

Emotional competence of working and non-working women

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ABSTRACT

Being emotionally competent is needed for lowering stress levels in every individual's daily life. It obviously enhances the quality of life of the individual. The present study attempts to examine the emotional competence of working and non-working women from the urban and rural areas of Dharwad Taluk. A total of 120 working and non-working women were recruited for the study who were administered Emotional Competence Scale (Bharadwaj and Sharma 1995). Personal information schedule developed by the researcher was used to know the personal information regarding respondent's age, caste, education, family type, family composition and total monthly income. The results revealed that emotional competence was higher in both urban employed and non-employed women. Rural employed and non-employed women were incompetent with their emotions.

Keywords: Emotional competence; employed; non-employed; rural; urban

INTRODUCTION

In modern society the status of women reveal that socio-cultural values hold considerable importance in their inner world. Along with socio-cultural changes women's participation and contribution to family life has also changed. The increase in the number of women at work may not only result in paucity of time of association with family members but also mark a change in the behavioral characteristics of women. Therefore the working and non-working women are needed to have more competence to carry out their job effectively

as wives, daughters-in-law, as mothers in the family and a good workers on the professional front to acquire a balance in the society.

Emotional competency refers to one's ability to express or release inner feelings. It implies an ease around others and determines one's ability to effectively and successfully lead and express. Foundations of social and emotional competencies are often laid down early in life and become synonymous with our self-image and thus need focused attention over time to bring about change (Cherniss et al

1998). Emotional competency 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. A sense of humor and the ability to both give and receive love are related to the sphere of emotions that are not provided as gifts but are to develop by the individuals as their own characteristic pattern of emotional reactivity (Sharma 1997). An emotionally competent woman learns and applies skills to manage stress, improve self-esteem, confidence, personal change, decision making, leadership, assertion, comfort and commitment with life along with health and well being (Nelson et al 2005). But unfortunately many women often experience negative emotions than positive ones. This is why the capacity to identify, understand and regulate both positive and negative emotions is indispensable for both the working and non-working women. On the basis of this theoretical background the present study was undertaken to assess the emotional competence of the working and non-working women of urban and rural areas in Dharwad district of Karnataka state of India.

METHODOLOGY

The study was undertaken during the year 2013-14 in Dharwad district of Karnataka state, India. The objective was to know the level of emotional competence among urban and rural working and non-

working women. The population for the study comprised of married women having school going children from rural and urban areas. The respondents were approached individually for conducting the interview. Sixty employed women comprising of thirty rural and thirty urban women were selected from University of Agricultural Sciences, Dharwad campus for the study. Rural employed women selected for the study were labourers. Similarly another sixty women comprising of thirty rural housewives were from Yettingudda which is situated near the university and remaining thirty urban housewives (non-employed) from Vikas Nagar, Sampige Nagar and Bendrae Nagar from Dharwad city were selected randomly for the study. Thus final sample selected for the study comprised of one hundred twenty women.

Personal information schedule was used to know the personal information regarding respondent's age, caste, education, family type, family composition and total monthly income. Emotional Competence Scale (Bharadwaj and Sharma 1995) measures the emotional competencies of individuals in different sectors. The inventory consists of 30 items measuring the five competencies viz adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and enhancement of positive emotions. All these items are incomplete statements and each one carried

5 options A, B, C, D and E and corresponding values 1, 2, 3, 4 and 5 respectively. A high score indicates more emotional competency. The test-retest reliability of the scale is 0.74 and split half reliability is 0.76. The validity of this scale has been determined with factor A and C of 16 personality factor questionnaire and was found to be 0.64 and 0.69 respectively.

Category	'Z' score
Highly incompetent	25-35
Incompetent	35-45
Average	45-60
Competent	60-70
Highly Competent	70-80

RESULTS and DISCUSSION

The demographic characteristics (Table 1) of the women selected from the urban and rural locality on the parameters such as age, family type, family size, number of children, caste, education and income revealed that majority of the women were of the age group of 45 to 52 years (54.3%). The rest were more than 53 years of age. The trend was similar among urban and rural areas. The minimum age was 45 and maximum was 55 years. Most of the participants from the study belonged to the nuclear family with more than two children. Forty per cent of the rural employed women belonged to the SC category followed by ST (27%), OBC (20%) and upper caste (13%). The same trend was

observed in the non-employed category of rural locality. In urban areas majority (40-50%) of the employed and non-employed women belonged to upper caste followed by OBC, ST and SC. The education level ranged from illiteracy to secondary in rural group whereas 50 per cent of urban working women were graduates followed by post-graduation. Among the non-employed women of urban sample most of them had secondary education. Majority of the respondents from the rural group had income of Rs 10000-20000 but in the urban areas the respondents were having the income of Rs 20000 to 50000 rupees.

From Table 2 it can be found that wrt adequate depth of feeling (ADF) urban employed women were on par with urban non-employed women and significantly higher than rural non-employed as well as employed women. Urban non-employed women were having almost similar adequate depth of feeling compared to rural non-employed women but significantly differed from rural employed women. Rural non-employed women had significantly higher ADF than rural employed women.

Urban employed, urban non-employed and rural non-employed women were on par with each other but rural employed women were having significantly lower scores on adequate expression and control (AEC) of emotions, ability to function with emotions (AFE) and ability to cope with problem emotions (ACPE).

Table 1. Demographic details of rural and urban, non-employed and employed women

Category	Rural (n= 60)		Urban (n= 60)	
	Non-employed (n= 30)	Employed (n= 30)	Non-employed (n= 30)	Employed (n= 30)
Type of family	Nuclear	17 (57%)	12 (40%)	24 (80%)
	Joint	13 (43%)	18 (60%)	6 (20%)
# children	1	-	9 (30%)	8 (27%)
	2	9 (30%)	18 (60%)	19 (63%)
	≥3	21 (70%)	3 (10%)	3 (10%)
Caste	Upper caste	4 (13%)	12 (40%)	16 (53%)
	SC	12 (40%)	3 (10%)	1 (3%)
	ST	8 (27%)	4 (13%)	3 (10%)
	OBC	6 (20%)	11 (37%)	10 (33%)
Education	Illiterate	8 (27%)	-	-
	Primary	14 (46%)	7 (23%)	4 (14%)
	Secondary	8 (27%)	13 (43%)	15 (50%)
	Graduation	-	8 (27%)	11 (36 %)
	Post-graduation	-	2 (7%)	-
Income	>50000	-	5 (16%)	12 (40%)
	20000-49999	-	11 (37%)	15 (50%)
	10000-19999	16 (53%)	11 (37%)	2 (7%)
	5000-9999	14 (47%)	3 (10%)	1 (3%)

Table 2. Comparison of components of emotional competence among rural and urban employed and non-employed women

Variable	Mean score			ANOVA	
	RNW (n= 30)	RW (n= 30)	UNW (n= 30)	UW (n= 30)	
ADF	16.2	13.47	18.07	19.03	UW ^a UNW ^{ab} RNW ^b RW ^c
AEC	17.07	14.60	18.00	19.07	UW ^a UNW ^a RNW ^a RW ^b
AFE	17.27	12.33	18.20	19.47	UW ^a UNW ^a RNW ^a RW ^b
AACP	19.30	13.70	18.77	20.03	UW ^a RNW ^a UNW ^a RW ^b
EPE	15.70	18.57	19.43	20.97	UW ^a UNW ^{ab} RW ^b RNW ^c

*P < 0.05 RNW: Rural non-employed; RW: Rural employed, UNW: Urban non-employed; UW: Urban employed

In case of encouragement of positive emotions (EPE) urban employed women were on par with urban non-employed women and significantly higher than rural non-employed and employed women. Urban non-employed women were having almost similar EPE compared to rural non-employed but significantly differed from rural employed women. Rural non-employed women had significantly higher EPE than rural employed women.

The results revealed that rural women were almost incompetent in all five components of emotional competence. It is thought that less opportunity to learn to regulate their emotions and also more stress (general or occupational) make them less competent in managing their emotions. In rural sample employed women had lesser scores with regard to components of emotional competence. This might be due to the reason that the employed status of the women made them more rigid. Women whose health was more affected also had low scores. The affected health decreased their capacity to regulate their emotions. The good nutritional status of the rural women increased their capacity to handle their emotions. With respect to the urban sample employed women were better in encouraging their positive emotions which might be due to their better educational qualification and work experience and also severely affected health of women decreased their emotional competence.

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CONCLUSION

Emotional competence was higher in both urban employed and non-employed women. Rural employed and non-employed women were incompetent with their emotions. Emotional competence influences the potentialities for learning and developing the emotional literacy necessary for quality of life, life satisfaction and overall happiness.

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