



# A Correlational Study of Emotional Intelligence and Anxieties of the Higher and Lower Economic Strata

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## Abstract:

Anxiety is a common symptom found among adolescent students. Emotional intelligence helps us to control emotional impulses like stress and anxiety. In the present school situations, the students come from different family backgrounds and financial positions and they are bound to evoke emotional anxieties in relation to examination abilities, interactions, affiliations and actualization. The present study is an attempt to study relationship of emotional intelligence and anxieties of adolescent students of the higher and lower economic strata. Two hundred students studying in XI and XII classes constituted the sample of the study. Tool prepared by S.C. Joshi was used to measure anxiety and for measuring emotional intelligence Emotional intelligence scale prepared by Girijeshkumar was used. The study reveals that adolescent students of higher economic strata are emotionally matured and they are least anxious in all the areas of anxiety. Students of lower economic strata have positive and significant correlation between emotional intelligence and two areas of anxiety- peer group relations and family support. Adolescent boys and girls of higher economic group have significant negative correlation in all the areas of anxiety and girls of lower economic strata are more anxious in all the areas of anxiety.

**Keywords:** *Anxiety, Economic Strata. Emotional Intelligence*

## 1. Introduction

Anxiety is a common symptom found in different population specially among students. Anxiety is a form of fear in response to an anticipated threat of self esteem. Everyone experiences anxiety in greater or lesser degree from time to time as a result of specific situations for which anxiety is a reasonable response. It occurs due to overpowering nature of the symptoms such as difficulty in making decisions, sleeplessness, nervousness, changed psychological status, impaired communication, lowered self esteem, failure in academic performance etc. Factors like difficult family situation, restricted school environment, occupational and financial difficulties without adequate support can also cause anxiety.

Parent's high expectations also cause anxiety in students. The parents want their children to grow academically, to prepare for the future, to maintain family status and standards to attain social acceptance and adjustment, and keep the expectations high. Any deviation, or danger or inability to perceive these hidden curricula, or incompatibility of the individual with the given situations or standards may threaten the self of the individual. This in turn, causes concern, tension, apprehensions, and stress and strain. The individual becomes inhibitive, are reflected in school examination, cognitive abilities and activities, interaction with teachers abilities and peer group relationships, family relations, family relations and in the moral behavior etc.

Emotional intelligence helps as to control emotional impulses like fear, stress and anxiety, Emotional intelligence is an ability to monitor one's own and others feelings and emotion, to discriminate among them and to use this information to guide one's thinking and actions. (Mayer and salovey 1007). It is an

ffective, adaptive capacity for smooth adjustment in one's social life. Emotional intelligence means empathy, compassion, motivation and the ability to respond appropriately to external pain or pleasures. By developing emotional intelligence one can become more productive and successful at what one does, and helps others to be more productive and successful too. The process and outcomes of emotional intelligence development also contain many elements known to reduce stress and anxiety for individuals and organizations.

In the present time adolescents tend to have high emotionality. It seems that anxiety independently influences the emotional intelligence of adolescents. Now the question arises, what are the factors that cause anxiety and how anxiety correlates with emotional intelligence specially in adolescent age. Secondly, in the present school situations. The students come from different families and different income groups. Assuming other things constant, the pupils of different economic strata aim at attaining successes in school striving. Thus the differences in family backgrounds and financial positions are bound to evoke emotional reactions and emotional anxieties in relation to examination, abilities, interactions, affiliations and actualization. Many queries came in mind what is the nature of anxieties of the pupils of higher and lower economic state and how emotional intelligence is having correlation with areas or factors of anxieties. In order to answer these queries a scientific study of relationship between emotional intelligence and anxieties of adolescent students of the higher and lower economic strata is needed.

Inspired by the importance of the emotional phenomena of the adolescent students the investigator aped to probe the nature of correlation between anxiety and emotional intelligence of higher and lower economic strata students.

## 2. Statement of the problem

In the light of the preceding persecutions on the origin of the research problem. The researcher has concentrated on it and spelled out the problem in this way.

A Correlational Study of Emotional Intelligence and Anxieties of The Higher and Lower Economic Strata.

## 3. Concept of Strata

In every society, persons have different position in the social system because their incomes inherited wealth power, vacation, home traditions and associations with others vary in nature and magnitudes. In this study higher and lower economic strata are perceived as economic factors. Higher incomes from several sources, larger parental wealth and material possession and high vocation. In other words. Higher economic strata refer to those positions and statuses with have income of 35000/- per month and more, large capital goods and lucrative vocational post. Lower economic strata refer to those statuses or positions which lack the above said possession and their over all income do not exceed Rs. 10000/- per month.

## 4. Anxiety

The researcher used this term as a state or condition characterized by the feelings of apprehension, tension, un comforts, depression, agony, irritation etc. In other words it is normal anxiety being conceived as necessary to a kind of behavior as stimulant. For measuring anxiety five different areas had been selected - examination and academic abilities, classroom interaction, peer group relations, family support and standards of behavior.

## 5. Emotional Intelligence

Emotional intelligence means empathy, compassion, motivation and the ability to respond appropriately to external pain or pleasures. By developing emotional intelligence one can become more productive and successful at what one does, and helps others to be more productive and successful too. The process and outcomes of emotional intelligence development also contain many elements known to reduce stress and anxiety for individuals and organizations.

## 6. Objectives

- 1.To find out relationship between anxiety and emotional intelligence of adolescent students, having different economic strata.
- 2.To find out relationship between areas of anxiety and emotional intelligence of adolescent boys and girls having different economic strata.

## 7. Design of the study

The study employed descriptive survey research design to carry out the investigation. In this the investigator tries to find out relationship between anxiety (as a whole and area wise) and emotional intelligence of adolescent students studying in XI and XII classes of four senior secondary school of Palanpur city of Gujarat State. The selected students were classified into higher economic group and lower economic group on the basis of information's responded on self made economic strata inventory. The study also intends to find out the relationship between five areas of anxiety (examination and academic abilities, classroom interaction, peer group relations, family support and moral standard of behavior) and emotional intelligence of adolescent boys and girls separately.

## 8. Sample

Stratified purposive sample technique was used to get the sample. In all 200 students studying in XI and XII classes were selected in such a manner that 100 students (50 boys and 50 girls) should be from higher economic group and other we 100 students (50 boys and 50 girls) from lower economic group. The sample consists 100 boys and 100 girls.

## 9. Tool used

The researcher used following tools for measuring anxieties and emotional intelligence of adolescent students.

- For measuring anxiety, manifest Amnesty scale made by S. C. Joshi was used.
- For measuring emotional intelligence, EIS Emotional Intelligence Scale Prepared by Girigeshkumar was used.
- For classifying students into higher and lower economic groups a self made economic inventory was used.

## 10. Collection of Data

The researcher collected data in person by visiting four representative granted senior secondary schools of Palanpur city, Gujarat. Purposive selections of schools were made the basis of large number of students coming from different communities and different economic conditions. First of all Economic strata inventory was administered to divide students into higher and lower economic groups. Tools of anxiety and emotional intelligence were administered on the students belong to higher and lower economic groups. The students took 1.15 to 1.30 hours to complete both the tools. The tests answer sheets were scored as per the scoring key.

## 11. Analysis of Data

The collected data were classified, tabulated and subjected to statistical analysis using mean, S.D. and coefficient of correlation.

## 12. Result and Discussion

Coefficients of correlation among areas of anxiety and emotional intelligence of higher and lower economic groups were calculated using Karl Pearson's product moment method. Results are depicted in table 1.

**Table 1**  
**Relationship between different areas of anxiety and emotional Intelligence of higher and lower economic strata**

Sr. No.	Area of Anxiety	Higher Strata (N- 100)	Lower strata (N=100)
1	Examination and Academic Abilities	-.248*	-.397**
2	Classroom Interaction	-.207*	+.197*
3	Peer Group Relations	+.125	+.238*
4	Family Support	+.097	+.201*
5	Moral Standard of Behavior	-.199*	+.183

\*/\*\* Significant at .05/.01 level

Table 1 shows that coefficient of correlation between Examination and abilities as source of anxiety and emotional intelligence of higher and lower strata are -.248 and -.397 respectively. These values are negatively significant that means adolescent students of both the groups are emotionally matured and Their anxiety for examination is less. In the area of classroom interaction and moral standard of behavior, higher economic group adolescents are either more anxious with respect to less emotional intelligence or least anxious as they are emotionally matured enough. Results in table also show that adolescent, of lower economic group have positive and significant correlation between emotional intelligence and two areas of anxiety. Peer group relations and family support. Adolescents of higher economic group do not show significant relationship in these two areas.

**Table 2**  
**Relationship between areas of anxiety and emotional intelligence of Boys and Girls of higher and lower economic strata**

Sr. No.	Area of Anxiety	Higher Economic Strata		Lower Economic Strata	
		Boys (N=50)	Girls (N=50)	Boys (N=50)	Girls (N=50)
1	Examination and Academic Abilities	-.239*	-.334**	-.059	-.195*
2	Classroom Interaction	-.195*	-.237*	+.037	+.391**
3	Peer Group Relations	+.187	+.035	+.271*	+.238*
4	Family Support	+.438**	-.199*	+.117	+.536**
5	Moral Standard of Behavior	-.293**	-.211*	+.107	+.412**

\*/\*\* significant at .05/.01 level

Table 2 shows that coefficient boys and girls both have positive significant correlation between areas of anxiety (Classroom interaction peer group relations, family support, moral standard of behavior) and emotional intelligence. It means higher the emotional stability, higher the anxiety. Specially girls of lower economic strata area more anxious about all the areas of anxiety except examination and academic abilities. Adolescent boys and girls of higher economic group have significant negative correlations in all the areas of anxiety except peer group relations. This sows that anxiety of higher economic group inversely varies with respect to their emotional intelligence. In the area of peer group relations boys and girls of higher economic group do not have significant correlations.

### 13. Conclusion

On the basis of findings of the study it can be inferred that girls of lower economic strata perceive growing anxiety as their emotional intelligence increase on the other hand anxieties of higher economic

group of boys and girls have significant negative correlation in all areas of anxiety except peer group relations. In the area of peer group relations in the area of peer group relations boys and girls of higher economic group don't have significant correlations.

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