Role of Emotional Intelligence, Gender and Culture in Depression

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***Abstract:** The present study was designed to examine the role of emotional intelligence, gender and culture in depression. The sample of the present study included 200 tribal subjects in which 100 male and 100 female, both are students of XI class, and similarly 200 non-tribal subject in which 100 male and 100 female of XI class are included. To measure the depression, Beck Depression Inventory-II (BDI) was used and to assess the emotional intelligence Trait Meta Mood Scale (TMMS) was used. The regression analysis was computed to analyze the data. Results indicated that emotional intelligence is a significant predictor of depression in clarity and mood repair dimension. But gender and cultural differences does not found in depression.*
***Keywords:** depression, emotional intelligence, gender, culture.*

I.   Introduction

Depression is the common cold of mental disorders; most people will be affected by depression in their lives either directly or indirectly, through a friend or family member. Everyone experiences some happiness, often as a result of a change, either in the form of a setback or a loss, or simply, as Freud said, "Everyday misery". The painful feelings that accompany these events are usually appropriate, necessary and transitory, and can even present an opportunity for personal growth. However, when depression persists and impairs daily life, it may be an indication of a depressive disorder. Severity, duration and the presence of other symptoms are the factors that distinguish normal sadness from a depressive disorder. The World Health Organization (WHO) defines depression is a common mental disorder that presents with depressed mood, loss of interest or pleasure, feeling of guilt or low self-worth, distributed sleep or appetite low energy and poor concentration.

Depression in children and adolescents can interfere with normal developmental tasks-forming friendship, mastering social and academic skills, achieving independence. Before adolescence, equal numbers of boys and girls are depressed. By age 13, a dramatic shift occurs, and more than twice as many girls as boys are depressed, a proportion that persists into adulthood (Nolen-Hoeksema & Girgus, 1994). Adolescence is a period of great modification, full of opportunities and challenges as young people move toward adulthood. Adolescence is a time of exploring knowledge, experimenting with relationships, developing autonomy, discovering and refining talents and abilities, learning new roles and beginning to define identity. This is an exciting but not always easy process. Most adolescents navigate this period successfully. Others encounter serious problems such as familiar or peer violence, school difficulties, substance abuse, problems with law etc. Depression has been studied in many other contexts. The present study aimed at to explore it, in the context of different dimensions of Emotional Intelligence (EI), gender and culture. Emotional intelligence is a good predictor of wellbeing, life satisfaction, stress coping and academic achievement (Mayer, Salovey & Sitarencis, 2001). Emotional Intelligence was defined as a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among and to use this information to guide one's thinking and actions (Mayer & Salovey, 1993).

Emotional intelligence negatively correlates with depression. Individuals, who scored low on emotional intelligence, were prone to depression (Batool & Khalid, 2009; Fernandez-Berrocal, Alcaide & Extremera, 2006; Saklofske, Austin & Minski, 2003). Similarly individuals, who can manage others' emotions, seem to respond less intensively to stressful situations and exhibit less suicidal ideation, less depression and less hopelessness (Ciarrochi, Deane & Anderson, 2002). Recently Downey et al. (2008) studied the relationship between emotional intelligence and depression in a clinical sample. In result significant associations were observed between severity of depression and the emotional intelligence dimensions of emotional management and emotional control. Recent research by Salguero, Extremera and Fernandez-Berrocal (2012) indicated that emotional intelligence (EI) is associated with depression. Results revealed significant but low correlation between ability EI and depression. The study by Angold (1988) reviewed the literature on depression in children. He states that it is the adolescent which is more prone to develop depression. Children younger than 10 years old do not have as high depressive ratings as do children from 12 to 19 years old. Angold (1988) also reviews studies which indicate that certain precipitating factors can lead children to develop depressive symptoms; these include divorce and the loss of a loved one.

Nolen-Hoeksema and Girgus (1994) studied the gender differences in depression during adolescence. In result they found before adolescence, equal numbers of boys and girls are depressed. About 10 to 15% of all

children report moderate to severe signs of depression. By age 13, a dramatic shift occurs and more than twice as many girls as boys are depressed a proportion that persists into adulthood (Birmaher, Ryan & Williamson, 1996). Hankin and Abramson (1999) studied the development of gender difference in depression. Research results indicated that girls are more likely than boys to react to negative events in the family. Adolescent girls, closely bound to their families, are more likely to be exposed to family stresses over a longer period of time.

Objectives: The present research work was undertaken to study whether emotional intelligence, gender and culture predicts depression among adolescence.

II. Materials And Methods

Participants: The sample of 400 higher secondary students was randomly selected from tribal and non-tribal area of Raipur and Bastar district of Chhattisgarh State. The age range of the subjects was 15-18 years. The sample of the present study included 200 tribal subjects in which 100 male and 100 females, both are students of XI class. Similarly, 200 non-tribal students in which 100 male and 100 female of XI class are included.

Research Desgne: In the present research work co-relational research design will be used. In this work Depression is the criterion variable and the emotional intelligence; gender and culture is assumed as predictor variable.

Measures
Criterion measure
Beck Depression Inventory- II : To assess the criterion variable i.e. Depression, Beck Depression Inventory- II (BDI-II, 1996) 21 items, multiple choice self-report inventory was used.

Predictive measure
Trait Meta Mood Scale (TMMS) : To assess the emotional intelligence of the subjects, Trait Meta Mood Scale (TMMS) developed by Salovey (1995) was used. It comprises 30 items that load on to three sub-scales, i.e. Attention to feeling, clarity of experience to feeling and mood-repair of TMMS.

Statistical analysis : Considering the nature of the variables regression analysis was computed to the present study.

III. Results

Data were analyzed to employing regression analyses the contribution of all dimension of emotional intelligence (EI) i.e. Attention to feeling, clarity of experience to feeling and mood-repair, gender and culture in Depression among adolescence. Obtained results are presented in the tables as under

Table -1 Regression analysis of Attention to feeling, clarity of experience to feeling and mood-repair (dimension of emotional intelligence), gender and culture with Depression Among adolescence

Variable	R	R square	B	β	F	Sig
Gender	.034	.001	-.525	-.034	.465	.496 **NS**
Culture	.093	.009	-1.335	-.087	1.744	.176 **NS**
Attention to feeling	.100	.010	.045	.036	1.325	.266 **NS**
Clarity of experience to feeling	.202	.041	-.252	-.181	4.212	**.001**
Mood repair	.231	.053	-.247	-.115	4.427	**.001**

This table show that the factor emotional intelligence has emerged as the contributing factor of depression in dimension of clarity and mood repair, respectively R= .202, .231, which is explain the correlation between EI and depression. R^2 = .041, .053 respectively indicate that the factor clarity, generate 4.1%, and factor mood repair 5.3% variation in depression predicted by the variable emotional intelligence. Respectively the value of F = 4.212, 4.427 which is found significant at 0.01 level. The regression coefficient of clarity and mood repair respectively -.252, -.247 and respectively the standardized coefficient β = -.181,-.115, which indicate that negative relationship between clarity/mood repair and depression. It means subject with high EI would show less depression. So it's concluded that the variable emotional intelligence predicts the criterion variable i.e. depression. But demographic variable i.e. gender and culture does not generate variation in depression of adolescence.

IV.   Discussion

The purpose of the present study was to examine the role of emotional intelligence, gender and culture in depression of adolescence. The result indicated that the factor emotional intelligence was significant predictor of depression among adolescence. There is negative correlation between emotional intelligence and depression. The findings of present study validate the findings of other investigators. Saklofske, Austin and Minski (2003) found that EI positively related with life satisfaction and negatively with depression. Ciarrochi, Deane and Anderson (2002) showed that subjects, who can manage others' emotions, seem to respond less intensively to stressful situations and exhibit less suicidal ideation, less depression and less hopelessness; they express more empathy and they have better social support that protects them from negative feelings. Schmidt and Andrykowsky (2004) demonstrated that EI is associated with lower distress and lower avoidance of the disease among a sample of women with breast cancer, moreover, high EI could act as a buffer against the negative impact of a toxic social environment. Similarly Batool and Khalid (2009) studied the relationship between emotional intelligence and depression. They found that the subjects who were low on EI were prone to depression. These studies suggest that the EI dimension of emotional regulation is the core feature of the association between EI and depression.

In the present study gender and cultural differences in depression was not found. The insignificant result in gender confirms the findings of other investigators such as Weissman and Klerman (1977) studied the life time prevalence of depression and concluded that gender differences were not found in depression. Further, Masten et al. (2003) studied on gender differences in depressive symptoms among Mexican adolescents and they found insignificant gender differences with depression. Nolen-Hoeksema (1990) found that women are two or three times more vulnerable to depression than men. Hankin et al. (1998) investigated the emergence of gender differences in clinical depression and they found small gender differences with depression, first began between the age of 13 and 15 than greater differences occurred between ages of 15 and 18. However, it was observed that females reported greater depression than males. Today, Indian society is more modernized and is providing much more social and moral support to females. Now a day's women are becoming more independent and aware of every sphere of life. This change is also enabling the women in increase the level of their self-confidence and self esteem. These overall basic changes in Indian society have also helped in decreasing the mental and physical burden of women.

Culture had not significant effect on depression. The result of the present study reveals in coherence with the findings of some other investigators. World Health Organization (1983) which examined cultural variations in symptomatology among depressed patients in Canada, India, Iran, Japan and Switzerland. These cross-cultural comparisons suggest that, "Depression is a universal phenomenon that is not limited to western or urban societies." It is worth mentioning that some studies do not support the findings of current study. India is an ancient country with deep rooted traditions, customs and cultural values. The reason for getting equal depression scores in both tribal and non-tribal subjects is the change in the cultural settings of villages, which is brought about by industrialization. Modern interventions and discoveries as electrification, road-transport, radios, television and cinemas have brought a social change in tribal-India. This causes change in the behavior patterns and life style of the tribal people. Some factors like the standard of living, sharing of ideas, traditions are responsible to fill the gap between tribal and non-tribal people. So the equal demands in both the tribal and non-tribal adolescents and therefore, unsatisfactory results make themselves to possess equal level of depression.

V.   Conclusion

The result of the present study is concluded that the variable emotional intelligence (EI) play important role in depression among adolescence, because EI is a part of a person's overall intelligence. It's the ability to deal with society, one's environment and to environment and to think rationally. EI enables the adolescent to develop very good interpersonal relationships and to have better social support. EI an essential factor responsible for determining success in life and psychological well-being seems to play an important role in shaping the interaction between individuals and their environment. Gender and cultural differences does not found in depression.

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