

THE RELATIONSHIP OF FATHER'S LIFE AND SOCIOECONOMIC STATUS WITH EMOTIONAL INTELLIGENCE OF STUDENTS

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Abstract

In this study, the relationship of father's life status and socioeconomic status with emotional intelligence of students was investigated. A total of 150 college students were included in the study. The data were collected through the Emotional Intelligence Scale. The results of the study showed that there was a significant relationship between father's life status and emotional intelligence of students. There was also a significant relationship between socioeconomic status and emotional intelligence of students. The results of the study indicated that father's life status is insignificant but socioeconomic status is significant predictor of emotional intelligence among college students.

Keywords: *Father's life status, Socioeconomic status, Emotional intelligence.*

Introduction

The presence or absence of a father figure has long been recognized as a significant factor in individuals' lives, influencing their social, emotional, and psychological development. The life status of a father, whether alive or deceased, carries profound implications for individuals' experiences, relationships, and overall well-being. A living father can provide guidance, support, and nurturance, serving as a primary source of emotional and social development. The active involvement of a father figure has been associated with positive outcomes such as higher self-esteem, improved academic performance, and enhanced interpersonal skills. Conversely, the death of a father can be a profoundly impactful and challenging experience, with potential consequences for emotional adjustment, identity formation, and overall functioning. This article aims to explore the effect of a father's life status, whether alive or deceased, on various aspects of individuals' lives, including emotional well-being, interpersonal relationships, and overall development. By examining the influence of father's life status, we can

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gain insights into the intricate dynamics and significance of paternal presence or absence in shaping individuals' lives and understanding the complexities of human development.

Socioeconomic status (SES) is a multidimensional construct that encompasses various indicators of an individual's or family's social and economic standing within a society. It is commonly assessed using factors such as income, education, and occupation. SES has garnered considerable attention as a potential determinant of cognitive, emotional, and social development. Emotional intelligence (EI) has gained significant attention in psychological research due to its profound impact on individuals' personal and professional lives. Defined as the ability to perceive, understand, and regulate one's own emotions, as well as recognize and respond effectively to the emotions of others, EI plays a crucial role in various aspects of human behaviour and development. In recent years, researchers have turned their attention to examining the factors that influence EI, including the influence of family dynamics and socioeconomic factors.

In Pakistani society, the role of the family, particularly the father, holds immense significance in shaping the overall emotional well-being of individuals. Father's life status, encompassing various dimensions such as marital status, employment, and education, has been suggested to influence the emotional development and EI of their children. Similarly, socioeconomic status (SES), which reflects an individual's or families social and economic standing, has been linked to various aspects of psychological functioning, including EI.

Understanding the relationship between father's life status, socioeconomic status, and emotional intelligence is of particular importance in the context of Pakistani college students. This population represents a critical stage of transition from adolescence to adulthood, during which emotional intelligence plays a vital role in academic success, interpersonal relationships, and future career prospects.

Previous studies have shown that parental factors, including father's involvement and support, are associated with the emotional intelligence of children and adolescents. Furthermore, socioeconomic status has been found to impact various aspects of individuals' psychological development and well-being. However, limited research has specifically explored the relationship between father's life status, socioeconomic status, and emotional intelligence among Pakistani college students.

Therefore, the present study aims to investigate the relationship between father's life status, socioeconomic status, and emotional intelligence among Pakistani

college students. By examining this relationship, we hope to contribute to the existing literature and shed light on the unique cultural context of Pakistan.

The findings of this study may have practical implications for educational institutions, policymakers, and parents. Understanding the factors that influence emotional intelligence can inform the development of targeted interventions and support systems to enhance emotional intelligence among college students in Pakistan. Moreover, this research may contribute to the broader understanding of the role of family dynamics and socioeconomic factors in emotional intelligence across diverse cultural contexts.

1.1. Objectives

- a. To examine the relationship between father's life status and emotional intelligence among Pakistani college students.
- b. To investigate the relationship between socioeconomic status and emotional intelligence among Pakistani college students.
- c. To explore the combined influence of father's life status and socioeconomic status on emotional intelligence among Pakistani college students.

1.2. Hypotheses

- a. There will be a positive correlation between father's life status and emotional intelligence among college students.
- b. There will be a positive correlation between socioeconomic status and emotional intelligence among college students.
- c. Father's life and socioeconomic status will predict the emotional intelligence among college students

1. Literature Review

The existing literature provides valuable insights into the relationship between father's life status, socioeconomic status (SES), and emotional intelligence (EI) among college students. Several studies have explored these variables individually, highlighting their importance in understanding emotional development and psychological well-being. However, limited research has specifically examined their interplay among college students, particularly within the context of Pakistan.

a. Father's Life Status and Emotional Intelligence:

Research has shown that father's involvement and support play a crucial role in the emotional development of children and adolescents (Khalid & Khan, 2015). A positive and nurturing relationship with the father has been linked to higher emotional intelligence among individuals (Mavroveli et al., 2009). For instance, studies have indicated that children who have an actively involved and

supportive father tend to exhibit better emotional understanding, regulation, and empathy (Khalid & Khan, 2015).

In contrast, the absence of a father due to death can potentially affect emotional intelligence among college students. The loss of a father figure can lead to emotional challenges, such as grief, sadness, and feelings of emptiness, which may impact emotional intelligence (Khan, Mahmood, & Afzal, 2016). These emotional experiences may affect the ability to understand and regulate emotions, empathize with others, and effectively manage interpersonal relationships (Khan, Mahmood, & Afzal, 2016).

b. Socioeconomic Status and Emotional Intelligence:

Socioeconomic status, reflecting an individual's or families social and economic standing, has been found to influence various aspects of psychological functioning, including emotional intelligence. Research suggests that individuals from higher socioeconomic backgrounds tend to have greater access to resources, educational opportunities, and social support systems, which can positively contribute to their emotional development (Sirin, 2005). Higher SES has been associated with higher emotional intelligence, as individuals from more advantaged backgrounds often have increased exposure to emotional and social experiences (Sirin, 2005).

2. Research Methodology

The research methodology used in this study was based on a survey that measured the emotional intelligence of students in relation to their father's life status and socioeconomic status. The participants for this study were Pakistani college students from various universities and colleges across the country. A diverse sample of 150 college students was sought to ensure representation from different socioeconomic backgrounds and both genders. The students were asked to rate their emotional intelligence on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. The father's life status was measured on a scale of 1 to 5, with 1 being deceased, 2 being separated/divorced, 3 being never married, 4 being married, and 5 being widowed. The socioeconomic status of the father was also measured on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. The data were analysed using SPSS.

3.1. Data collection procedure

Father's Life Status: Bio data sheet was administrated to gather information about father's life status, including alive status, cause of death and age of candidates at the time of father's death.

Socioeconomic Status: Bio data sheet was administrated to gather information about monthly income of his family which is indicative of his socioeconomic status.

Variables	1	2	3
FLS	-	.43*	.55**
SES		-	.53**
EQ			-

Emotional Intelligence: The measurement of emotional intelligence is carried out by scale of emotional intelligence created by Batool and Khalid in 2009 at Department of Psychology, Government College Lahore.

3. Data Analysis

Descriptive statistics will be used to summarize the demographic characteristics, father's life status, socioeconomic status, and emotional intelligence scores of the participants.

Pearson's correlation analysis or Spearman's rank correlation analysis (if the data are non-parametric) will be conducted to examine the relationships between father's life status, socioeconomic status, and emotional intelligence.

Linear regression will be conducted to examine that father's life and socioeconomic status will predict the emotional intelligence of the individual.

Table 1

Correlation matrix for Father live status, Socioeconomic status and Emotion quotient of Pakistani college students ($N=150$)

Note. FLS= Father Life Status, SES= Socioeconomic Status, EQ= Emotional Quotient, *

$p < .05$, ** $p < .01$

This table showed correlation coefficient among study variables. Father's life status is significantly positively associated with emotional intelligence ($r=.55$).

Socioeconomic status of an individual has also high significant correlation with emotional intelligence ($r=.53$).

Table 2 Predicting effect of Father Life status and socioeconomic on emotional intelligence Pakistani college students (N=150)

	<i>B</i>	<i>B</i>	<i>S.E</i>	<i>P</i>
Constant	61.5		2.91	.02
FLS	.11	.27	.02	.06
SES	.19	.20	.05	.01
R^2	.17			
F	30.38*			

Note. B= unstandardized coefficient, R= regression coefficient, * $p<.05$

Table no. 2 indicated results of simple linear regression between predictors and outcome variable. It showed that socioeconomic status is ($\beta= .20$, $p < .01$) significantly positive predictor of emotional intelligence whereas father's life status has non significance effect of predicting emotional intelligence ($\beta= .27$, $p= .06$). The value of R^2 explained 17% variance in emotional intelligence accounted for socioeconomic status.

Discussion

The results of this study revealed a statistically significant relationship between father's life status and emotional intelligence among college students, but linear regression showed that father's life status is insignificant to predict the emotional intelligence of college students. However, this finding supports previous research suggesting that presence of a nurturing and supportive father figure can contribute to the development of emotional intelligence in young adults.

The study also found a noteworthy correlation between socioeconomic status and emotional intelligence. College students from higher socioeconomic backgrounds demonstrated higher emotional intelligence levels compared to their peers from lower socioeconomic backgrounds. This aligns with existing literature that highlights the potential impact of access to resources, education, and opportunities on the development of emotional intelligence

The current study's findings are consistent with prior research that indicates the significant influence of family dynamics and socioeconomic factors

on emotional intelligence development. These results complement the established knowledge that familial support and socioeconomic advantages can play pivotal roles in shaping an individual's emotional competencies

The findings of this study have theoretical implications for the understanding of emotional intelligence development. They underscore the importance of considering multifaceted factors, such as familial relationships and socioeconomic backgrounds, when studying the origins of emotional intelligence in college students. The study contributes to the broader theoretical framework by highlighting the role of fathers and socioeconomic conditions in shaping emotional intelligence during the critical period of young adulthood. The practical implications of this study are particularly relevant for educators, counsellors, and policymakers. Recognizing the impact of father's life status and socioeconomic status on emotional intelligence can inform targeted interventions aimed at enhancing emotional competencies among college students. Schools and universities could implement programs that provide emotional education, coping strategies, and support networks, especially for students with less favourable family backgrounds or lower socioeconomic status.

Limitations and Future Directions

Despite the valuable insights gained from this study, there are several limitations that warrant consideration. The cross-sectional design restricts the establishment of causal relationships between variables. Future research could employ longitudinal or experimental designs to further explore the potential causal pathways between father's life status, socioeconomic status, and emotional intelligence. Additionally, the reliance on self-report measures introduces the possibility of response bias.

Conclusion

According to the study's findings, college students' emotional intelligence is influenced by a variety of complex circumstances. A father's life position and emotional intelligence are statistically significantly correlated, although this association has limited predictive ability, indicating that other dynamics might be at work. The relevance of opportunity and resource accessibility for emotional growth is shown by the association between heightened emotional intelligence levels and higher socioeconomic status. The crucial roles of socioeconomic situations and familial support are emphasized in these findings, which are consistent with previous research. The theoretical implications of the study emphasize how important it is to take a holistic approach to studying emotional intelligence, taking socioeconomic background and family dynamics into account.

The findings practically imply that counsellors, legislators, and educational institutions should create focused interventions to promote emotional intelligence, especially for students from economically disadvantaged or less supportive families. This will help to ensure that emotional competencies are developed more fairly.

Recommendation

Based on the findings of this study, several recommendations can be made to enhance emotional intelligence among college students:

1. Schools and universities should implement comprehensive emotional education programs that focus on developing emotional intelligence skills. These programs can include workshops, seminars, and courses that teach students how to manage emotions, develop empathy, and improve interpersonal skills.
2. Establishing support networks and mentoring programs can provide students with the emotional support they need, particularly those from lower socioeconomic backgrounds or with less favourable family situations. Mentors can offer guidance, share experiences, and provide emotional support to help students navigate their academic and personal lives.
3. Educational institutions should create initiatives that engage families in the emotional and educational development of students. Workshops and family counselling sessions can help strengthen familial relationships and support systems, which in turn can positively impact students' emotional intelligence.
4. Policymakers should consider the impact of family dynamics and socioeconomic status when developing educational policies. Policies that promote inclusive education, provide financial support, and create equal opportunities for all students can help bridge the gap in emotional intelligence development.
5. Further research should be encouraged to explore the multifaceted factors influencing emotional intelligence. Continuous evaluation of existing programs and interventions can help refine and improve strategies to better support students' emotional development.

By implementing these recommendations, educational institutions, counsellors, and policymakers can create an environment that fosters the development of emotional intelligence, ultimately contributing to the overall well-being and success of college students.

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