



Studies On Demographic Factors Contributing To The Intelligence, Emotional Intelligence, Social Intelligence, And Perceived Parental Relationship Of Adolescents

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ABSTRACT:

Academic achievement is the outcome of education — the extent to which a student has achieved his/her educational goals. It is the ability to attain success in one's studies; is commonly measured by examinations. This focus on academic achievement comes to fore in the adolescent phase of a student's life, especially as they approach the tenth boards. Parents and teachers dramatically increase the attention paid to academic achievement in this phase. It becomes the central issue of concern and discussion in most families. Academic achievement is a complex performance. However, the determiners of academic achievement are not yet definitely pinpointed. There is enough evidence to show that academic achievement is not a unidimensional phenomenon but a multidimensional activity. There have been a considerable number of scientific investigations in the area of academic achievement in order to find out its stable determiners. The significance of the study was to influence of some demographic factors such as gender, parental education, occupation, income, birth order, type of family, on Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship of Adolescents.

Keywords: Demographic, Intelligence, Parental, Adolescents, Relationship.

INTRODUCTION:

The idea of studying the emotional and social intelligence of adolescents, along with their perceptions of relationship with parents; and further ascertaining their role in academic achievement was born out of the above observations [1-3]. The most interesting aspect of the above forms of intelligence is that they can be cultivated, which poses tremendous possibilities for counselors, educators and parents [4-5]. The role of both these forms of intelligence – emotional and social, in academic achievement has not been explored much; and forms the cornerstone of this research.

EXPERIMENTAL METHODOLOGY [6-10]:

Hypotheses: Adolescents with high academic achievement will have significantly higher Intelligence than adolescents with low academic achievement.

Research Design: The fundamental goal of this study is to look into the influence of specific psychological factors in teenage academic progress. Intelligence, emotional intelligence, social intelligence and perceived parental relationship are the psychological characteristics being investigated. The Dependent Variables are the variables that are dependent on each other. This is a study that compares low and high achievers. The study's independent variable is the student's level of academic achievement. Gender, birth order, early background, caste, type of family, and parents' education and occupation on psychological variables such as Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship of high and low achievers are also investigated. The psychological variables are considered as dependent variables, while other demographic aspects are treated as independent variables.

Measures: Intelligence Scale, Emotional Intelligence Scale, Social Intelligence Scale, Perceived Parenting Scale

Pilot Study: To determine the appropriateness of the above tools, a pilot study was conducted. Adolescent children at Bethany School, Ramnagar, Visakhapatnam were studied. A total of 80 people were included in the study, with an equal proportion of high and poor achievers. The sample was chosen based on academic performance during the previous two years. High achievers were chosen from students with an average of more than 75 percent, while low achievers were chosen from students with an average of less than 50 percent. Students were tested four times over the course of a month. Each testing group had twenty students in order to ensure that all of the students' questions were answered. To reduce test monotony and improve test results reliability, students were given only two tests in one session. The last two tests were given a week later. Students were also required to complete a personal data form in order to collect demographic information such as income, family background, caste, parental education, and occupation, among other things.

Collection and processing of Data

Analysis of Data: Student “t” test, Multiple Regression Analysis

RESULT AND DISCUSSION [11-15]:

Stepwise Multiple Regression Analysis was used to determine the importance of demographic variables' contributions to overall Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship of Adolescents scores, both collectively and individually.

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DEMOGRAPHIC FACTORS CONTRIBUTING TO THE INTELLIGENCE OF ADOLESCENTS.

Ha 2.i Demographic factors such as gender, parental education, occupation, income, birth order, and type of family, of adolescents, have a significant influence on their intelligence.

Table 1: Results of Stepwise Multiple Regression Analysis of the Factors Significantly Contributing to the Intelligence of Adolescents

Sl. No.	Factors	Beta Coefficients	Standard Error	Contributed R ²	t-value
1	Caste (Brahmin)	0.151	1.098	0.021	3.049***
2	Father's educational level (X th Pass)	-0.126	1.393	0.015	-2.554**
3	Father's educational level (Postgraduate)	0.107	1.952	0.09	2.182**
4	Caste (Kshatriya)	0.097	2.513	0.007	1.968*

Overall Adjusted R²= .052 Overall F-ratio = 6.452; p<.001 *= p<.05, Significant; ** = p<.01, Very Significant, *** = p<.001, Very Highly Significant

A look at Table 5.1 demonstrates that only a few of the numerous demographic characteristics analysed had a substantial impact. Caste and the father's educational degree are proven to be major variables. The Brahmin subcaste was found to be extremely highly significant (t= 3.05; p.001) and accounted for 2% of total variance; the Kshatriya subcaste was found to be significant (t= 1.97; p.05) and accounted for 1.5 percent of total variance. As a result, caste was shown to account for 3.5 percent of the total variance in teenage intellect.

The educational degree of the father accounted for 2% of the total variance. The educational level of the fathers (Xth) was shown to be very significant (t= -2.54; p.01), but negative, accounting for 1% of the overall variation. The other degree of education of fathers (post graduate) was found to be substantially and strongly (t= 2.182; p.01), accounting for 1% of the total variance in teenage intelligence.

Both of the aforementioned characteristics - caste and educational degree of fathers - have contributed to 5.2 percent of the variance. This total contribution was discovered to be quite significant (F= 6.452; p.001).

According to the data above, caste (Brahmin and Kshatriya) and fathers' educational degree (Xth and Postgraduate) are strong predictors of intelligence. Adolescents from the Brahmin caste have much higher IQ levels than adolescents from other castes; adolescents from the Kshatriya caste likewise have significantly higher intelligence levels. It shows that caste has a major impact on adolescents' intellect levels. Adolescents with fathers with low educational levels (Xth std.) also have lesser IQ than those with fathers with higher educational levels. This was further supported by the discovery that adolescents whose fathers have a high educational level (post graduate) have greater intellect levels.

DEMOGRAPHIC FACTORS CONTRIBUTING TO THE EMOTIONAL INTELLIGENCE OF ADOLESCENTS

Ha 2.2 Demographic Factors such as gender, parental education, occupation, income, birth order, and type of family, of adolescents, have a significant influence on their emotional intelligence.

Table 2 : Results of Stepwise Multiple Regression Analysis of the Factors Contributing to the Emotional Intelligence of Adolescents

Sl. No.	Factors	Beta Coefficients	Standard Error	Contributed R ²	t-value
1	Gender (Male)	-0.263	0.973	0.067	-5.55***
2	Mother's Occupation (Professional)	0.137	3.026	0.017	2.898**
3	Background (Mixed)	-0.093	1.177	0.007	-1.968*

Overall Adjusted R² = .111

Overall F ratio = 0.39; p<. 001

*= p<.05, Significant ** = p<.01, Very Significant *** = p<.001, Very Highly Significant

Gender, mother's work, and background have emerged as important predictors of emotional intelligence in adolescents, according to Table 5.2. These three factors together account for 11% of the variance in teenage emotional intelligence, which is extremely significant (F = 10.39; p.001).

Gender (male) accounted for 6.7 percent of the variance in emotional intelligence and is extremely highly significant ($t = -5.55$; $p < .001$). The fact that the 't' value is negative suggests that male adolescents have poorer emotional intelligence than female adolescents. It was also discovered that adolescents with moms who work as professionals have a considerably higher degree of emotional intelligence ($t = 2.99$; $p < .01$), accounting for 1.7 percent of the variance in adolescents' emotional intelligence. Adolescents from mixed backgrounds were also shown to contribute significantly to the variance in emotional intelligence ($t = -1.968$; $p < .05$). The factor of mixed background accounts for only 0.7% of the variance in emotional intelligence. It has been determined that teenagers from diverse homes have significantly poorer emotional intelligence than those from urban or rural origins.

DEMOGRAPHIC FACTORS CONTRIBUTING TO THE SOCIAL INTELLIGENCE OF ADOLESCENTS

Ha 2.3 Demographic factors such as gender, parental education, occupation, income, birth order, and type of family, of adolescents, have a significant influence on their social intelligence.

Table 3 : Results of Stepwise Multiple Regression Analysis of the Factors Contributing to the Overall Social Intelligence of Adolescents

Sl. No.	Factors	Beta Coefficients	Standard Error	Contributed R ²	t-value
1	Father's Occupation (Professional)	.169	1.422	.031	3.474**
2	Income (10,000 to 30,000)	.134	.979	.019	2.731**
3	Gender (Female)	.115	1.007	.011	2.3461

Overall Adjusted R² = .061 Overall F ratio = 9.656; $p < .001$

1 $p < .05$, Significant ** $p < .01$, Highly Significant

This factor contributed 2% to the variance in overall social intelligence. The female gender was observed to have significantly higher ($t = 2.35$, $p < .05$) social intelligence than males. This factor contributed 1% to the variance in overall social intelligence.

DEMOGRAPHIC FACTORS CONTRIBUTING TO THE PERCEIVED PARENTAL RELATIONSHIP OF ADOLESCENTS

Ha 2.4 Demographic factors such as gender, parental education, occupation, income, birth order, and type of family, of adolescents have a significant influence on their perceived parental relationship.

Table 4 : Results of Stepwise Multiple Regression Analysis of the Factors Contributing to the Perceived Parenting (Father's) of Adolescents

Sl. No.	Factors	Beta Coefficients	Standard Error	Contributed R ²	t-value
1	Birth Order (Middle)	-.171	1.493	.031	-3.737****
2	Gender (Female)	.128	.987	.015	2.637**
3	Mother's Education (Below Xth)	-.103	3.680	.008	-2.143*

Overall Adjusted R² = .054

Overall F ratio = 8.251; p<.001

* p< .05, Significant

** p< .01, Highly Significant

*** p< .001, Very Highly Significant

Table shows that among the many demographic characteristics, birth order, gender, and mother's educational level have all been identified as major contributors to teenagers' perceptions of fathers' parenting. All of these characteristics combined account for 5.4 percent of the variance in teenagers' perceptions of their fathers' parenting, which is extremely significant (F= 8.25; p.001).

Individually, the middle birth order, female gender, and poor level of education of mothers can predict 3.1 percent, 1.5 percent, and 0.8 percent of variance in perception of father's parenting, respectively. Middle birth order is extremely significant (t= - 3.74; p.001) but negative; female

gender is highly significant ($t= 2.64$; $p.05$) and positive; and low maternal education (below Xth grade) is only significant ($t= - 2.14$; $p.05$) but negative.

The foregoing data suggest that birth order (middle), gender (female), and mother's educational level (Xth std) are the most important indicators of perceived father-child relationship. Adolescents who are middle-born, in particular, have a negative opinion of their relationship with their fathers as compared to adolescents in other ordinal positions. Female adolescent impressions of father-child relationships are reported to be better than male adolescent opinions. Adolescents whose mothers have a low educational level - that of the Xth grade - have a negative opinion of their relationship with their fathers.

Table 5 : Results of Stepwise Multiple Regression Analysis of the Factors Contributing to the Perceived Parenting (Mother's) of Adolescents

Sl. No.	Factors	Beta Coefficients	Standard Error	Contributed R ²	t-value
1	Gender (Male)	-.999	.175	.033	-3.598***
2	Income (< Rs. 10000)	-.993	.156	.021	-3.215***
3	Mother's Education PUC 2	-1.059	.106	.009	-2.182*

$R^2 = .063$ $F= 9.93$; $p< .001$

* $p< .05$, Significant *** $p< .001$, Very Highly Significant

Table shows that, among the several demographic parameters evaluated, gender, income, and mother's educational level have all had a substantial impact on teenagers' perceptions of their connection with their mothers.

Gender (males), income (Rs. 10,000), and mother's educational level (PUC) have all been identified as major determinants in the perspective of mother-child relationships. These three

variables together account for 6.3 percent of the variance in perceived mother-child connections, which is extremely significant ($F= 9.93$; $p.001$). In other words, gender ($t= - 3.60$; $p.001$), income ($t = - 3.21$; $p.001$), and mother's educational degree ($t= 2.18$; $p.05$) may all predict 6.3 percent of variance in perceived relationship with mother. Gender and income have a considerable, but unfavourable, impact.

Gender (male), wealth (Rs. 10,000), and mother's educational level (PUC) are all significant indicators of perceived relationship with mother, according to the data. Boys, in particular, have a substantially lower impression of their bond with their mother than females. Adolescents from low-income families (less than Rs. 10,000) had weaker evaluations of their mother's connection than adolescents from other income categories. It can also be stated that adolescents with moms with a PUC education have a better perspective of their relationship with their mothers than adolescents with mothers with lower educational levels.

Table 6: Results of Stepwise Multiple Regression Analysis of the Factors Contributing to the Overall Perceived Parenting of Adolescents

Sl. No.	Factors	Beta Coefficients	Standard Error	Contributed R ²	t-value
1	Gender (Male)	-1.171.	1.000	.033	- 3.517***
2	Income (<Rs. 10000)	-.122	1.011	.020	- 2.46*
3	Mothers Education (Less than Xth)	-.114	3.715	.008	-2.34*
4	Mothers Education (Xth)	-.098	1.083	.007	-1.98*

$R^2 = .068$ $F= 8.283$; $p< .001$

$p< .05$, Significant ** $p< .01$, Highly Significant*** $p< .001$, Very Highly Significant

Table shows that, among the several demographic parameters evaluated, gender, income, and the mother's educational level have all had a substantial impact on the overall parenting perception of adolescents.

Gender (male), income (Rs. 10,000), and mother's educational level (less than Xth and Xth) have all been identified as major determinants in the perspective of mother-child relationships. These three variables together account for 6.8% of the variance in overall parenting relationship perception, which is highly significant (F= 8.28; p.001). In other words, gender (t= 3.52; p.001), income (t = 2.46; p.05), and mother's educational level (less than Xth) (t= 2.34; p.05) ; (Xth Std) (t = 1.98; p.05) may all predict 6.8% of variance in overall parenting perception. All of the variables have a considerable, albeit negative, impact.

Gender (males), wealth (less than Rs. 10,000), and mother's educational level (less than Xth and Xth) are all significant indicators of overall perceived parenting, according to the data. Boys, in particular, have a substantially worse impression of their relationship with their parents than girls. In addition, when compared to adolescents from other socioeconomic categories, adolescents from low-income (Rs. 10,000) homes have weaker assessments of their relationship with their parents. It can also be stated that adolescents whose moms have a low level of education (Xth grade or less) have a poorer perspective of their relationship with their parents than adolescents whose mothers have higher levels of education.

CONCLUSION:

- When compared to adolescents from other castes, adolescents from the Brahmin and Kshatriya castes had much better IQ.
- Adolescents with fathers who have a low educational level (up to Xth Standard) have significantly lower IQ than adolescents with fathers who have a higher educational level.
- Adolescents with fathers who have a high educational level (post graduate) have significantly higher intellect than those with fathers who have lower educational levels.
- Adolescent boys' emotional intelligence is much lower than that of adolescent girls.
- Adolescents whose moms' occupation status is professional have significantly higher emotional intelligence than adolescents whose mothers' occupation status is other.
- Adolescents of mixed ancestry have significantly poorer emotional intelligence than adolescents of other ancestries.
- Adolescents with professional fathers had much higher social intelligence than adolescents with non-professional fathers.
- Adolescents from low-income homes have much higher social intelligence than those from other socioeconomic categories.
- Adolescent girls have social intelligence that is much higher than adolescent guys.

- When compared to adolescents from other birth orders, adolescents from the middle birth order have a much less favourable perception of their dads' connection.
- Adolescents with moms who have a low educational level (below Xth grade) have a much less positive perception of their fathers than adolescents with mothers who have higher educational levels.
- When compared to adolescent girls, adolescent boys have a much less favourable perception of their mothers' relationship.
- When compared to adolescents from other socioeconomic categories, adolescents from low-income families (Rs. 10000 to Rs. 30000 per annum) have significantly less favourable perceptions of their moms.
- Adolescents with low educational levels moms (PUC 2) had a considerably less favourable perceived relationship with their mothers than adolescents with higher educational levels mothers.
- Adolescent guys have a considerably lower overall perception of their relationship with their parents than adolescent girls.
- Adolescents from low-income families (income less than Rs. 10,000 per year) have a much less favourable overall perception of their moms than adolescents from other income groups.
- Adolescents with moms with low educational levels (Xth and Xth Std) have a considerably less positive overall perception of their relationship with their parents than adolescents with mothers with higher educational levels.

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