

# Periodic Research

## Professional Influence on Emotional Intelligence of Girls

### Abstract

The present study was an attempt to assess the emotional intelligence among girls studying in professional colleges in the Kashmir region. 100 girls students were selected equally from five different colleges, i.e. medical college, engineering college, B.Ed College, Law college and business school 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 studying in teaching profession strongly agree that they should encourage others to work even when things are not favorable. In this study it is found that girls in medical profession strongly agree that they should assess the situation and then behave. It was found that majority of girls in engineering profession strongly disagree that they should handle multiple demands.

**Keywords:** Emotional Intelligence, Professional Influence

### Introduction

Emotional intelligence is the concept which is currently in focus among the general public, practitioners and researchers. It's being widely believed by the public that emotional and social competence is as important, or even more important, than traditional dimension of intellectual ability and personality (Goleman, 1995 & 1998). Emotional intelligence is defined as "the composite set of capabilities that enable a person to manage himself/ herself and others" (Goleman, 1995 & 1998). Importance of Emotional Intelligence is increasingly being recognized and assessed across various professions. Managing emotions in social contexts are clearly important for success in a variety of interpersonal; as well as career-related domains. According to much recent academic work, a good deal of our successes and failures in life are not attributed to our cognitive abilities as measured by tests of IQ, but rather are attributable to our abilities to form and maintain social relationships, portray ourselves positively, and maintain how others perceive us (Richburg, 2002). According to Mayor and Salovey (1993) emotional intelligence is the ability to monitor ones 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.

### Review of Literature

Petrides (2000) indicated that females scored higher than males on the social skills factor of measured traits of emotional intelligence. Liao et al. (2003) indicated that emotional literacy served as a moderating factor between the parental monitoring and externalizing problem behaviour. Uma (2005) revealed that among the personal variables, age was not significantly correlated with emotional intelligence. However gender, education and occupation of parents were significantly and positively related with emotional intelligence. Adolescents of joint families were more flexible and adaptable than adolescents of smaller families. Nasir (2009) 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.

### Aim of the Study

The present study was conducted with following objectives in view:

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1. To assess the emotional intelligence among female students studying in professional colleges.
2. To observe the professional influence on emotional intelligence of girls.

## 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 in teaching profession (100 per cent) strongly agree that they should encourage others to work even when things are not favorable. While as girls in medical profession (25 per cent) and girls in law profession agree that they should encourage others to work even when things are not favorable. Girls in business profession (28.27per cent) disagree that they should encourage others to work even when things are not favorable and girls in engineering profession (29.63 per cent) strongly disagree that they should encourage others to work even when things are not favorable.

Figure 2 depicts that girls in medical profession and business profession (50 per cent) strongly agree that people tell them that they are an inspiration for them. While as girls in teaching profession (60 per cent) agree that people tell them that they are an inspiration for them. Girls in law profession (27.28 per cent) disagree that people tell them that they are an inspiration for them. And girls in engineering profession (43.75 per cent) strongly disagree that people tell them that they are an inspiration for them.

Figure 3 reveals that girls in medical profession (33.33per cent) and girls in teaching profession (66.67 per cent) agree that they should encourage people to take initiatives. While as girls in law and business profession (24.07 per cent) disagree that they should encourage people to take initiatives. And girls in engineering profession (30 per cent) strongly disagree that they should encourage people to take initiatives.

Figure 4 shows that girls in medical and business profession (30.76 per cent) agree that intelligent decisions using a healthy balance of emotions and reasons. While as girls in law profession (100 per cent) strongly agree that intelligent decisions using a healthy balance of emotions and reasons. And Girls in teaching profession (27.03 per cent) and girls in engineering

profession (32.14 per cent) disagree that intelligent decisions using a healthy balance of emotions and reasons.

Figure 5 shows that girls in medical profession (33.34 per cent) feel uncertain that they are not depend on others encouragement to do my work. While as girls in teaching profession (50 per cent) strongly agree that they are not depend on others encouragement to do my work. Girls in law profession (33.33per cent) and girls in engineering profession (25 per cent) strongly disagree that they are not depend on others encouragement to do my work. And girls in business profession (25.80 per cent) disagree that they are not depend on others encouragement to do my work.

Figure 6 depicts that girls in medical profession (45.45 per cent) feel uncertain that they should continue to do what they believe in, even under severe circumstances. While as girls in teaching profession (75 per cent) strongly agree that they should continue to do what they believe in, even under severe circumstances. Girls in business profession (37.5per cent) agree that they should continue to do what they believe in, even under severe circumstances. And girls in law profession (48.60 per cent) and girls in engineering profession (27.90 per cent) strongly disagree that they should continue to do what they believe in, even under severe circumstances.

Figure 7 reveals that girls in medical and business profession (50 per cent) strongly agree that they should assess the situation and then behave. While as girls in law profession (26.31 per cent) feel uncertain that they should assess the situation and then behave. Girls in teaching profession (26.09 per cent) strongly disagree that they should assess the situation and then behave. And girls in engineering profession (22.91 per cent) disagree that they should assess the situation and then behave.

Figure 8 shows that girls in medical profession (44.45 per cent) strongly agree that they should concentrate on the task at hand inspite of disturbances. While as girls in law profession (25.92 per cent) agree that they should concentrate on the task at hand inspite of disturbances. Girls in teaching profession (28.58 per cent) feel uncertain that they should concentrate on the task at hand inspite of disturbances. Girls in business profession (27.28 per cent) disagree that they should concentrate on the task at hand inspite of disturbances. And girls in engineering profession (30.76 per cent) strongly disagree that they should concentrate on the task at hand inspite of disturbances.

Figure 9 depicts that girls in medical profession (33.34 per cent) disagree that they should pay attention to worries and concerns of others. While as girls in law and business profession (50 per cent) strongly agree that they should pay attention to worries and concerns of others. Girls in teaching profession (37.5 per cent) agree that they should pay attention to worries and concerns of others. And girls in engineering profession (27.03 per cent) strongly disagree that they should pay attention to worries and

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concerns of others.

Figure 10 reveals that girls in medical profession (30.23 per cent) disagree that they should listen to someone without the urge to say something. While as girls in teaching and business profession (33.33 per cent) strongly agree that they should listen to someone without the urge to say something. Girls in law profession (63.63 per cent) feel uncertain that they should listen to someone without the urge to say something. And girls in engineering profession (30.77 per cent) strongly disagree that they should listen to someone without the urge to say something.

Figure 11 shows that girls in medical profession (33.33 per cent) agree that they should be perceived as friendly and outgoing. While as girls in teaching profession (66.67 per cent) and girls in business profession (33.33 per cent) strongly agree that they should be perceived as friendly and outgoing. Girls in law profession (28.12 per cent) strongly disagree that they should be perceived as friendly and outgoing. And girls in engineering profession (23.40 per cent) disagree that they should be perceived as friendly and outgoing.

Figure 12 depicts that girls in medical profession (28.57 per cent) and girls in teaching profession (42.85 per cent) feel uncertain that they have their priorities clear. While as girls in law profession (23.25 per cent) strongly disagree that they should be perceived as friendly and outgoing. Girls in business profession (100 per cent) strongly agree that they should be perceived as friendly and outgoing. And girls in engineering profession (26.67 per cent) disagree that they should be perceived as friendly and outgoing.

Figure 13 shows that girls in medical profession (33.34 per cent) agree that they should handle conflicts around them. While as girls in teaching and engineering profession (23.08 per cent) strongly disagree that they should handle conflicts around them. Girls in business profession (23.08 per cent) feel uncertain that they should handle conflicts around them. And girls in law profession (26.92 per cent) strongly disagree that they should handle conflicts around them.

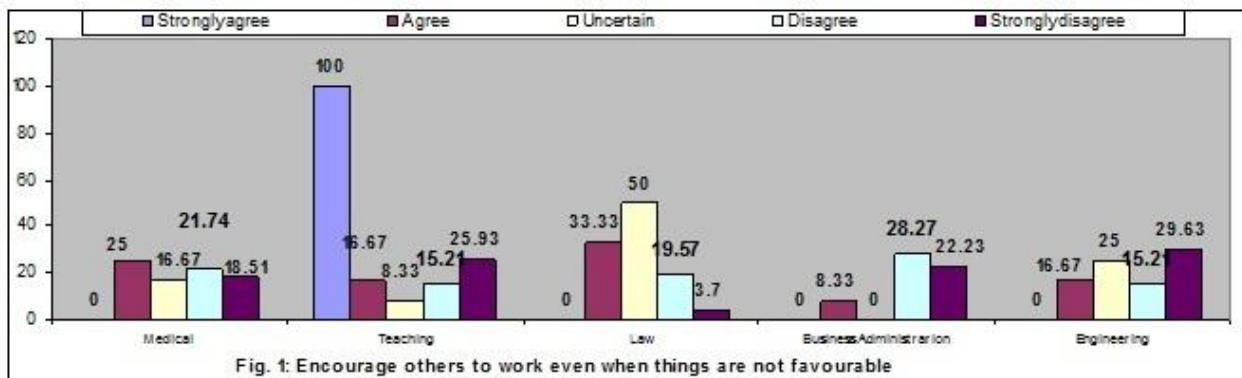
Figure 14 depicts that girls in medical

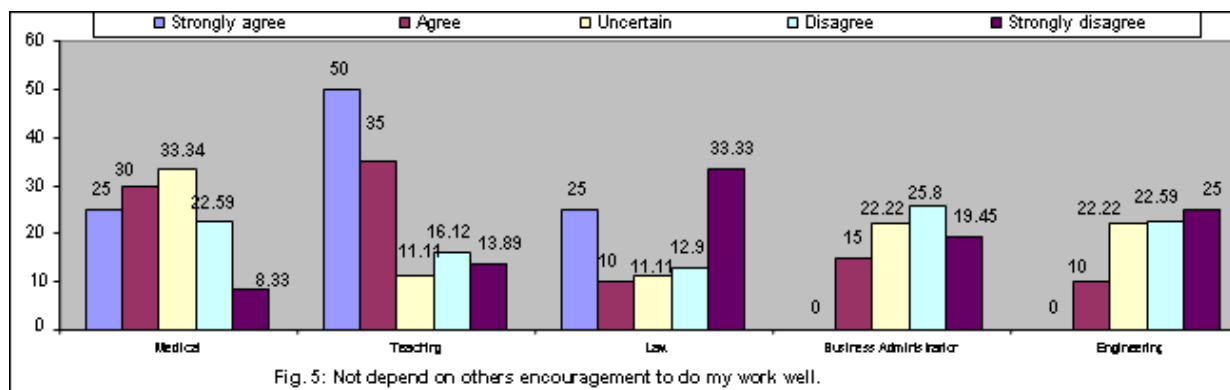
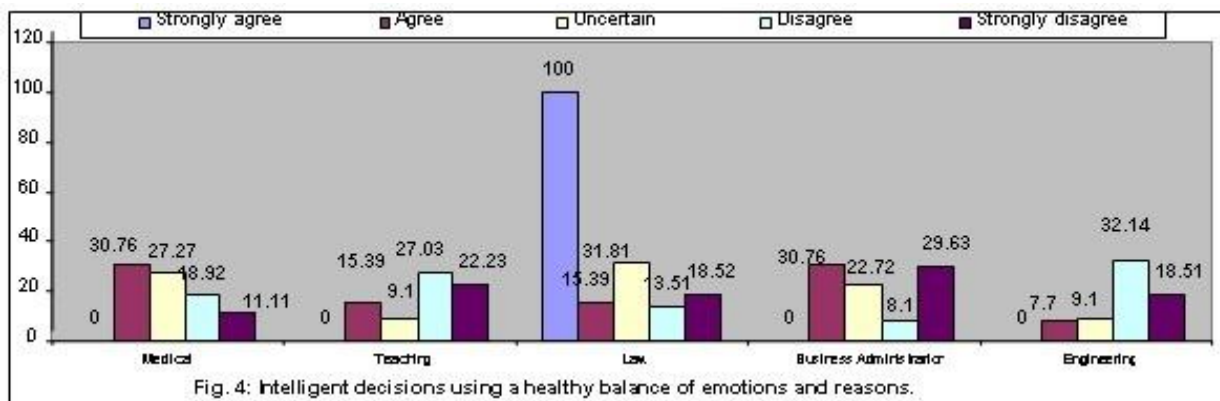
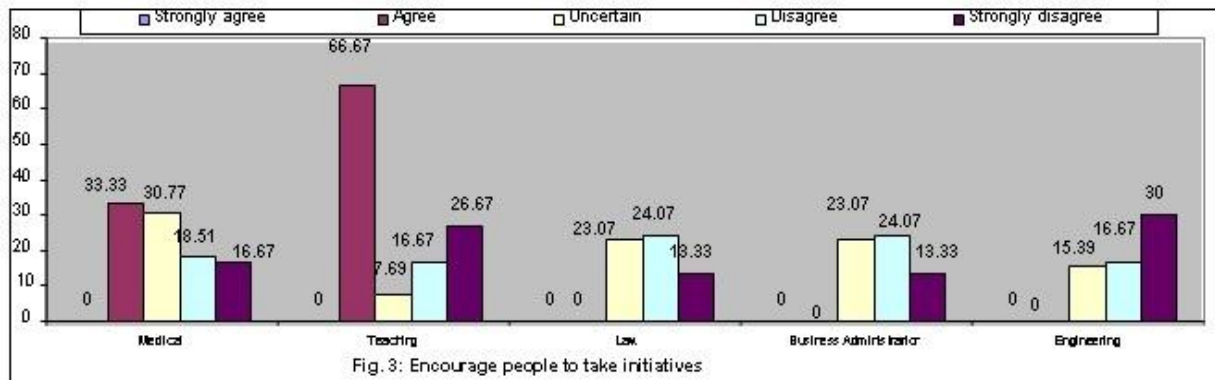
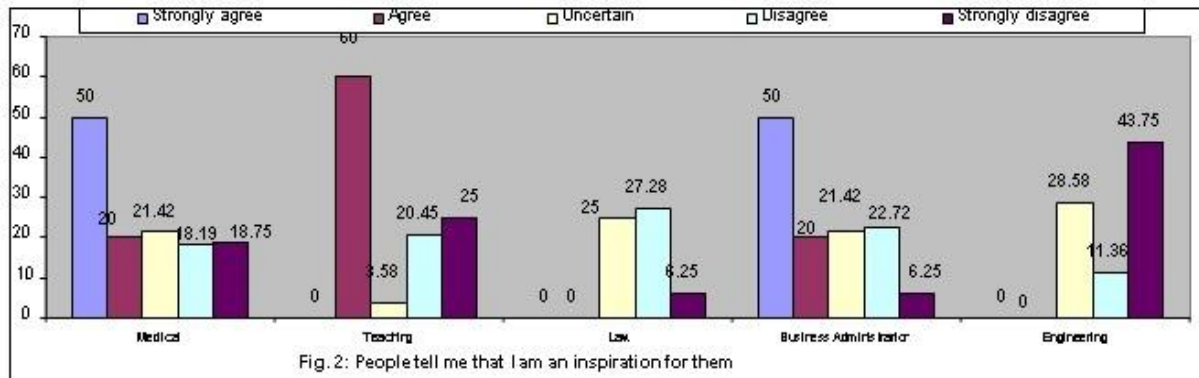
profession (35.30 per cent) agree that they should not mix unnecessary emotions with issues at hand. While as girls in teaching profession (26.20 per cent) disagree that they should not mix unnecessary emotions with issues at hand. Girls in law profession (36.36 per cent) feel uncertain that they should not mix unnecessary emotions with issues at hand. Girls in business profession (33.33 per cent) strongly agree that they should not mix unnecessary emotions with issues at hand. And girls in engineering profession (33.33 per cent) strongly disagree that they should not mix unnecessary emotions with issues at hand.

Figure 15 reveals that girls in medical profession (25.80 per cent) strongly disagree that they should try to see other person's point of view. While as girls in teaching and business profession (50 per cent) strongly agree that they should try to see other person's point of view. Girls in law profession (23.08 per cent) disagree they should try to see other person's point of view. And girls in engineering profession (32.26 per cent) strongly disagree they should try to see other person's point of view.

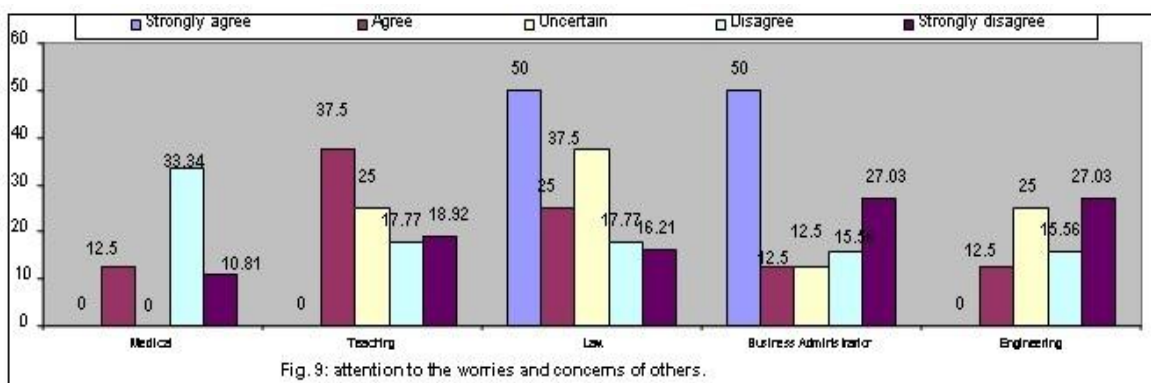
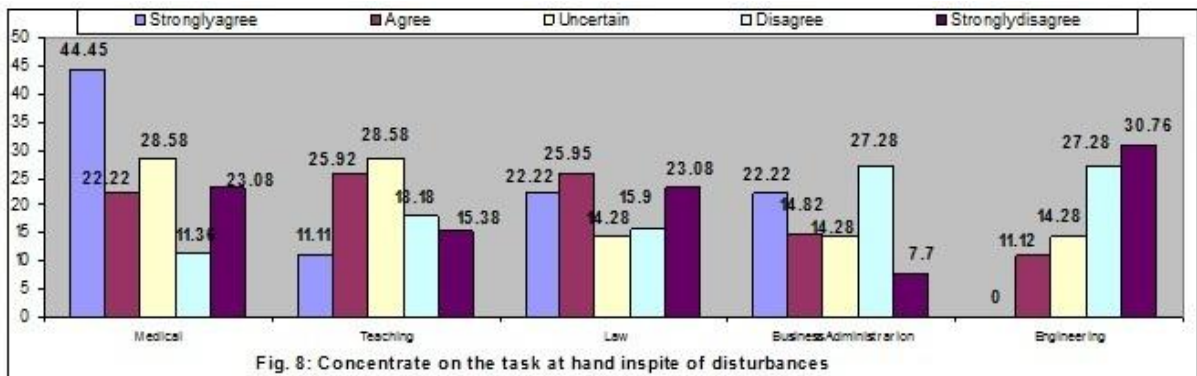
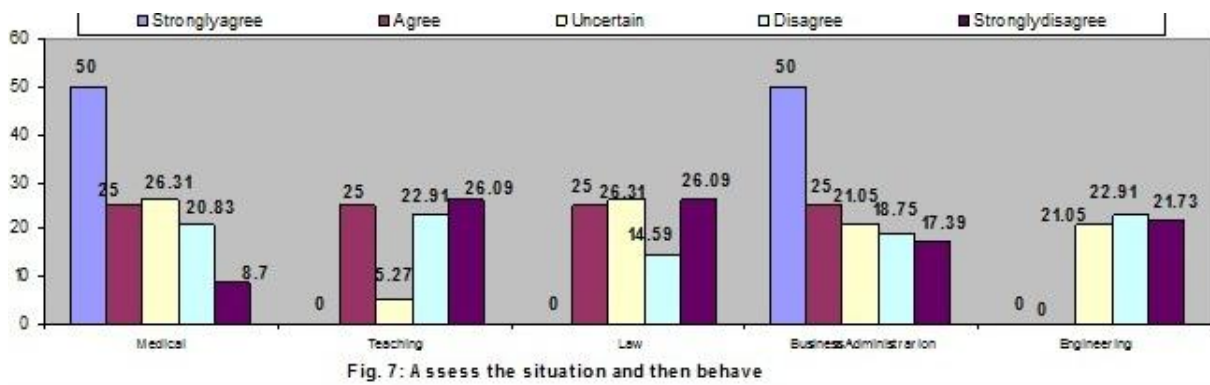
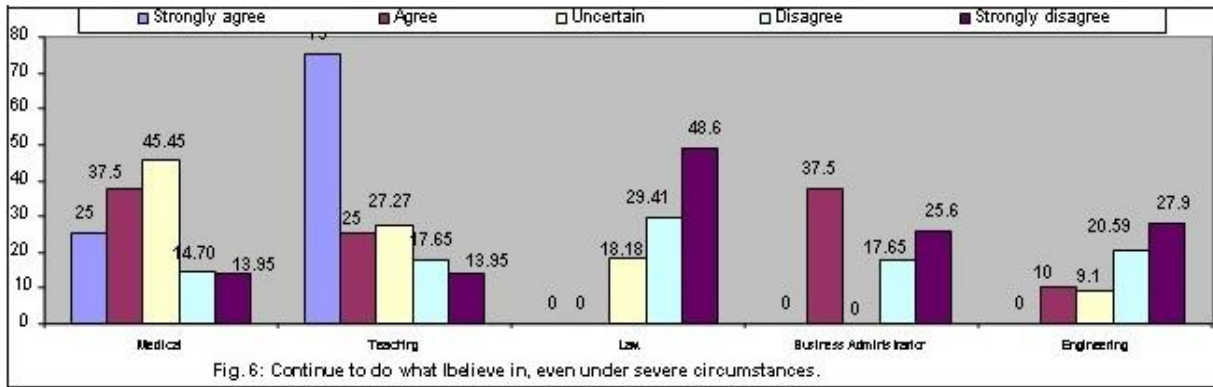
Figure 16 shows that girls in medical profession (23.80 per cent) disagree that they should stand up for their believes. While as girls in teaching profession (100 per cent) agree that they should stand up for their believes. Girls in law profession (40 per cent) feel uncertain that they should stand up for their believes. Girls in business profession (23.08 per cent) strongly disagree that they should stand up for their believes. And girls in engineering profession (21.43 per cent) disagree that they should stand up for their believes.

Figure 17 depicts that girls in medical profession (25 per cent) feel uncertain that they should see the brighter side of my situation. While as girls in teaching profession (40 per cent) agree they should see the brighter side of my situation. Girls in law profession (29.41 per cent) disagree they should see the brighter side of my situation. Girls in business profession (100 per cent) strongly agree they should see the brighter side of my situation. And girls in engineering profession (31.42 per cent) strongly disagree they should see the brighter side of my situation.

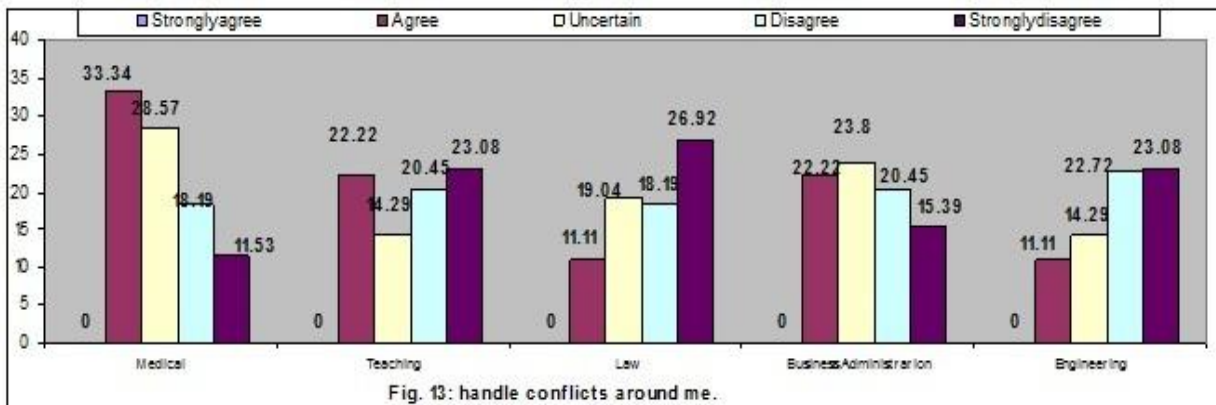
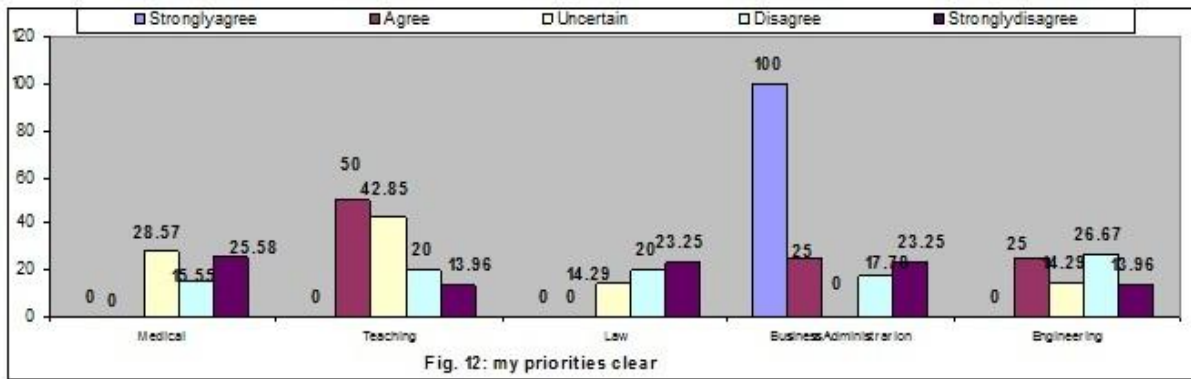
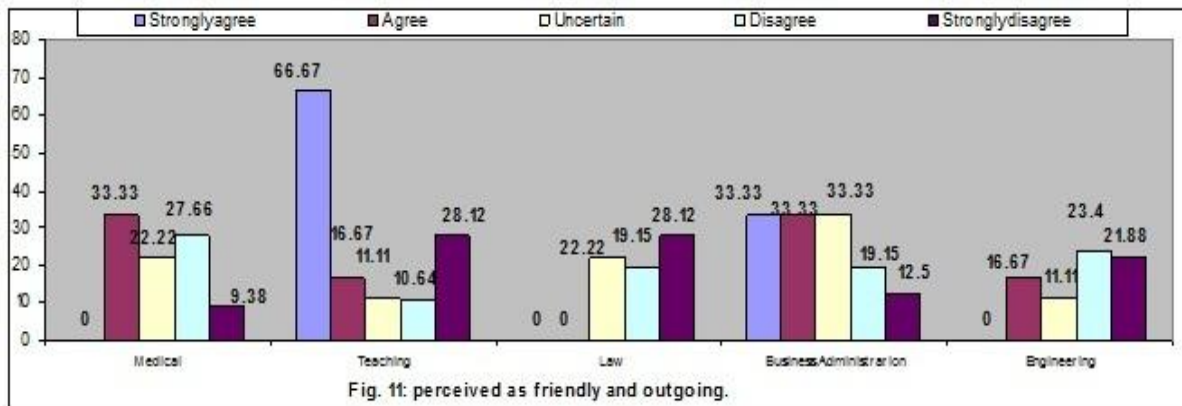
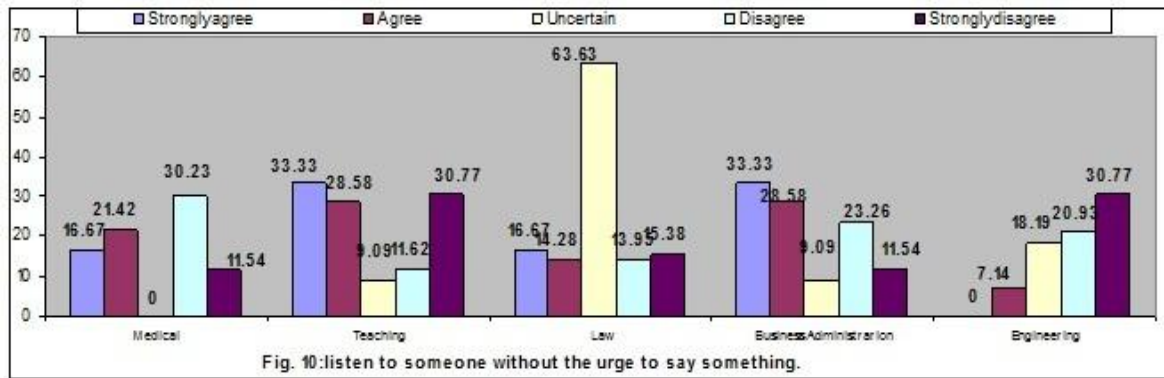




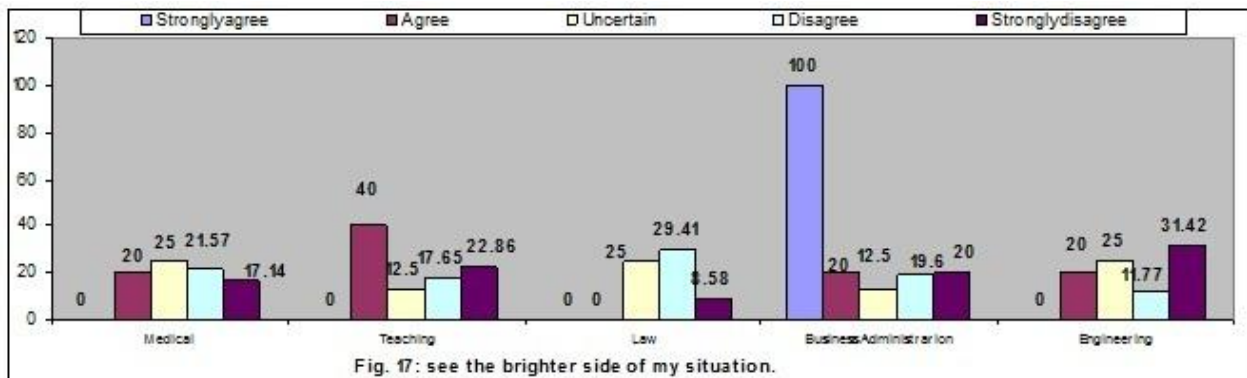
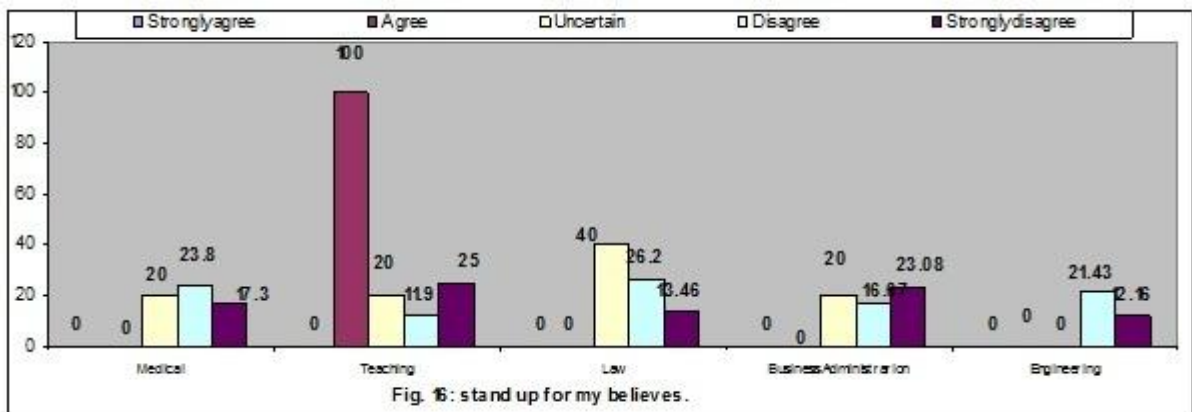
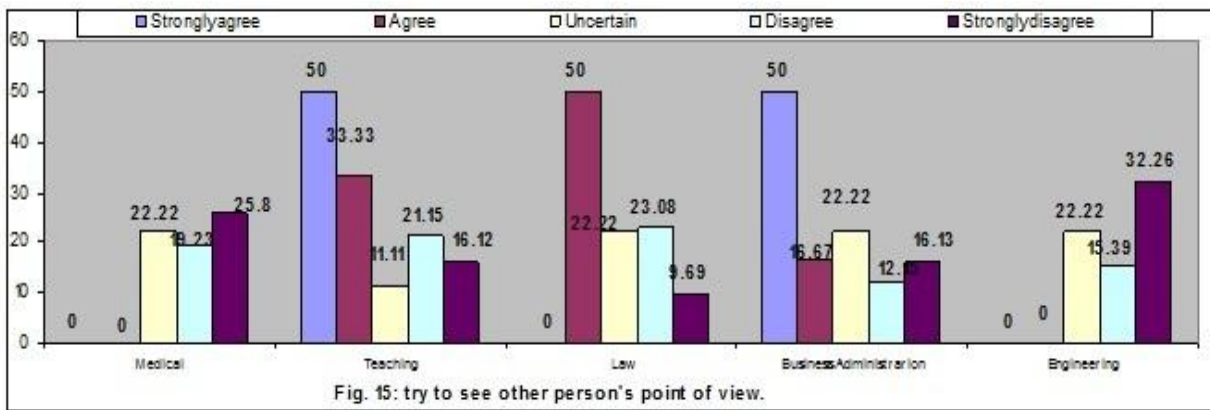
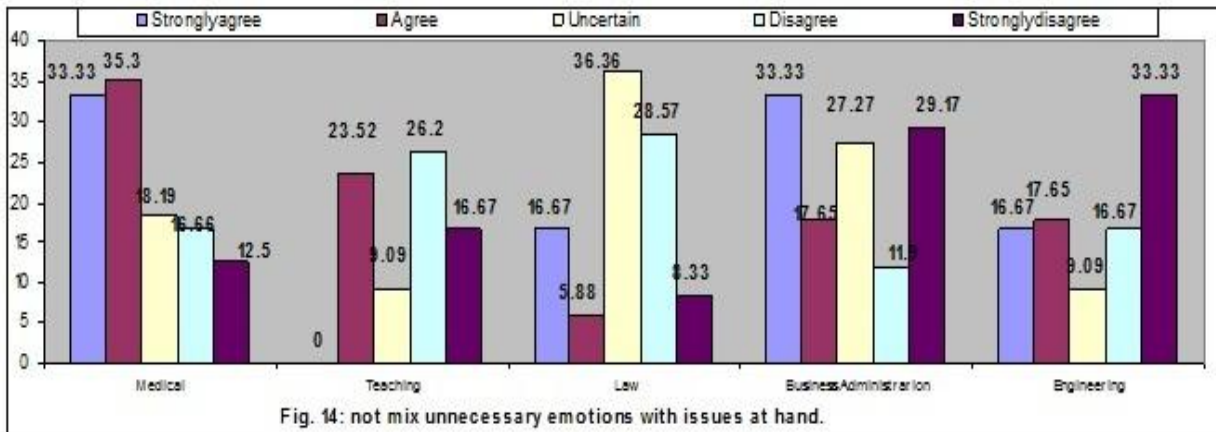
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## Conclusion

Emotions are subjective feelings an individual experience in the response to stimuli and the word emotion literally means “the act of being moved out or stirred up” and it is a state of consciousness that is felt as an integrated reaction of the total organism. Emotions are important because they affect behaviour in relationship with others and can be source of pleasure, enjoyment and satisfaction. Intelligence is a set of cognitive abilities which allows us to acquire knowledge to learn and to solve problems. Thus, 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. The present study shows that majority of girls in teaching profession agrees that people tell them that they are an inspiration for them. It is found that majority of girls in medical profession strongly agrees that they should give attention to the worries and concerns of others. It is found that majority of girls in law profession strongly agrees that they should try to see the other person’s point of view.

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