



Emotional intelligence among girls in the age group of 21-28 years

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Abstract

The present study was an attempt to assess the emotional intelligence among girls studying in professional colleges in the Kashmir region. 100 girl students were selected in the age group of 21-28 years, through random sampling technique. A scale constructed by Hyde and Pethe (2001) entitled "Emotional Intelligence Scale" was administered on the sample. The results show that majority of girls in the age group of 21-22 years agree that people tell them that they are inspiration for them. It is also found that the majority of girls in the age group of 25-28 years strongly disagree that they should stand up for their believes.

Keywords: emotions, girls, Kashmir, intelligence

Introduction

Although a person's feelings cannot be observed directly by others but they can be inferred from his overt behaviour and verbal report of his introspection, as no one can doubt the reality of emotions as conscious experience and seen as having implications in the future. In an organization when an employee feels the presence of a threatening situation, he may handle it in either of the two ways. He may be confident of his ability to handle the situation and may see it as a challenging opportunity to prove himself or experience fear or dread. Thus, our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities. The emotions aroused depend not so much on the events themselves, as on how they are appraised. Emotional intelligence is defined as "the composite set of capabilities that enable a person to manage himself/herself and others" (Goleman, 1995) [4]. According to Mayor and Salovey (1993) [5] emotional intelligence is the ability to monitor one's own and others feelings and emotions to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal skills. Interpersonal skills comprises of ability to understand one's own motivation.

Related literature

Nezlek (2004) [7] studies emotional intelligence and social interaction on a sample of 118 American college students and 103 German college students respectively. The two studies found positive relationship between the ability to manage emotions and the quality of social interactions. Nasir (2009) [6] assessed the relationship of demographic factors with emotional intelligence of university students. It was found that significant correlation existed between intelligence and some of the demographic factors. The model of demographic factors

was found significant predictor of emotional intelligence of university students which accounted for 19 per cent variance in emotional intelligence. Olatoye *et al.* (2010) [8] studied emotional intelligence, creativity and academic achievement of 235 business administration students of poly-techniques. The study found that there was a very low negative, no significant relationship between creativity and (CGPI) Cumulative Grade Point Information Scores. There was no significant difference between male and female student's academic achievement, creativity and emotional intelligence. Gawali (2012) [3] showed a significant relationship between emotional intelligence and positive affectivity, as emotionally intelligent individuals are capable of experiencing more positive emotions and therefore remain cheerful. However, Faghirpour *et al.* (2011) [2] studied the relationship between components of emotional intelligence of students with mental health. It also concluded that people with high emotional intelligence have better mental health. Carmeli (2009) [1] studied the relationship between emotional intelligence and four aspects of psychological wellbeing. The results revealed that four hierarchical regression models provide in general support for the positive association between emotional intelligence and psychological wellbeing components self-esteem, life satisfaction and self-acceptance only marginal significant support was found for the negative relationship between emotional intelligence and somatic complaints.

Objectives

The present study was conducted with following objectives in view:

1. To assess the emotional intelligence among female students studying in professional colleges.
2. To assess the emotional intelligence among girls students in the age group of 21-28 years.

Material and methods

The study was based on primary data. It was investigated through simple random sampling technique. The information for the study was gathered from girls studying in professional colleges in urban area of district Srinagar in Kashmir region of J&K state in India. For the purpose, 100 sample were selected from five different colleges i.e. medical college, B.ed college, business school, law college, and engineering college. 20 girl students were selected from each college. Equal representations were given to urban and rural girl students i.e. 50 girl students from urban area and 50 from rural area. A readymade scale constructed by Hyde and Pethe (2001) entitled "emotional intelligence scale" was administered on the sample. The data obtained was carefully scrutinized, categorized and coded in order to fulfill the objectives.

Result and Discussion

Figure 1 shows that girls studying in professional colleges in the age group of 21-22 years (63.04 per cent) disagree that they should encourage others to work even when things are not favourable. While as girls studying in professional colleges in the age group of 23-24 years (41.67 per cent) feel uncertain that they should encourage others and girls studying in professional colleges in the age in the age group of 25- 28 years (33.33 per cent) strongly agree that they should encourage others to work even when things are not favourable.

Figure 2 depicts that girls studying in professional colleges in the age group of 21-22 years (100 per cent) strongly agree that people tell them that they are an inspiration for them. While as girls studying in professional colleges in the age group of 23-24 and 25-28 years (40 per cent) agree that people tell them that they are an inspiration for them.

Figure 3 reveals that girls studying in professional colleges in the age group of 21-22 years (70 per cent) strongly disagree that they should encourage people to take initiatives. While as girls studying in professional colleges in the age group of 23-24 (38.46 per cent) feel uncertain that they should encourage people to take initiatives. And in the age group of 25-28 years (66.67 per cent) agree that they should encourage people to take initiatives.

Figure 4 shows that girls studying in professional colleges in the age group of 21-22 years (100 per cent) strongly agree that intelligent decisions using a healthy balance of emotions and reasons. While as girls studying in professional colleges in the age group of 23-24 (32.43 per cent) disagree that intelligent decision using a healthy balance of emotions and reasons. And in the age group of 25-28 years (23.08 per cent) agree that intelligent decisions using a healthy balance of emotions and reasons.

Figure 5 shows that girls studying in professional colleges in the age group of 21-22 years (75 per cent) strongly agree that they are not depend on others encouragement to do my work. While as girls studying in professional colleges in the age group of 23-24 (44.44 per cent) feel uncertain and in the age group of 25-28 years (20 per cent) agree that they are not depend on others encouragement to do my work.

Figure 6 depicts that girls studying in professional colleges in the age group of 21-22 years (72.10 per cent) strongly disagree that they should continue to do what I believe in,

even under severe circumstances. While as girls studying in professional colleges in the age group of 23-24 (45.45 per cent) feel uncertain and in the age group of 25-28 years (25 per cent) strongly agree that they should continue to do what I believe in, even under severe circumstances.

Figure 7 reveals that girls studying in professional colleges in the age group of 21-22 years (100 per cent) strongly agree that they should assess the situation and then behave. While as girls studying in professional colleges in the age group of 23-24 (50 per cent) and in the age group of 25-28 years (25 per cent) agree that they should assess the situation and then behave.

Figure 8 shows that girls studying in professional colleges in the age group of 21-22 years (76.92 per cent) strongly disagree that they should concentrate on the task at hand inspite of disturbances. While as girls studying in professional colleges in the age group of 23-24 (57.14 per cent) feel uncertain and in the age group of 25-28 years (22.23 per cent) agree that they should concentrate on the task at hand inspite of disturbances.

Figure 9 depicts that girls studying in professional colleges in the age group of 21-22 years (100 per cent) strongly agree that they should pay attention to worries and concerns of others. While as girls studying in professional colleges in the age group of 23-24 (50 per cent) agree and in the age group of 25-28 years (37.5 per cent) feel uncertain that they should pay attention to the worries and concerns of others.

Figure 10 reveals that girls studying in professional colleges in the age group of 21-22 years (66.66 per cent) and in the age group of 25-28 (16.67 per cent) strongly agree that they should listen to someone without the urge to say something. While as girls studying in professional colleges in the age group of 23-24 (45.45 per cent) feel uncertain that they should listen to someone without the urge to say something.

Figure 11 shows that girls studying in professional colleges in the age group of 21-22 years (88.89 per cent) feel uncertain that they should be perceived as friendly and outgoing. While as girls studying in professional colleges in the age group of 23-24 (66.66 per cent) agree and in the age group of 25-28 years (50 per cent) strongly agree that they should be perceived as friendly and outgoing.

Figure 12 depicts that girls studying in professional colleges in the age group of 21-22 years (100 per cent) strongly agree that they have their priorities clear. While as girls studying in professional colleges in the age group of 23-24 (50 per cent) agree and in the age group of 25-28 years (42.86 per cent) feel uncertain that they have their priorities clear.

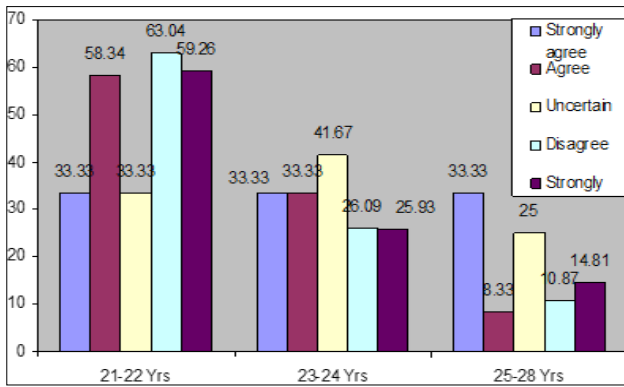


Fig 1: Encourage others to work even when things are not favourable

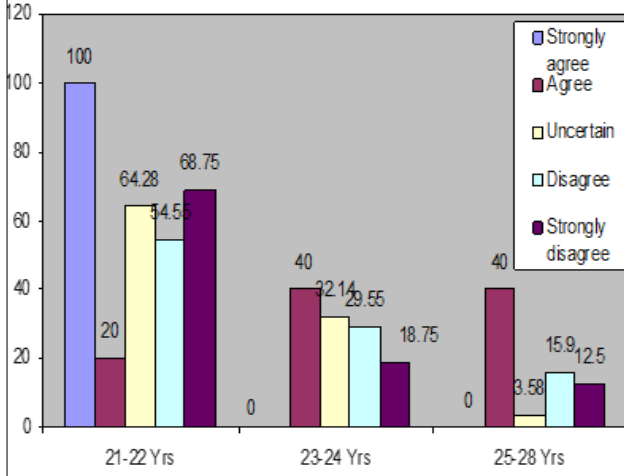


Fig 2: People tell me that I am an inspiration for them

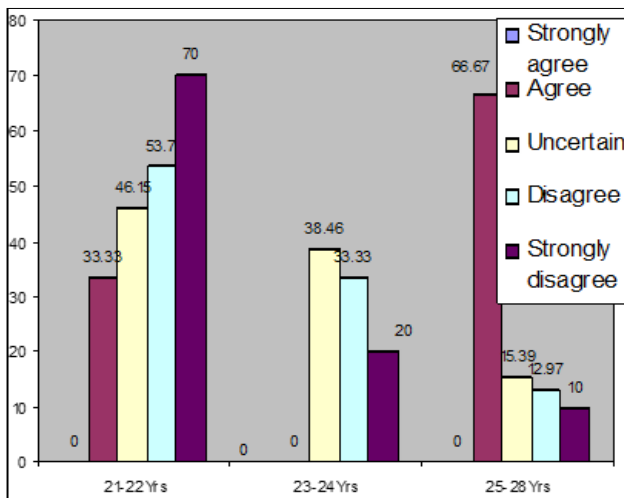


Fig 3: Encourage age people tataka initiatives

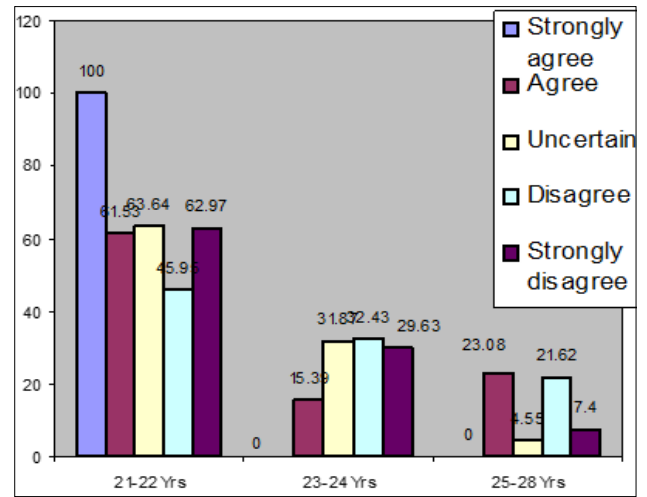


Fig 4: Intelligent decisions using a healthy balance of emotions and reasons

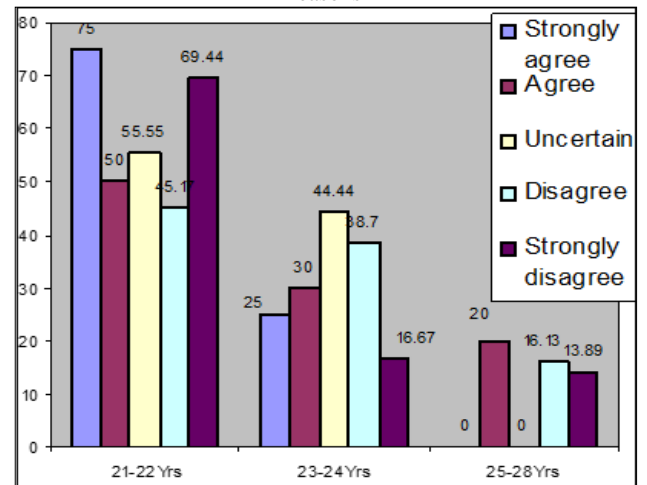


Fig 5: Not depend on other encouragement to do my work well

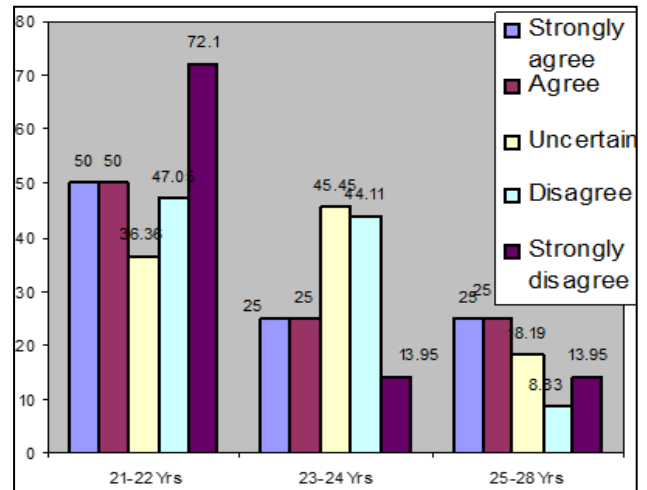


Fig 6: Continue to do what I believe in even under severe circumstances

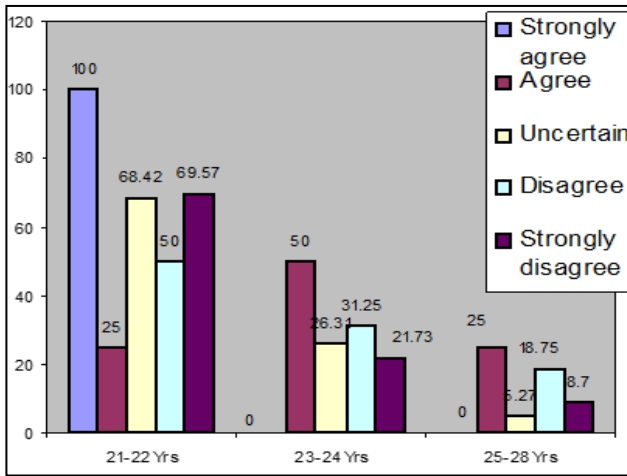


Fig 7: Assess the situation and then behave

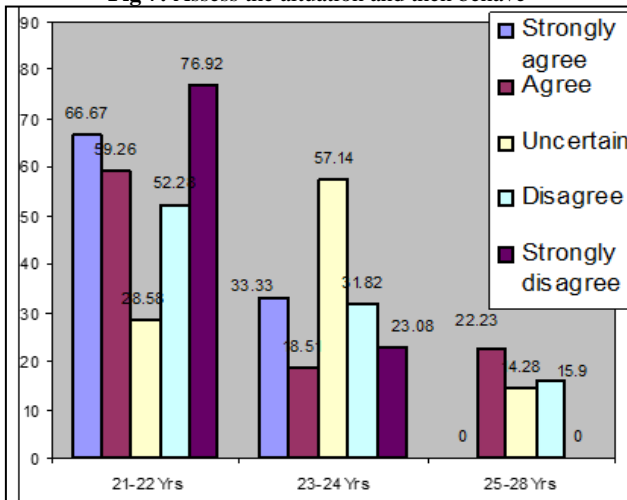


Fig 8: concentrate on the task at hand in spite of disturbances

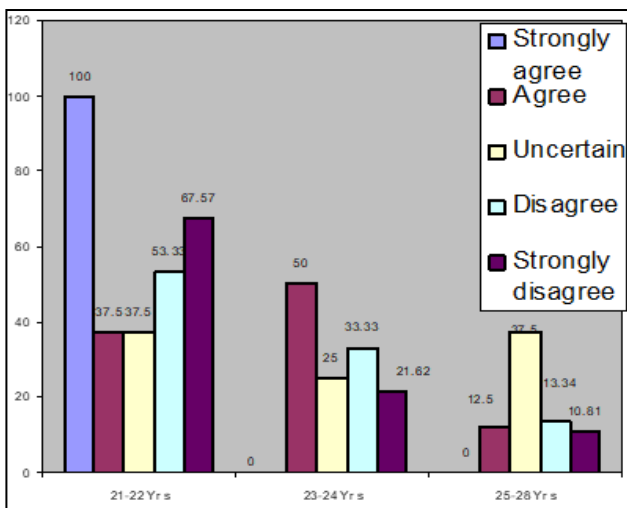


Fig 9: Attention to the worries and concerns of others

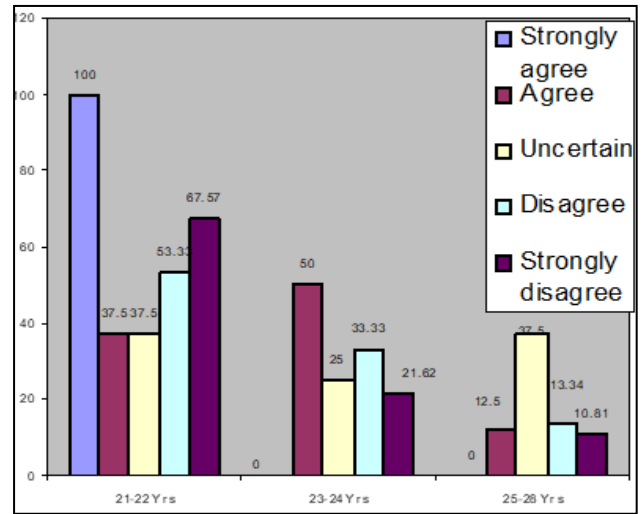


Fig 10: listen to someone without the urge to say something

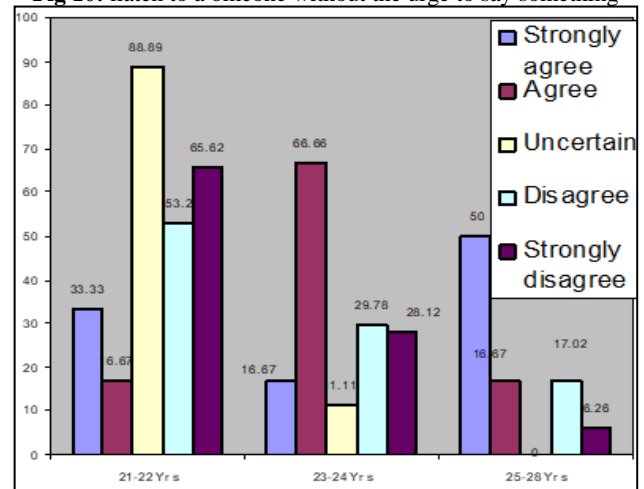


Fig 11: Perceived as friendly and outgoing

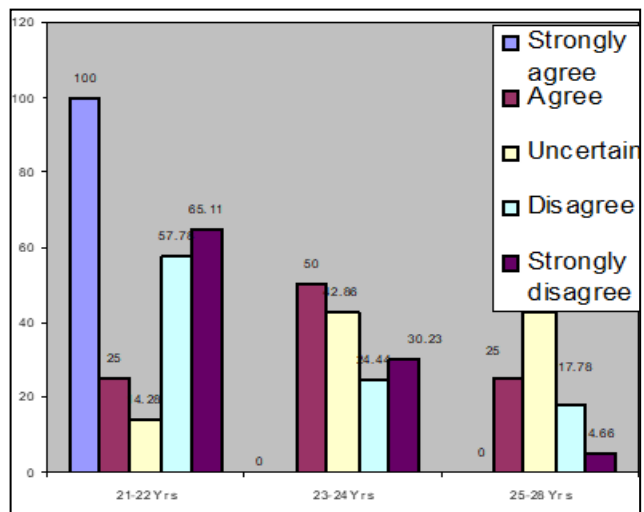


Fig 12: My priorities clear

Conclusion

Emotional intelligence is a set of abilities that includes accurately perceiving emotions, expressing emotions appropriately understanding the causes and consequences of

emotions and managing one's own and others feelings to facilitate thinking and social interaction. It is the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. The present study shows that majority of girl in the age group of 21-22 years strongly agree that intelligent decisions using a healthy balance of emotions and reasons. It is found that majority of girls in the age group of 23-24 years strongly agree that they should be aware of their weaknesses.

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