



The study of emotional intelligence among female adults with respect to discipline of study, birth order and type of family

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INTRODUCTION

1.1 Emotional Intelligence

Definition of Emotional Intelligence:

Emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's own thinking and emotions (Mayor and Salovey,1993).

Components of Emotional Intelligence

Daniel Goleman suggested there are five major components of emotional intelligence.

They are :

Self – awareness

Self – regulation

Social Skills

Empathy

Motivation

Self-Awareness:

Self-awareness refers to the ability to recognize and understand one's emotions. It is the ability to recognize and understand one's emotions, moods, feelings and sensations and how it impacts their interactions and relationships with others. It involves being aware of how one reacts to different situations and what is the core emotional state of a person. Emotional intelligence comes a great and in identifying the triggers in the emotional experiences of a person. For Example, what is that makes a person feel anxious and why is the person uncomfortable with a particular situation or experience? People who are self-aware often look for cues to solution from within than seeking for help from outside. They know they are naturally capable of certain emotions and can exercise control over their emotions successfully and never let the external variables such as people, events or situations control their feelings. They are more analytical of themselves and know why they feel a particular way they do. Self-awareness also involves becoming more aware of a person's unique strengths and weaknesses and being able to relate oneself to different situations.

Self-regulation:

Self-regulation refers to the ability to express appropriate emotions. People with high emotional intelligence are able to exercise control of their emotions and express emotions appropriately to different emotions. They are more emotionally expressive than suppressing their emotions. For example: They know how to deal with a conflict situation and how to resolve the conflict. They can control the situation with a mature handling of their emotions and can make a mutually agreeable resolution without controlling another person's emotions and therefore are often successful in interpersonal relationships.

Social Skills:

This component of emotional intelligence refers to interacting well with other people. People with high emotional intelligence are socializing and prefer relating to people around them that isolating themselves from interpersonal situation. They are not sensation seeking and can form mature relationships with people around them built around the values of trust, compassion, tolerance and respect for each other. They have high socializing skills such as they tend to be active listeners, and can understand the non-verbal gestures of people easily, have good leadership skills and can establish healthy rapport with people.

Empathy:

Empathy refers to the ability to understand the emotions of other people. Emotionally intelligent people are not just effective in understanding their emotions but can also understand the emotions of other people. They know how people are feeling and what makes them feel so. They are capable of deep emotions and can easily related to the emotional experience of other people as if they were their own emotions. They are more sensitive in interpreting the emotions of others and show respect for the emotions of others.

Motivation:

Motivation, as a component of emotional intelligence, refer to intrinsic motivation. Intrinsic motivation means an individual is motivated more by internal factors such as interest, self-satisfaction, personal fulfillment, rather than external factors such as money, popularity, power, status, recognition, special privileges, etc.,

Emotionally intelligent people set goals for themselves and seek to achieve those goals. They are more success oriented and motivated to achieve the goals they had set for themselves. They monitor their progress and reward themselves when they have made improvements on their way to success. They are more committed to their work.

1.2 Need for the Study

Adulthood is a phase in which major changes happen in the life of an individual. Adults experience crisis as they try to adjust to new lifestyle. This is a phase during which adults make major decision in their life such as career, marriage, parenthood, etc. Adults with high spiritual intelligence are able to make better life adjustments and exercise greater responsibility and are able to make sound decision and solve problems. They experience greater satisfaction and contentment. Emotionally intelligent people do not rush judgements about others behavior rather are more logical and analyze various factor that could have led to the behavior and are able to understand the personality of a person better than people who are emotional. Further, emotionally intelligent people are not sensitive to criticisms and are open to suggestions from people and prefer collaborating rather than being authoritative. Hence, the researcher was interested to study the effect of emotional intelligence on adults.

Chapter II

REVIEW OF LITERATURE

2.1 Studies related to Emotional Intelligence

Raziyeh Rahamati (2018) conducted a study on the relationship between emotional intelligence and sexual satisfaction of married woman. The researcher selected a sample of 200 married women. The researcher used Kind Spiritual intelligence questionnaire. Shoot emotional intelligence questionnaire. Sexual satisfaction and beck depression inventory to collect data. The results of spearman study showed there is a positive and significant relationship between emotional intelligence and sexual satisfaction among married women.

Kumar.S, Sharm.A, Kavitha Sharma, Naresh Kumar (2010) conducted a study examine the relationship between self-esteem and emotional intelligence. The researcher selected a sample of 100 adolescents with the mean age of 12 to 17 years. The researcher selected the sample for the study using purposive sampling technique. The researcher used Rosenberg sale of self-esteem and Emotional intelligence scale by Singh to gather data for the study. The results of the study revealed that self-esteem is associated with all dimensions of emotional intelligence except motivation and social awareness.

Javier Cejudo, Deburo Rodrigo Ruiz and Lidia Losadal (2018) conducted a study to examine the relationship of emotional intelligence with stress and social anxiety among adolescents. The researcher selected a sample of 505 Spanish adolescents (213 boys and 292 girls) from five public secondary schools between the age range of 12 to 18 years of age. The researcher selected the sample for the study using Stratified random sampling technique. The researcher had used Trait Emotional Intelligence scale. Wong and Law Emotional intelligence scale, Student stress inventory stress manifestations and social anxiety scale for adolescents for his study. The findings of the study revealed that there is a negative association between emotional intelligence and anxiety and stress.

Neethu George, Deeti.S.N., and Ramakrishna Goud (2017) conducted a study to assess the Emotional Intelligence, parental bonding and their association among adolescents in high schools under Sarjapur PHC area. Th researcher selected a sample of 300 adolescents for his study and assessed them using emotional intelligence and parental bonding instrument. The results of the study revealed that there is a significant relationship with parenting style and emotional intelligence of the adolescents.

Overview:

Studies were done on emotional intelligence based on culture and gender difference using an emotional intelligence questionnaire. The results of the study revealed that girls show higher emotional intelligence as compared to boys. In addition, studies were done with other variable such as stress, social anxiety , parental bonding, social support and self esteem. There were also studies done on spiritual intelligence and emotional intelligence.

Chapter III

Research Methodology

This chapter presents the details regarding problem, objective, hypotheses, research design, sample, tools for data collection and the statistic used for analyzing the data.

3.1 Statement of the Problem : The problem of the present study is to find out if there is any significant difference among on emotional intelligence with respect to discipline of study, birth order and type of family.

3.2 Objectives:

1. To assess the emotional intelligence level among female adults.
2. To assess the effect of demographic variables on emotional intelligence among female adults.

3.3 Hypothesis:

1. There will be a significant difference on the dimensions self emotional appraisal and regulation of emotions in the discipline of study among female adults
2. There will be no significant differences on the dimensions use of emotions and others emotional appraisal of emotional intelligence in the discipline of study among female adults.
3. There will be a significant difference on the emotional intelligence of female adults with regard to their birth order.
4. There will be a significant difference on the dimensions self emotions appraisal and regulation of emotions of emotional intelligence in the birth order among female adults.
5. There will be a significant difference on the dimensions use of emotions and other emotions appraisal of emotional intelligence in the birth order among female adults.
6. There will be a significant difference on the emotional intelligence of female adults with regard to their type of family.
7. There will be a significant difference on the dimensions self emotions appraisal of emotional intelligence in the type of family among female adults.
8. There will be a significant difference on the dimensions use of emotions and others emotions appraisal in the type of family among female adults.

3.4 Research Design:

The research design used in this study is Ex post facto Research design, bivariate and cross sectional in nature.

3.5 Operational definition:

Mayor and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's own thinking and emotions.

3.6 Sample Size

The sample comprises of 150 female college students drawn in the age range of 20-22 years drawn from Chennai District. The sampling technique used in Random sampling technique.

The following chart represents the samples based on their discipline of study.

Adults	Sample
Arts	70
Non – Arts	80

Exclusion Criteria:

1. The students from upper and lower socioeconomic status are excluded.
2. The students will illness are excluded.
3. Male students are excluded.
4. The student studying in other city colleges are excluded.

Inclusion Criteria:

1. The students studying in colleges in Chennai city are only included.
2. Female students are included.
3. Students from middle socio economic status are included.

3.7 Sampling technique:

The sampling technique which is used for the study is random sampling technique.

The researcher selected student from arts and non-arts discipline as samples for her study. They were given questionnaires of spiritual intelligence and emotional intelligence and were instructed to answer all the questions. The researcher collected consent from the research participants before including them in her study.

3.8 Tools used for assessment:

Following were the tools used for collecting data from the research participants of the study.

1. Wong and Law Emotional Intelligence scale

Wong and Law Emotional Intelligence Scale:

Wong and Law Emotional Intelligence Scale was developed by Wong and Law in 2002. It is a 16 item questionnaire that measures the emotional intelligence based on four dimensions: Use of emotion, and regulations of emotion, self-emotions appraisals and appraisal of other emotions. The answers are scored based on liker scale.

Reliability and Validity:

Internal consistency was assessed using Cronbach alpha and item homogeneity was assessed using the mean item correlation. Internal consistency of the Wong and law emotional intelligence scale and its four dimensions were very good with reliability. There is also strong support for the construct validity of the instrument. Overall reliability of Wong and law emotional intelligence scale was found to be .86.

Scoring and Interpretation:

Scoring:

Total Emotional Intelligence items = Average Item 1 – 16

Total self-emotions appraisal = Average items 1-4

Total use of Emotions = Average items 5-8

Total use of emotions = Average items 9 – 12

Total others – Emotions appraisal – Average items 13-16

The scores on the test are interpreted as (1= strongly disagree, 2=disagree, 3=slightly disagree,4=neither agree nor disagree,5=slightly agree,6=agree and 7=strongly agree)

3.9 Instructions and Administrations:

The instructions for the test were administered personally among the students

Wong and Law emotional Intelligence Scale:

“This questionnaire consists of 16 items and four major dimensions. You are required to read the items carefully and indicate your responses on a likert scale”.

Statistics Analysis :

The data of the study was analyzed using Independent “t” test to find out the significant difference between spiritual intelligence and emotional intelligence among female college students. Pearson product moment correlation was used to find out the significant relationship between spiritual intelligence and emotional intelligence among female college students.

Data for the study was statistically analyzed and the results are published in the next chapter.

CHAPTER IV

Results and Discussion

After examining the data for normality and homogeneity, statistical analysis such as independent “t” test and Pearson’s product moment correlation was used for analysis.

Details of analysis are presented and discussed in this chapter.

Table 4.1 showing the Mean, Standard Deviation, P value of emotional intelligence and its dimensions in the discipline of study among female college students.

Variable	Type of Discipline	N	Mean	Standard Deviation	t	df	p- value
Self Emotional Appraisal	Arts	70	23.95	3.96	2.157	148	0.033
	Non- Arts	80	22.47	4.45			
Regulation Of Emotion	Arts	70	24.11	4.21	1.296	148	0.197
	Non-Arts	80	23.96	3.78			
Use of Emotions	Arts	70	23.87	3.44	1.899	148	0.060
	Non-Arts	80	22.56	4.94			
Others Emotional Appraisal	Arts	70	20.18	6.19	0.547	148	0.585
	Non-Arts	80	21.00	11.55			
Emotional Intelligence	Arts	70	91.58	14.38	1.864	148	0.064
	Non-Arts	80	87.28	13.74			

An Independent sample ‘t’ test was conducted to compare on the dimension of Self-Emotional Appraisal among female adults in arts and non-arts discipline of Study. There was a significant difference on the scores of Arts (M=23.95, SD=3.96)

and Non-Arts ($M=22.47, SD=4.45$); $t(148)=2.157, p=0.033$. These results suggest that discipline of study has an influence on Self-Emotional Appraisal of female college students. Specifically, the study suggests that Arts students are high on Self Emotional Appraisal than Non-Arts students. This could be due to various reasons such as they may be applying techniques for emotional appraisal of self than Non-Arts students who are not aware of the underlying principles and techniques of Self-Emotional Appraisal. Also, they may have general personality characteristics such as being more intuitive than Non-Arts students. Cultural influences could have also contributed to difference in their respective scores on the dimension.

An Independent sample 't' test was conducted to compare on the dimension of Regulation of emotions among female adults in Arts and Non-arts discipline of study. There was no significant difference on the scores of Arts ($M=24.11, SD=4.21$) and Non-Arts ($M=23.96, SD=3.78$); $t(148)=1.296, p= 0.197$. These results suggest that discipline of study has no influence on Regulation of emotions of female college students.

Hence, the framed hypothesis that there will be a significant difference on Regulation of emotions is not accepted and the framed hypothesis that there will be a significant difference on Self- Emotional Appraisal is accepted.

An Independent sample 't' test was conducted to compare on the dimension of Use of emotions among female college students in Arts and Non-Arts deiscipline of study. There was no significant difference on the scores of female college students in Arts ($M=23.87, SD=3.44$) and Non-Arts ($M=22.56, SD=4.94$); $t(148)= 1.899, p=0.060$. These results suggest that discipline of study has no impact on Use of Emotions among female college students. Hence, the framed hypothesis there will be a significant difference on Use of Emotions is not accepted.

An Independent sample 't' test was conducted to compare on the dimension of Others Emotional appraisal among female college students in Arts and

Non-Arts discipline of study. There was no significant difference on the scores of female college students in Arts ($M=20.18, SD=6.19$) and Non-Arts ($M=21.00, SD=11.55$). These results suggest that discipline of study has no impact on Others Emotional Appraisal among female college students. Hence, the framed hypothesis there will be a significant difference on Others Emotional Appraisal is not accepted. An Independent sample 't' test was conducted to compare on the dimension of Emotional Intelligence among female college students in Arts and Non-Arts discipline of study. There was a significant difference on the scores of female college students in Arts ($M=91.58, SD=14.38$) and ($M=87.28, SD=13.74$); $t(148)=1.864, p=0.064$. Specifically, the Arts students had higher Emotional Intelligence compared to Non-Arts students. This could be due to various reasons such as they were more aware of their emotions, use of alternative coping strategies, different approach to life, support from friends and family etc.

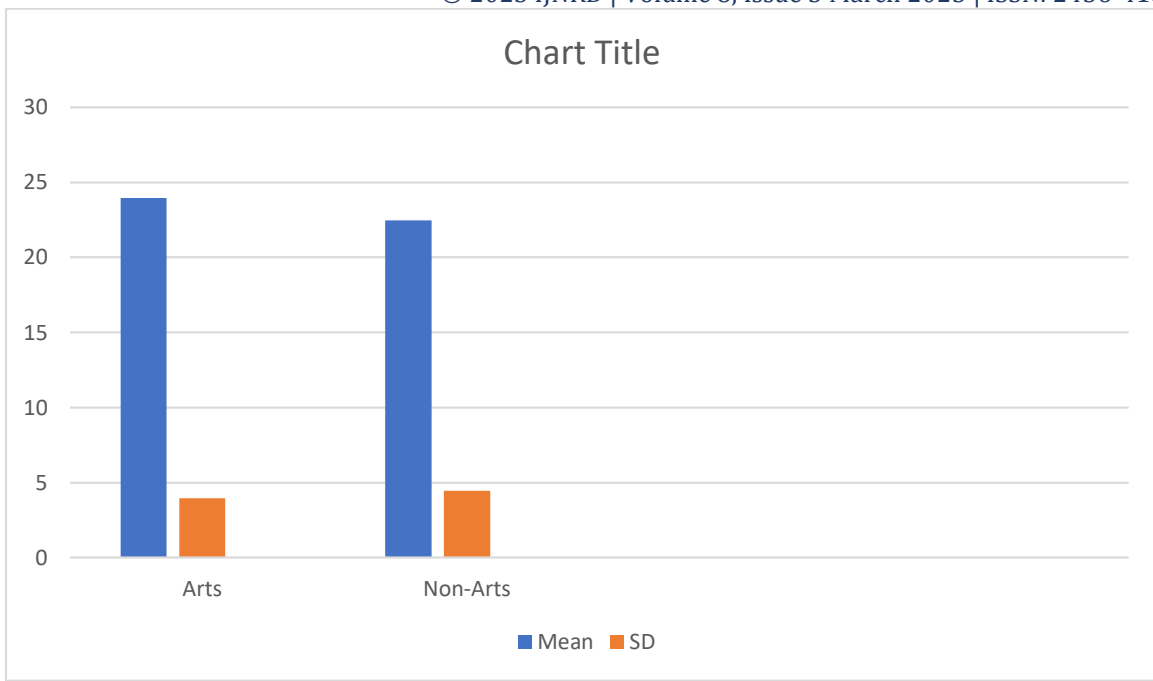


Figure 4.1(i) shows the Mean and Standard Deviation scores of Self Emotional Appraisal of female adults in Arts and Non-Arts discipline of study

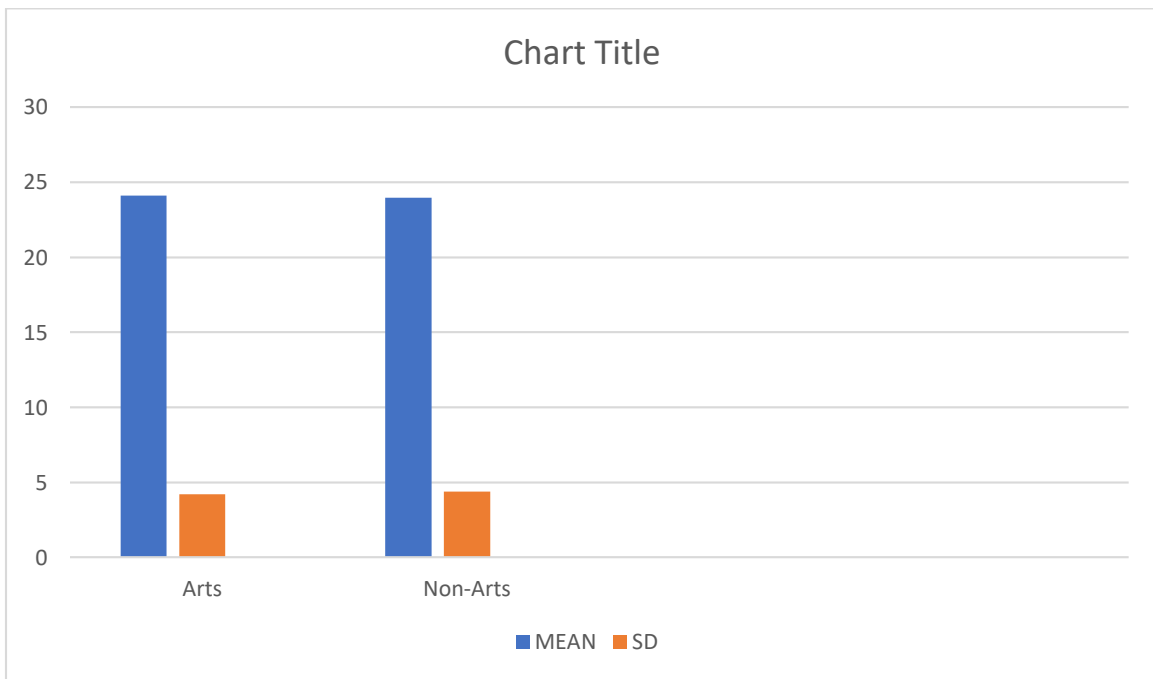


Figure 4.1 (ii) shows the Mean and Standard Deviation scores of Regulation of Emotions of female adults in Arts and Non-Arts discipline of study.

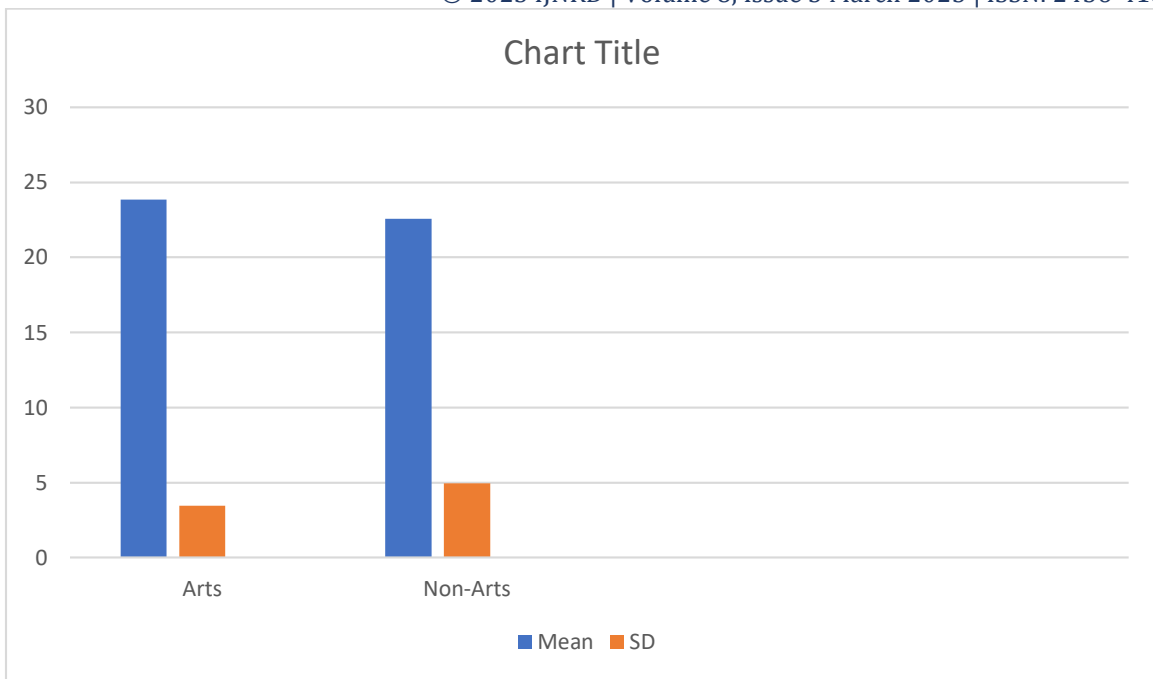


Figure 4.1 (iii) shows the Mean and Standard Deviation scores of Use of Emotions of female adults in Arts and Non-Arts discipline of study.

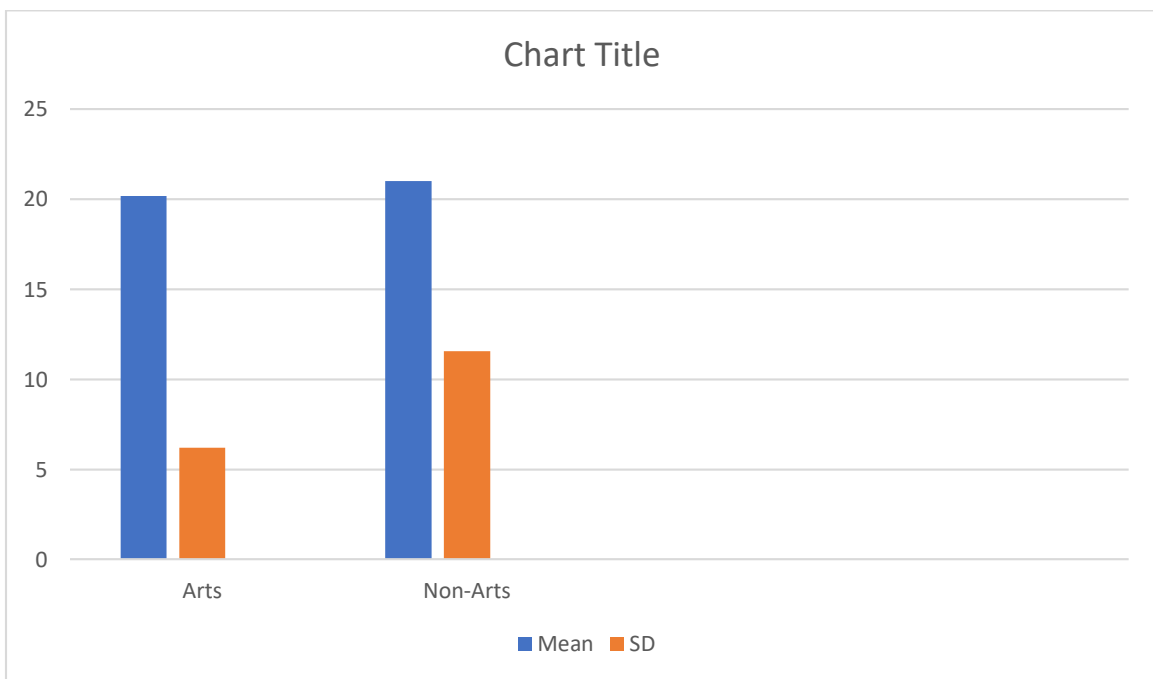


Figure 4.1 (iv) shows the Mean and Standard Deviation scores of Others Emotional Appraisal of female adults in Arts and Non-Arts discipline of study

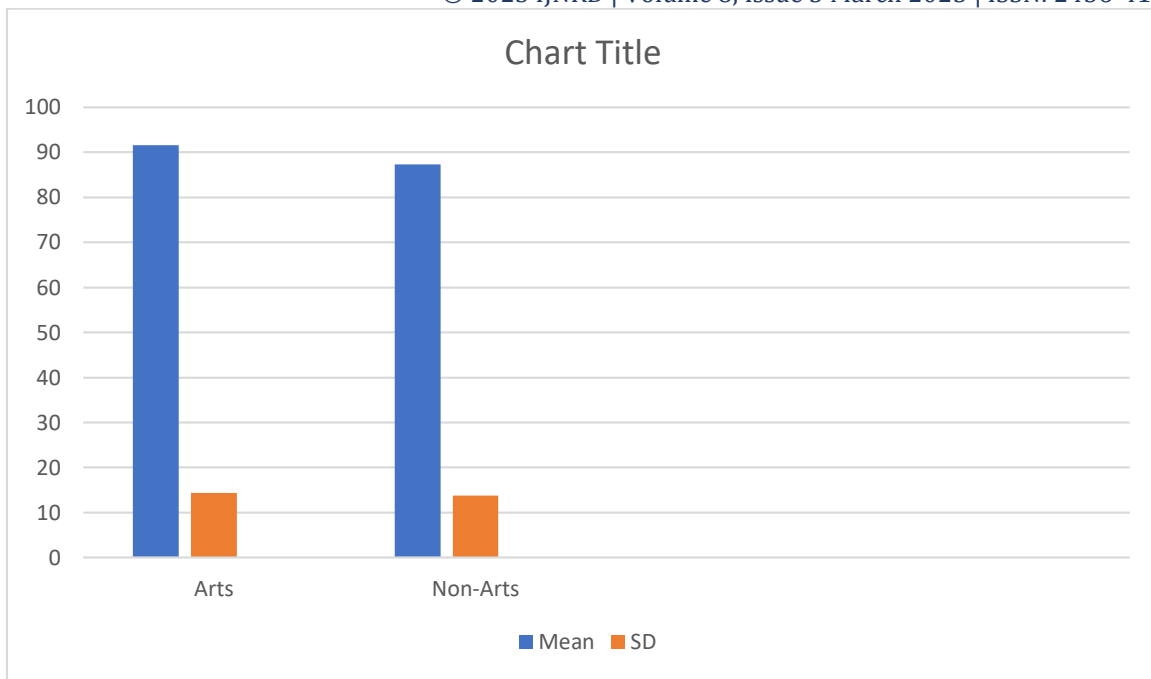


Figure 4.1 (v) shows the Mean and Standard Deviation scores of Emotional Intelligence of female adults in Arts and Non-Arts discipline of study.

Table 4.2 shows the mean, standard deviation, t scores and p value of emotional Intelligence and its dimensions in birth order among female college students.

Variable	Birth Order	N	Mean	Standard Deviation	t	df	p value
Self Emotional Appraisal	First Born	80	22.58	4.03	1.371	148	0.079
	Later Born	70	23.82	4.48			
Regulation of Emotion	First Born	80	23.18	3.34	1.524	148	0.130
	Later Born	70	24.20	4.59			
Use of Emotions	First Born	80	22.71	4.34	1.393	148	0.166
	Later Born	70	23.70	4.32			
Others Emotional	First Born	80	20.15	11.67	0.715	148	0.476

Appraisal Later Born 70 21.18 5.90

Emotional First Born 80 86.4 11.49

Intelligence 2.599 148 0.010

Later Born 70 92.51 16.19

An Independent sample ‘t’ test was conducted to compare on the dimension of Self-Emotional Appraisal among female adults in First Born and Later Born birth Order. There was a significant difference on the scores of First Born (M= 22.58, SD=4.03) and Later Born (M=23.82,SD=4.48); $t(148)=2.157$, $p=0.079$. These results suggest that birth order has no influence on Self-Emotional Appraisal of female college students.

An Independent sample ‘t’ test was conducted to compare on the dimension of Regulation of emotions among female adults in First Born and Later Born birth order. There was no significant difference on the scores of First Born (M=23.18, SD=3.34) and Later Born (M=24.20, SD=4.59); $t(148)=1.524$, $p= 0.130$. These results suggest that birth order has no influence on Regulation of emotions of female college students.

Hence, the framed hypothesis that there will be a significant difference on Regulation of emotions is not accepted and the framed hypothesis that there will be a significant difference on Self- Emotional Appraisal is not accepted. An Independent sample ‘t’ test was conducted to compare on the dimension of Use of emotions among female college students in First Born and Later Born birth order. There was no significant difference on the scores of female college students in First Born (M=22.71, SD=4.34) and Later Born (M=23.7, SD=4.32); $t(148)= 1.393$, $p=0.166$. These results suggest that birth order has no impact on Use of Emotions among female college students.

Hence, the framed hypothesis there will be a significant difference on Use of Emotions is not accepted. An Independent sample ‘t’ test was conducted to compare on the dimension of Others Emotional appraisal among female college students in First Born and Later Born birth order. There was no significant difference on the scores of female college students in First Born (M=20.18, SD=6.19) and Later Born (M=21.00, SD=11.55). These results suggest that birth order has no impact on Others Emotional Appraisal among female college students. Hence, the framed hypothesis there will be a significant difference on Others Emotional Appraisal is not accepted. An Independent sample ‘t’ test was conducted to compare on the dimension of Emotional Intelligence among female college students in First Born and Later Born birth order . There was no significant difference on the scores of female college students in First Born (M=86.4,SD=11.49) and Later Born (M=92.51,SD=16.19); $t(148)=2.599$, $p=0.010$.

Hence, the framed hypothesis that there will be a significant difference on Emotional Intelligence is not accepted.

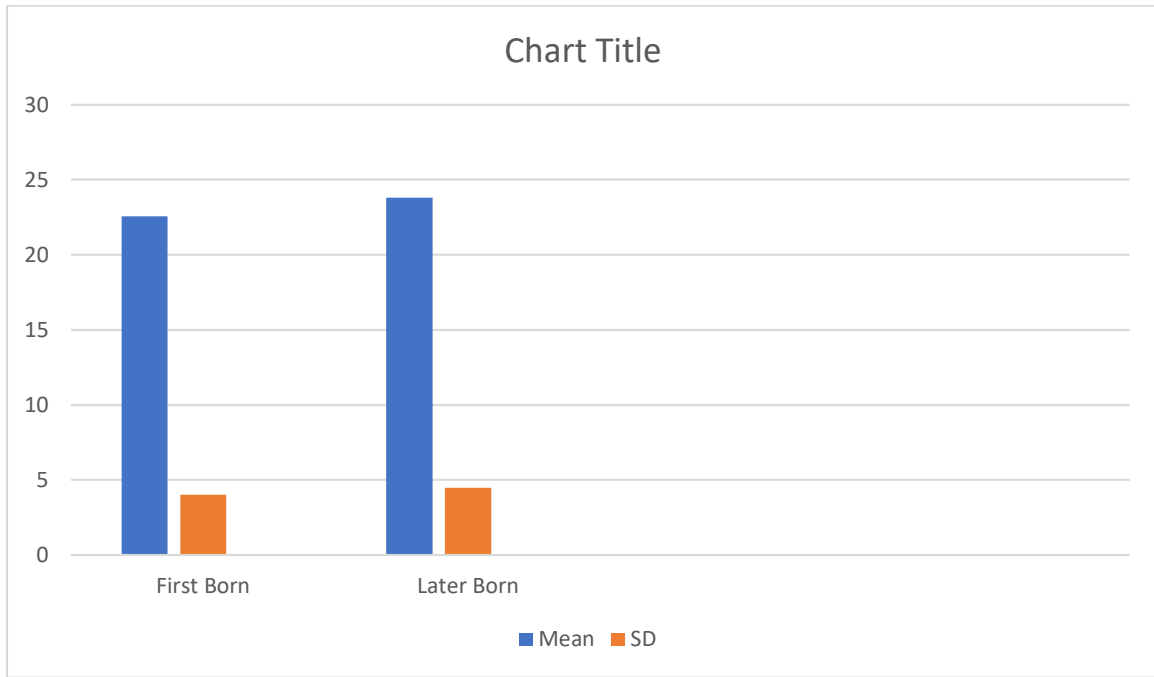


Figure 4.2 (i) shows the mean and standard deviation of Self Emotional Appraisal of female adults in birth order.

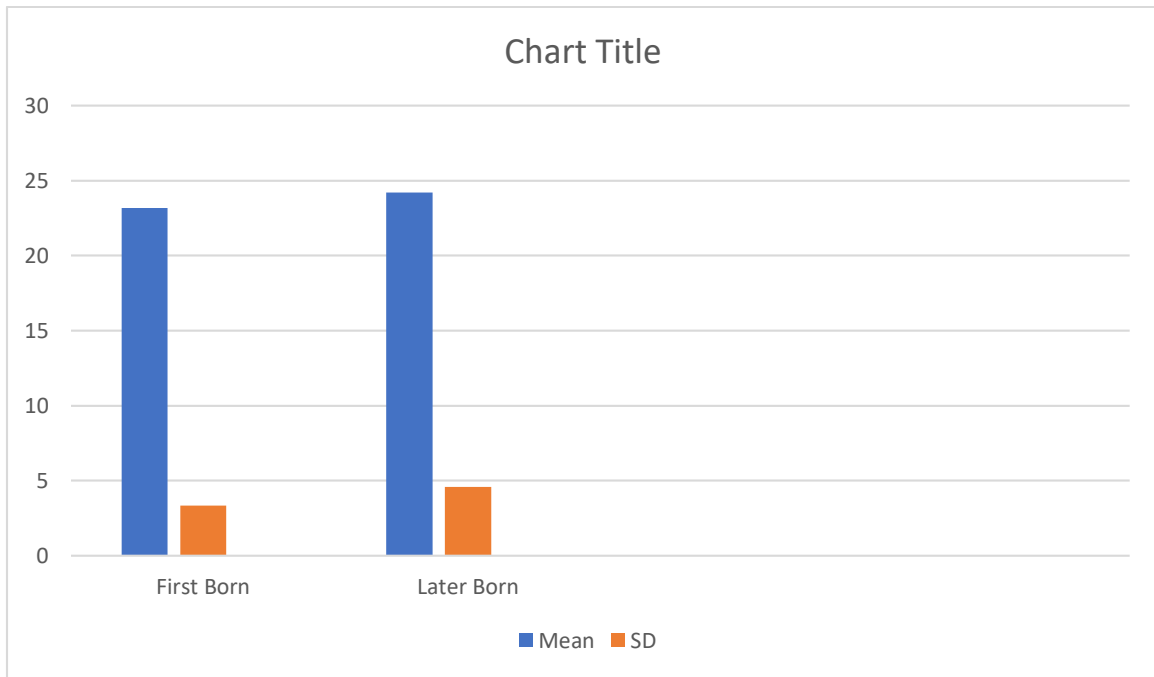


Figure 4.2 (ii) shows the mean and standard deviation of Regulation of emotions of female adults in birth order.

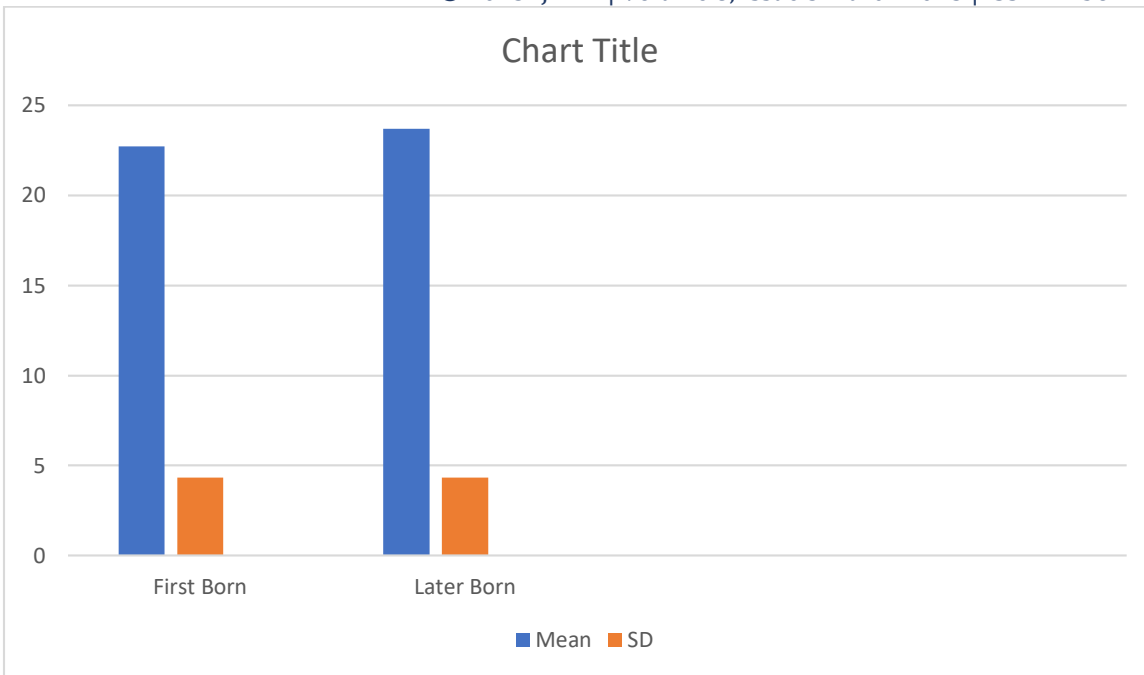


Figure 4.2 (iii) shows the mean and standard deviation of Use of emotions of Female adults in birth order

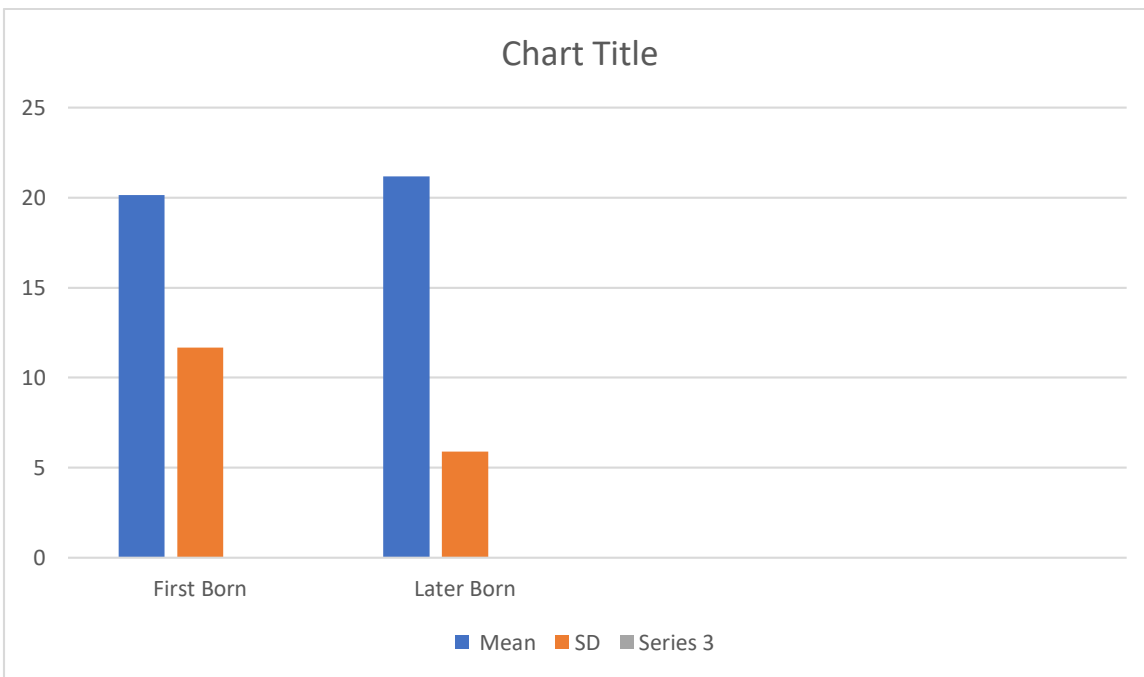


Figure 4.2 (iv) shows the mean and standard deviation of Others emotional Appraisal of female adults in birth order.

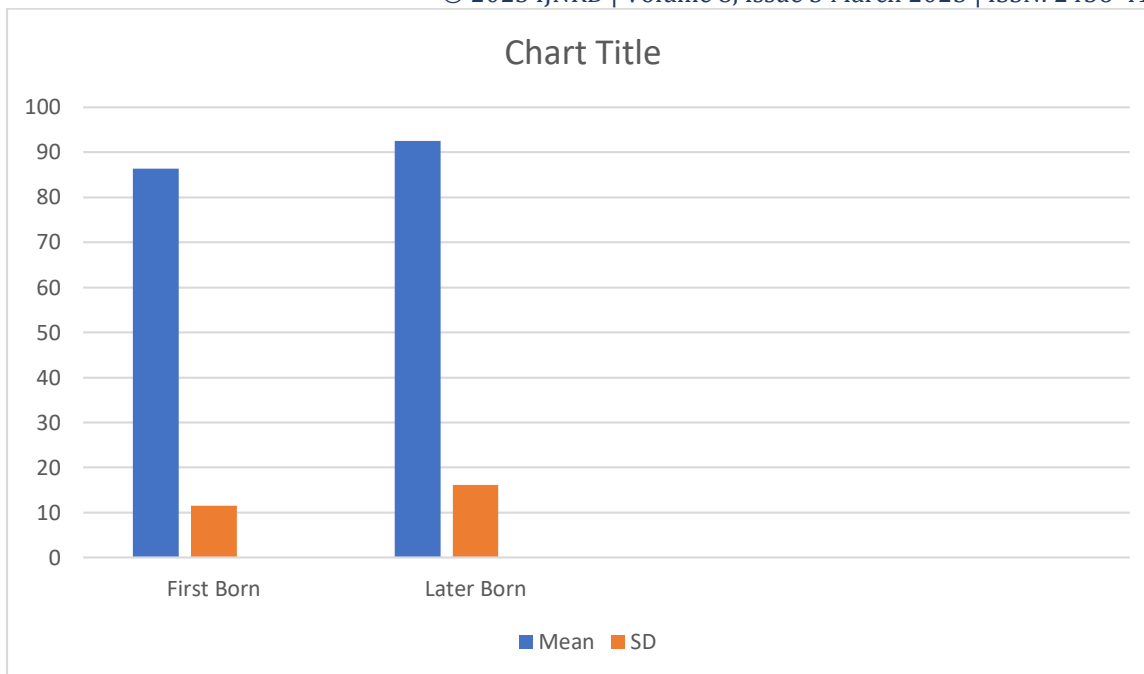


Figure 4.2 (v) shows the mean and standard deviation of emotional intelligence of female adults in birth order.

Table 4.3 shows the mean, standard deviation, t scores and p value of emotional Intelligence and its dimensions in type of family among female college students.

Variable	Type of Family	N	Mean	Standard Deviation	t	df	p value
Self Emotional Appraisal	Nuclear	139	23.07	4.36	1.371	148	0.192
Regulation Of Emotion	Nuclear	139	23.62	3.98	0.351	148	0.732
	Joint	11	24.09	4.25			
Use of Emotions	Nuclear	139	23.01	4.44	3.237	148	0.004
	Joint	11	25.18	1.83			
Others Emotional Appraisal	Nuclear	139	20.74	9.62	0.836	148	0.417
	Joint	11	19.00	6.37			
Emotional	Nuclear	139	93.7	11.91			

An Independent sample 't' test was conducted to compare on the dimension of Self-Emotional Appraisal among female adults in Nuclear and Joint type of family. There was a significant difference on the scores of Nuclear (M= 23.07, SD=4.36) and Joint (M=24.36,SD=2.87); $t(148)=1.371$, $p=0.192$. These results suggest that type of family has no influence on Self-Emotional Appraisal of

female college students. An Independent sample 't' test was conducted to compare on the dimension of Regulation of emotions among female adults in First Born and Later Born birth order. There was no significant difference on the scores of Nuclear (M=23.62, SD=3.92) and Joint (M=24.09, SD=4.25); $t(148)=0.351$, $p= 0.732$. These results suggest that type of family has no influence on Regulation of emotions of female college students.

Hence, the framed hypothesis that there will be a significant difference on Regulation of emotions is not accepted and the framed hypothesis that there will be a significant difference on Self- Emotional Appraisal is not accepted. An Independent sample 't' test was conducted to compare on the dimension of Use of emotions among female college students in Nuclear and Joint

Type of family. There was no significant difference on the scores of female college students in Nuclear (M=23.01, SD=4.44) and Joint (M=25.18, SD=1.83); $t(148)= 3.257$, $p=0.004$. These results suggest that type of family has no impact on Use of Emotions among female college students.

Hence, the framed hypothesis there will be a significant difference on Use of Emotions is not accepted. An Independent sample 't' test was conducted to compare on the dimension of Others Emotional appraisal among female college students in Nuclear and Joint type of family. There was no significant difference on the scores of female college students in Nuclear (M=20.74, SD=9.62) and Joint (M=19.00, SD=6.37). These results suggest that type of family has no impact on Others Emotional Appraisal among female college students. Hence, the framed hypothesis there will be a significant difference on Others Emotional Appraisal is not accepted. An Independent sample 't' test was conducted to compare on the dimension of Emotional Intelligence among female college students in Nuclear and Joint type of family . There was no significant difference on the scores of female college students in Nuclear (M=93.7,SD=11.91) and Later Born (M=98.72,SD=6.49); $t(148)=0.954$, $p=0.358$.

Hence, the framed hypothesis that there will be a significant difference on Emotional Intelligence is not accepted.

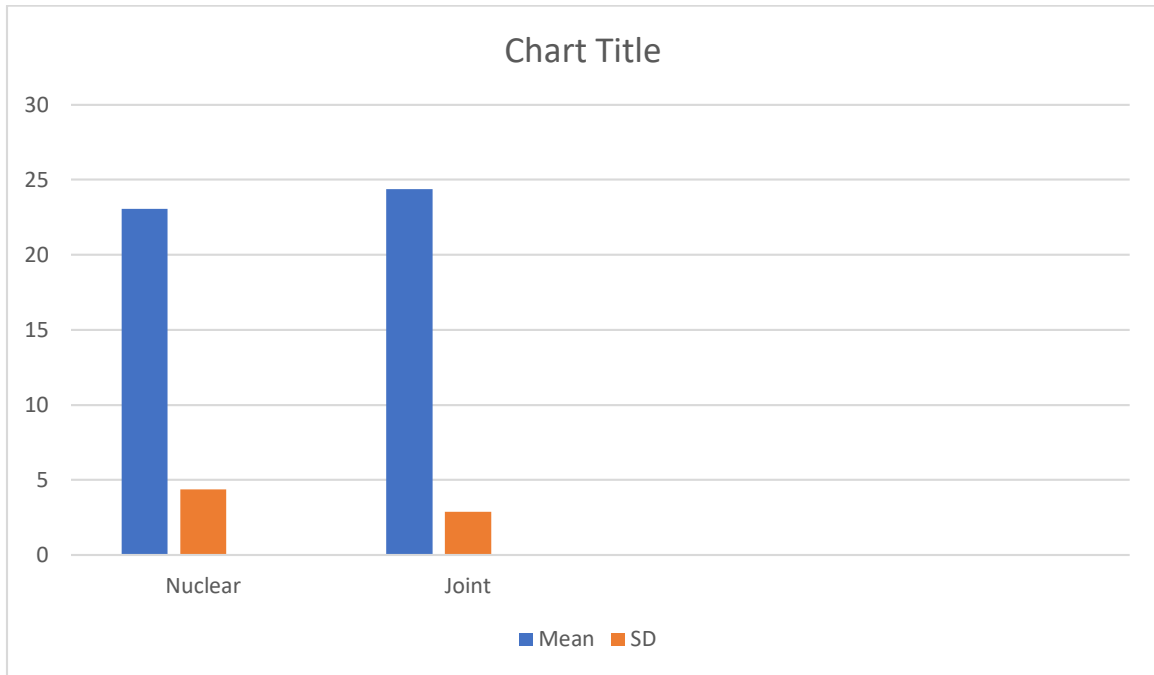


Figure 4.3 (i) shows the mean and standard deviation of self emotional appraisal of female adults in type of family

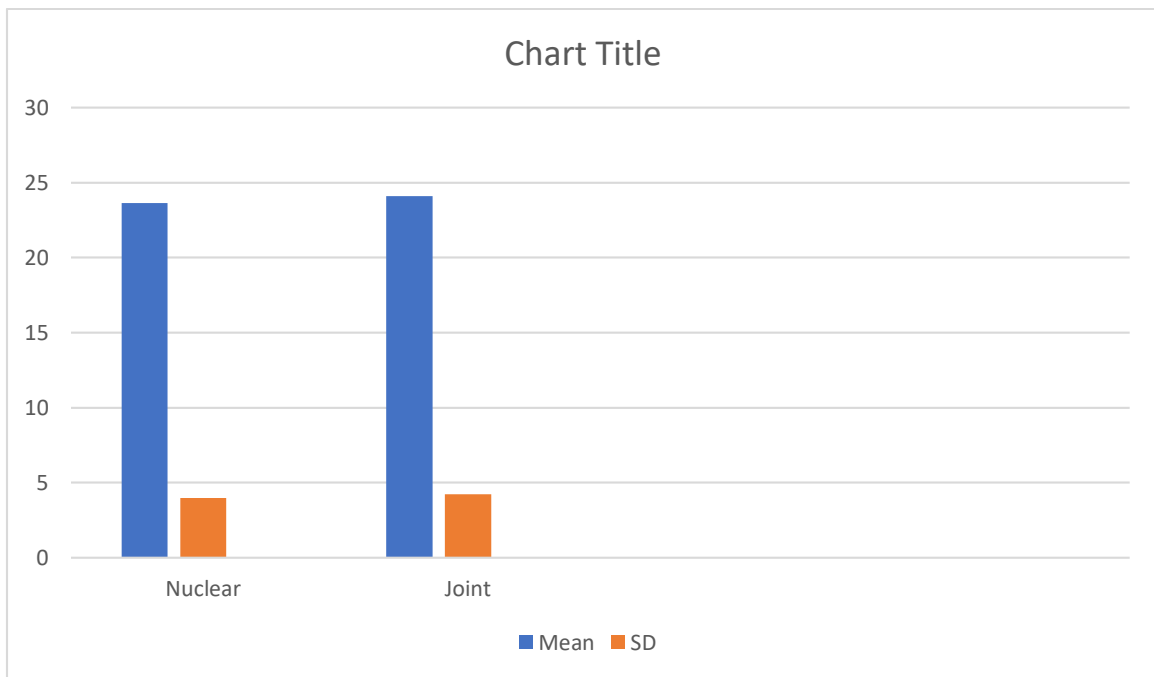


Figure 4.3 (ii) shows the mean and standard deviation of regulation of emotions of Female adults in type of family.

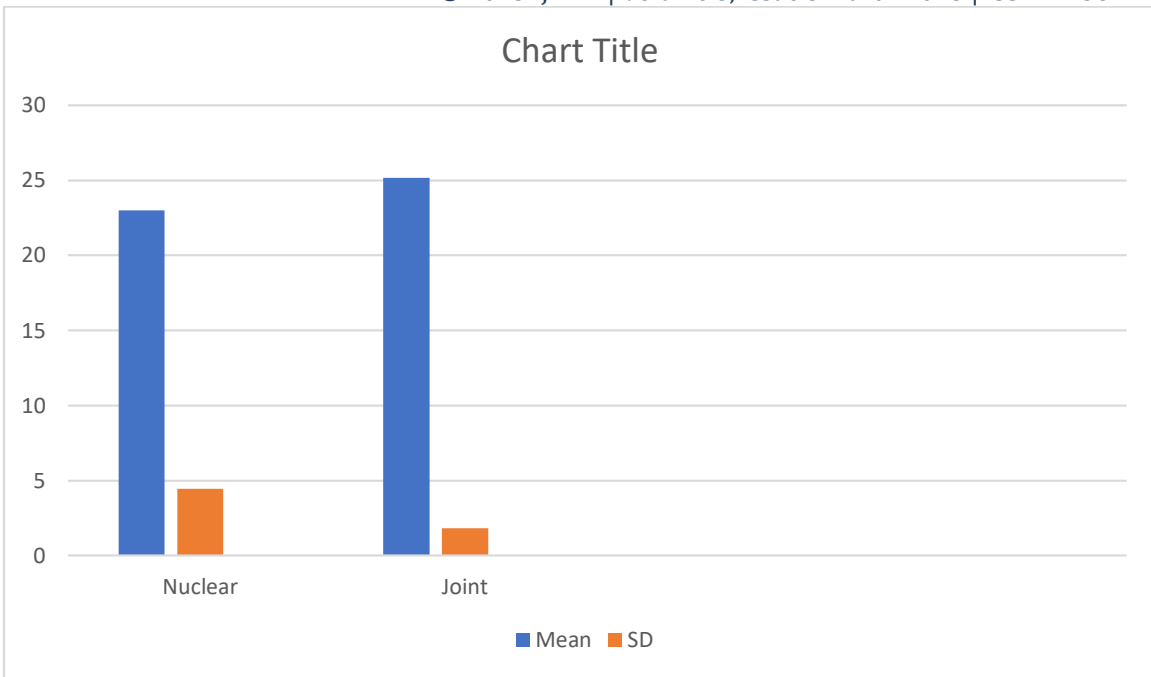


Figure 4.3 (iii) shows the mean and standard deviation of use of emotions of Female adults in type of family.

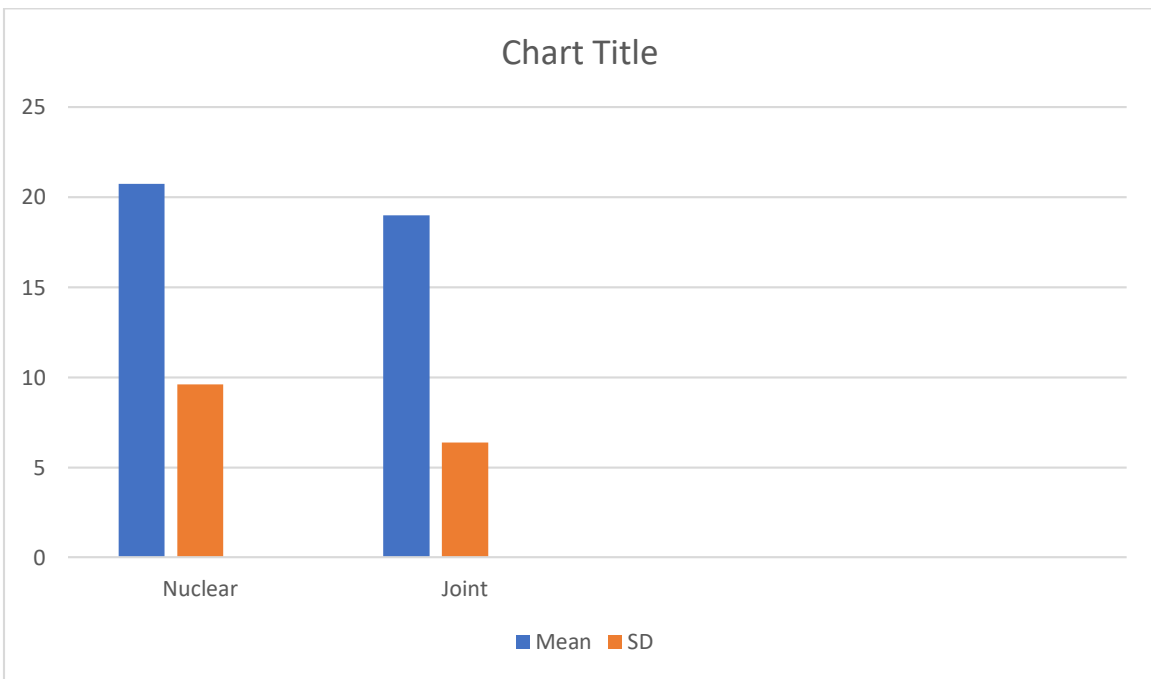


Figure 4.3 (iv) shows the mean and standard deviation of others emotional appraisal Of female adults in type of family.

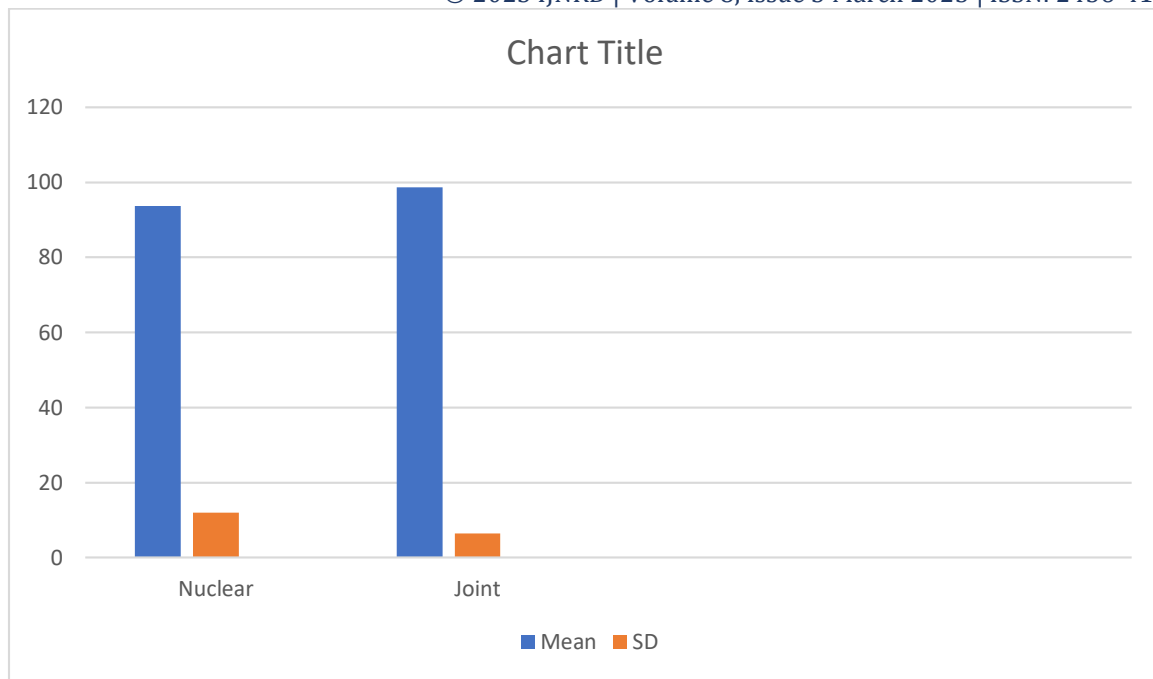


Figure 4.3 (v) shows the mean and standard deviation of Emotional intelligence of female adults in type of family.

Summary and Conclusion

The problem of the present study is to find out whether there is any significant difference in the emotional intelligence scores among female adults with respect to discipline of study, birth order and type of family.

Mayor and Salovey (1993), “Emotional intelligence is the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and to use this information to guide one’s own thinking and emotions’.

The research design used in this study is Ex-post facto research design, bivariate and cross sectional in nature. The sample comprises of 150 female adults studying in the age range of 20-22 years drawn from Chennai district. The sampling technique used in this study is random sampling technique. The tools used for the study is Wong and Law emotional intelligence scale (2004). After examining data for homogeneity had normality of variance statistics such as independent “t” test is used to find out the significant difference in emotional intelligence among female adults.

5.1 Findings:

1. The findings of the study reveal that there is no significant difference in the scores of female adults with respect to birth order and type of family.
2. The findings also reveal that there is a significant difference in the scores of self emotional appraisal and emotional intelligence with respect to discipline of study.

5.2 Conclusion:

1. The findings of the study reveal that there is no significant difference in the scores of female adults with respect to birth order and type of family.
2. The findings also reveal that there is a significant difference in the scores of self emotional appraisal and emotional intelligence with respect to discipline of study.

5.3 Implication:

- The study helps to assess the emotional intelligence level of female college students thereby helping them to improve their emotional intelligence if it is low.

5.4 Limitations

The study was done on female adults pursuing Under graduation in a college in Chennai district.

Suggestions

The study can be applied among male samples with other variables such as spiritual intelligence, Quality of life, Job satisfaction etc.