Problem solving                 |   |     |      |       |       |      |       |         |      |        |        |        |        |        |        |        |        |         | 1      |

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Key; gender 0-male, 1-female. Educational institution 1- public, 2- private. Family system 0-joint, 1-nuclear

ather and mother education has significant positive relationship with EI (Empathy), while family environment total and sub scales of family environment active recreational, independence, acceptance and caring, expressiveness and cohesion show significant positive relationship with EI and sub scales of EI (empathy, interpersonal skill, and problem solving).

Demographic characteristics are significantly correlated with EI. Fathers' education is positively correlated with empathy and mothers' education is negatively correlated with empathy. Number of siblings has significant positive correlation with empathy. Family environment and subscales of family environment (active recreational, independence, acceptance and caring, expressiveness and cohesion) have significant positive correlation with EI (empathy, interpersonal skill, & problem solving) while conflict has a negative correlation with problem solving.

Hierarchical regression analysis was applied to see if demographic characteristics and family environment predict EI in adolescents. In first step, academic class, fathers' education, mothers' education, number of siblings, gender, family system (joint/nuclear) and educational institution (public/private) were entered. In second step, six family environment subscales (cohesion, conflict, expressiveness, independence acceptance & caring,) were entered. The results are shown in table 5.

Table 5.

*Hierarchical Multiple Regression Analysis for Demographic Characteristics and Family Environment as predictors of Emotional Intelligence (N=351)*

| EI sub-scales        | Predictors           | $\Delta R^2$ | $\beta$ |      |
|----------------------|----------------------|--------------|---------|------|
| Interpersonal skill  | Fathers education    | .05          | -3.18*  |      |
|                      | Graduate             |              |         |      |
|                      | No. of siblings      |              |         |      |
|                      | 3 siblings           |              |         |      |
|                      | Class                |              |         |      |
| Empathy              | 2 <sup>nd</sup> year | .15***       | -1.65*  |      |
|                      | Cohesion             |              |         |      |
|                      | Primary F            |              |         | .08* |
|                      | Graduation F         |              |         |      |
|                      | Masters F            |              |         |      |
|                      | No of siblings       |              |         |      |
|                      | 2 siblings           |              |         |      |
| 3 siblings           |                      |              |         |      |
| More than 3 siblings |                      |              |         |      |

## DEMOGRAPHIC CHARACTERISTICS AND FAMILY ENVIRONMENT AS PREDICTORS OF EMOTIONAL INTELLIGENCE

|                    |                       |        |         |
|--------------------|-----------------------|--------|---------|
| Problem solving    | Cohesion              | .05**  | .10*    |
|                    | Class                 |        |         |
|                    | First year            | .03    | -1.17** |
|                    | Acceptance and caring | .12*** | .09*    |
| Total $\Delta R^2$ |                       |        | .48***  |

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Results show that demographics and family environment (cohesion, acceptance & caring) significantly predict EI. Acceptance & caring attitude significantly predict emotional intelligence. Number of siblings, fathers' education and cohesion are significant predictors of interpersonal skill and empathy while academic class, acceptance and being caring are significant predictors of problem solving.

To summarise, the results supported the research hypotheses, family environment and in particular, cohesion, acceptance and caring dimensions of family environment showed significant positive relationship with Emotional Intelligence. Regression analysis also showed that family being cohesive, accepting and caring predicted Emotional intelligence in particular empathy, interpersonal skills and problem solving. Among demographic characteristics, having two siblings or more and father education were significant predictors of Emotional Intelligence of adolescents.

### Discussion

Main objective of this study was to explore the relationship between demographic characteristics, family environment and EI. Findings provide evidence that family environment positively correlates with EI in adolescents. Our findings are consistent with those reported by Chaturvedi and Meghna (2010) who found that different domains of family environment were positively correlated with emotional intelligence. Similarly, Ozabaci (2006) in a study in Turkey found significant positive correlation between family environment and emotional intelligence in young adults. Deepshika and Banot (2011) in Utter Pradesh, India explored the role of families in socio-emotional adaptation of young girls. In their study, all dimensions and factors of family environment were found to play significant role in educational and socio-emotional adaptation of girls during adolescence. Devi and Rayal (2004) found that perception of adolescents about family circumstance (active recreation orientation, acceptance and caring, expressiveness and cohesion) had significant positive correlation with EI. They concluded

that family plays important role in psychological and social development of a child. Another study was carried out in Lithuania, to explore psychological and family factors of EI. Findings indicated that strong parental relationship, perception of an individual about family financial status and psychological climate of the family were significantly related to EI (Lekaviciene & Antiniene, 2016). Hence it can conclude that families where emotional warmth and understanding prevails, member of that family is more emotionally intelligent having best control and understanding of their own and others' emotions.

Present study showed negative relationship between conflict and problem solving and this finding is consistent with those of Lekaviciene and Antiniene (2016) who found that recognition and control of emotions are learned in a smooth and warm environment, while constant argumentation and stressful environment in the family give rise to negative and inadequate emotional responses. Similarly, it was found that children raised in environment where conflict was high and cohesion was low were more aggressive (Fang et al., 2009). From these findings across cultures and religions family is the basic unit and the first architects to create healthy personality and contributing to the emotional intelligence of the children are parents.

Hierarchical regression analysis revealed that father's education, Number of siblings and component of family environment (cohesion and acceptance & caring) are significant predictors of EI. Cohesion implies a degree of engagement, assistance and support of the family members, and acceptance & caring is defined as the degree to which they receive unconditional acceptance and consideration in the family. Both cohesion and acceptance & caring are related to relationship family environment scale dimensions.

It was found in the present research that number of siblings, two or more than two is significant predictors of EI. In line with our findings, Morand (1999) conducted a study in Pennsylvania, USA and found positive relationship of family size with EI in graduate students. Individuals from large families had high EI. Hughes and Carolyn (2002) described that siblings are important being very first partners of life, sharing role division, mutual dependence, inter family relationships and emotional communications. Similarly, Singh and Modi (2012) found that during early phase of life, children and adolescents living in large families have high emotional intelligent. Findings suggest that family unit is important especially in the founding years of life of an individual. Naghavi and Redzuan (2012) examined the moderating role of family

## DEMOGRAPHIC CHARACTERISTICS AND FAMILY ENVIRONMENT AS PREDICTORS OF EMOTIONAL INTELLIGENCE

size while exploring relationship of family environment with EI in early adolescents. Results revealed that family environment foster emotional intelligence and family size moderates this relationship, but early adolescents show higher EI when family is small.

Ranjna (2015) in an Indian sample of college students, found family environment and its different aspects being strong predictors of EI. Mihaela (2014) explored difference in EI of adolescents living in normal home environment and foster care institutions and findings showed that adolescents living in normal family environment were high on EI as compared to those living in foster care institutions.

### **Conclusion**

Family is the basic institute where all psychological and physiological needs of a child are addressed and if they are satisfied properly, chances of a healthy, well-adjusted, and emotionally intelligent adult are increased. It means adolescents raised in coercive family environment are more emotionally intelligent. Individual's life is influenced by family relationships from childhood through adult hood, children not only inherit some of the parental potentials, but they also learn beliefs, attitudes from home experiences and their behaviour exhibits it all.

### **Limitations**

Though sample size for the study seems ample however, it was collected only from one city of Pakistan. It would have been better if the sample were taken from diversified background and from different cities of Pakistan. Moreover, taking sample from community and not only from educational institutions would have enabled generalization of the findings to Pakistani adolescent population with more confidence. In addition, internal consistencies of few subscales of family environment scale and those of emotional intelligence scale warrant the need of developing indigenous tools and it indicates that mere using translated version of scales did not help improve reliability of all subscales.

### **Suggestions**

It is suggested that sample of the study must be diverse, be taken from different cities of Pakistan and must include adolescents from community to get a comprehensive picture and also to be able to generalize findings with more confidence. Moreover, it is important that researchers develop indigenously tools which is most suitable to assess constructs such as family environment from the Pakistani perspective.

Collective family system in Pakistan can be capitalized to help individuals become emotionally strong.

### **Implications of the Findings**

Study findings highlight the importance of cohesiveness, supportive and caring family atmosphere in fostering emotional intelligence in adolescents. Therefore, it is important to disseminate this information to parents and other socializing agents so that they focus on cohesiveness, be more accepting and caring to raise emotionally healthy individuals. Parental education and awareness about importance of family environment can bring the change rapidly. Moreover, paternal education and having siblings' network at home also seem to play a positive role in -developing emotional intelligence in adolescents. This compliments that family members and family environment both acts as very important agents to help an adolescent who is facing additional stress of transition from childhood to adulthood to be emotionally intelligent.

### **References**

- Ahuja, R. (1993). *Indian Social System*. New Delhi: Rajwat Publications
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
- Aryadoust, V., & Raquel, M. (Eds.). (2019). *Quantitative data analysis for language assessment volume I: Fundamental techniques*. Routledge.
- Batool, S. S. (2009). Development and validation of emotional intelligence scale and emotional intelligence as a predictor of marital quality, Unpublished PhD Dissertation, University of the Punjab, Lahore, Pakistan.
- Batool, S. S., & Khalid, R. (2011). Development of indigenous scale of emotional intelligence and evaluation of its psychometric properties. *Pakistan journal of social and clinical psychology*, 9, 66.
- Bhatia, H., & Chadha, N. K. (1993). *Family Environment Scale*. Lucknow: Ankur Psychological Agency.
- Bisht, S., & Sinha, D. (1981). Socialization, Family and Psychological differentiation. In D. Sinha (Ed.), *Socialization of the Indian Child* (pp. 41-54). New Delhi, India: Concept Publishing.
- Chen, X., Chang, L., He, Y., & Liu, H. (2005). The peer group as a context: Moderating effects on relations between maternal parenting

DEMOGRAPHIC CHARACTERISTICS AND FAMILY ENVIRONMENT AS  
PREDICTORS OF EMOTIONAL INTELLIGENCE

- and social and school adjustment in Chinese children. *Child Development*, 76(2), 417-434.
- Deepshikha, S., & Bhanot, S. (2011). Role of family environment on socio-emotional adjustment of adolescent girls in rural areas of Eastern Uttar Pradesh. *Journal of Psychology*, 2(1), 53-56.
- Devi, U., & Royal, U. T. R. (2004). Adolescent's perception about family environment and emotional intelligence. *Indian Psychological Review*, 62(3), 157-167.
- Dunn, J. (2002). *Sibling relationships*. Blackwell Publishing.
- Eitzen, D. (2003). *Social Problems*. (9th Ed.) Boston: Allyn and Bacon.
- Erasmus, C.P. (2007). *The role of Emotional Intelligence in the Adaptation of Adolescents Boys in a Private School*. Unpublished M.Ed. Thesis. University of South Africa.
- Fang, C. Y., Egleston, B. L., Brown, K. M., Lavigne, J. V., Stevens, V. J., Barton, B. A., & Dorgan, J. F. (2009). Family cohesion moderates the relation between free testosterone and delinquent behaviors in adolescent boys and girls. *Journal of Adolescent Health*, 44(6), 590-597.
- Fitness, J. (2001). Emotional intelligence and intimate relationships. In J. Ciarrochi, J. P. Forgas, & J. D. Mayer (Eds.), *Emotional intelligence in everyday life* (pp. 98–112). New York: Psychology Press.
- Patrick, M. A., & Ritchie, L. D. (1994). Communication schemata within the family. *Human Communication Research*, 20(3), 275-301. doi: 10.1111/j.1468-2958.1994.tb00324.x
- Goleman, D. (1995, 2006). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY: Bantam.
- Grayson, R. (2013). *Emotional intelligence: A summary*. Retrieved from [http://www.visionrealization.com/Resources/Camper\\_Devel/Emotional\\_intelligence\\_hand\\_out](http://www.visionrealization.com/Resources/Camper_Devel/Emotional_intelligence_hand_out).
- Herman-Stahl, M., & Petersen, A. C. (1999). Depressive symptoms during adolescence: Direct and stress-buffering effects of coping, control beliefs, and family relationships. *Journal of Applied Developmental Psychology*, 20(1), 45-62.
- Hughes, M., & Carolyn, J.K. (2002) *Developing a Sociological a Consciousness*. McGraw- Hill Higher Education
- Katyal, S., & Awasthi, E. (2005). Gender differences in emotional intelligence among adolescents of Chandigarh. *Journal of Human ecology*, 17(2), 153-155.

- Latha, K., & Mohanraj, R. (2005). Perceived family environment in relation to adjustment and academic achievement. *Journal of the Indian Academy of Applied Psychology*, *31*(2), 18-23.
- Lekaviciene, R., & Antiniene, D. (2016). High Emotional Intelligence: Family Psychosocial Factors. *Procedia - Social and Behavioral Sciences*, *217*, 609–617. <https://doi.org/10.1016/j.sbspro.2016.02.066>
- Melmed, M. E. (1998). Talking with parents about emotional development. *Pediatrics*, *102* (5); 1317-1326.
- Mihaela, S. (2014). The effects of the growth environment on the adolescents' self-esteem, general intelligence and emotional intelligence. *Procedia-Social and Behavioral Sciences*, *127*, 864-867.
- Minuchin, S.F.H. (2005). *Techniques of family treatment*. Multilingual matters limited.
- Morand, D. A. (1999). Family size and intelligence revisited: The role of emotional intelligence. *Psychological Reports*, *84*(2), 643-649.
- Naghavi, F., & Redzuan, M. (2011). The relationship between gender and emotional intelligence. *World Applied Sciences Journal*, *15*(4), 555-561.
- Naghavi, F., & Redzuan, M. R. (2012). The Moderating Role of Family Ecological Factors (Family Size) on the Relationships between Family Environment and Emotional Intelligence. *Journal of American Science*, *8*(6), 32-37.
- Ogbu, J. U. (1988). Cultural diversity and human development. *New Directions for Development*, *42*, 11-28. <http://dx.doi.org/10.1002/cd.23219884203>
- Ozabacı, N. (2006). “Emotional Intelligence and Family Environment”. Kyrgyzstan-Turkey Manas University *The Journal of Social Sciences* *16* (6), 169-177.
- Ozcinar, Z. (2006). The instructional communicative qualification of parents with students. *Cypriot Journal of Educational Sciences*, *1* (1), 21-29
- Pratt, M. W., Skoe, E. E., & Arnold, M. L. (2004). Care reasoning development and family socialisation patterns in later adolescence: A longitudinal analysis. *International Journal of Behavioural Development*, *28*, 139–147. doi:10.1080/016502503 44000343.
- Punia, S., & Sangwan, S. (2011). Emotional intelligence and social adaptation of school children. *Journal of psychology* *2*(2): 83-87

DEMOGRAPHIC CHARACTERISTICS AND FAMILY ENVIRONMENT AS  
PREDICTORS OF EMOTIONAL INTELLIGENCE

- Hussain, H. K. (2015). *Assessing the moderating effects of organizational innovation on the relationship between transformational leadership and job satisfaction* (Doctoral dissertation, Universiti Teknologi Malaysia, Faculty of Management).
- Ranjna, (September, 2015). Family environment in relation to emotional intelligence and personality. *Journal of Indian Health Psychology, 10*(1), 79-89.
- Rauf, F. H. A., Tarmidi, M., Omar, M., Yaaziz, N. N. R., & Zubir, N. I. D. M. (2013). Personal, family and academic factors towards emotional intelligence: A case study. *International Journal of Applied Psychology, 3*(1), 1-6.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality, 9*(3), 185-211.
- Salovey, P., & Pizarro, D. A. (2003). The value of emotional intelligence. In R. J. Sternberg, J. Lautrey, & T. Lubart (Eds.), *Models of Intelligence: International Perspectives 263- 278*: American Psychological Association.
- Sandhu, D., & Tung, S. (2006). Role of Emotional Autonomy and Family Environment in Identity Formation of Adolescents. *Pakistan Journal of Psychological Research, 21* (1-16).
- Saraswati, T. S., Dutta, R. (1988). *Invisible boundaries, grooming for adult roles: a descriptive study of socialization in a poor rural and urban slum setting in Gujarat*. Northern Book Centre.
- Singh, A., & Modi, R. (2012). Impact of nuclear and joint family on emotional intelligence among adolescents. In *2nd Indian Psychological Science Congress*.
- Sharma, A., & Sahni, M. (2013). Emotional intelligence in relation to home environment and personality of adolescents. *International Women Online Journal of Distance Education January, 2*(1).
- Van Wel, F., Linssen, H., & Abma, R. (2000). The parental bond and the well-being of adolescents and young adults. *Journal of Youth and Adolescence, 29*(3), 307-318.
- Warhol, J. G. (1998). Facilitating and Encouraging Healthy Emotional Development. *Paediatrics, 102*(5), 1330-1331
- Zeidner, M., Matthews, G., Roberts, R. D., & MacCann, C. (2003). Development of emotional intelligence: Towards a multi-level investment model. *Human development, 46*(2-3), 69-96.
- Zahra, G., Shuja, A., & Irfan, S. (2014). Emotional intelligence and family environment. Unpublished thesis, Lahore College for Women University, Lahore.

IRFAN AND KAUSAR

Received September 24, 2018

Revision Received January 2, 2021