

## Emotional Competence in Employee and Non-employee Mothers

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### ABSTRACT

*As an efficiency, emotional competence to deal effectively with different dissociable but related to the processes is a blinding of different five competencies (Coleman, 1970). (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). The main purpose of this study was to find out the significant difference of emotional competence in employee and Non-employee mothers. The total sample consisted 80 (40 employees mothers and 40 Non-employees mothers) was taken as participant. The research tool for emotional competence scale developed by Harish Sharma and Rajivlochan Bhardwaj was used. Here t – test was applied to check the mean difference of emotional competence in employee and non-employee.*

**Keywords:** Emotional Competence.

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 good workers on the professional front to acquire a balance in the society.

Emotional competence refers to one's ability to express or release one's ability inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. To achieve and maintain a feeling of adequacy, the individual has to acquire a few workable assumptions about the world, where need for competence emerges as most of the fundamental motive of life, because we survive through competence, grow through competence and actualize ourselves through competence (Allport, 1961). The motivation towards competence is evident even in early playful and investigatory behavior of children (white, 1959) which they seek social realm and as close as any other need (closer than sexual) to sum up the growth of the personality. Varieties of factors such as intellectual, emotional and physical competencies play a part, (Coleman, 1970; Maslow, 1970) to acquire skill and knowledge and the individual begins to develop two important virtues method and competence the congenial growth of personality.

Doing a thing is quite different from doing it well, where one can produce the type of effects, one desires, (white, 1959) may be termed as competence. It also refers to the mastering of abilities to do a task, sufficiency of means for living, easy circumstances or in ethical since, a take cognizance which specifies the process of observation, comprehension, explanation, exploration and manipulation of the more objectively. (Allport 1961) with the fullest use of an individual's normal capabilities. What turns doing anything into doing it well essentially a display of competence and whenever this aspect of personality is related to emotions, it shall be deemed as emotional competence which happens to be efficiency that an individual acquire to deal with emotional situations effectively. The motivation to be emotionally competent is concerned more with product of abilities rather than their sheer exercise and works as a constructive force in shaping the individuals behavior, while inefficiencies may cause as consequences in the dynamics of human behavior.

Man is good and would like to deal with, good positive re-enter with the entire interactive situation of life, where growth of his is a basic ingredient with an experience of good positive emotions.

Carolyn Saarni (2007) talked about the strength in the area of emotional competence which may help children and adolescents cope effectively in particular circumstance in his article related to emotional development in childhood. Furthermore, emotional competence serves as a protective factor that

diminishes the impact of a range of risk factors. Research has separated individual characteristics that may apply a defensive impact, a few of which reflect center components of passionate capability, including aptitudes identified with perusing, relational prompts, taking care of issues, executing objectively arranged conduct in relational circumstances, and considering behavioral alternatives from both an instrumental and a full of feeling point of view.

Adolcent's emotional competence (2014) is associated with parents nursing captivity to emotions by Eva H.Telzer, yongqu,DianGoldenberg, Andrew J.Fuligni, Adriana Galvan and Matthew D. Lieberman. An essential component of youths successful development is learning to appropriately respond to emotions, including the ability to recognize, identify and describe one's feelings. Such emotional competence is thought to arise through the parent child relationship. Yet, the mechanisms by which parents transmit emotional competence to their children are difficult to measure because they are often implicit, idiosyncratic, and not easily articulated by parents or children. In the current study, we used a multifaceted approach that went beyond self-report measures and examined whether parental neural sensitivity to emotions predicted their child's emotional competence.

### **Objectives**

The main objectives of study were as under:

1. To measure the Emotion competence of adequate depth of feeling among employee and non-employee mother.
2. To measure the Emotion competence of adequate expression and control of emotions among employee and non-employee mother.
3. To measure the Emotion competence of Ability to function with emotions of among employee and non-employee mother.
4. To measure the Emotion competence of Ability copes with problem emotions among employee and non-employee mother.
5. To measure the Emotion competence of Enhancement of positive emotions among employee and non-employee mother.

### **Null-Hypothesis**

To related objectives of this study, null hypothesis were as under:

1. There will be no significant difference in Emotion competence of adequate depth of feeling among employee and non-employee mother.
2. There will be no significant difference in Emotion competence of adequate expression and control of emotions among employee and non-employee mother.
3. There will be no significant difference in Emotion competence of Ability to function with emotions among employee and non-employee mother.
4. There will be no significant difference in Emotion competence of Ability cope with problem emotions among employee and non-employee mother.
5. There will be no significant difference in Emotion competence Enhancement of positive emotions among employee and non-employee mother.

### **Method**

#### **Participants**

The Total 80 mothers were taken as a sample. Out of 80 mothers, 40 employee and 40 non-employee mothers were taken as a sample from different area in Rajkot city (Gujarat).

#### **Tool**

**Emotional competence scale (ECS):** To measure the emotional competencies of the only child the emotional competence scale developed by R.Bhardwaj and H.Sharma was used. This scale consist 30 items. It gauges five passionate skills to be specific sufficient profundity of feeling, capacity to adapt to issue of feeling and consolation of positive feeling independent and additionally an entirety. In the present examination the gujarati rendition of the scale was utilized for gathering the information.

Passionate ability as a proficiency to bargain viably with a few dissociable yet related procedures is a mixing of five capabilities, (Coleman, 1970). The diverse capabilities might be comprehended as clarified here with.

- (1) **Adequate Depth of feeling (ADF):** Feeling in its broadest sense is any sort of process or encountering, (English and English, 1958) characterized by the prevalence 'influence' and available feelings which prompt some sort inclusion to a more noteworthy level of the person. A sentiment being sure or proficient with all reality presumptions might be named as satisfactory profundity of

feeling particularly connected with compelling judgment and identity reconciliation which guarantees incredible support in living.

- (2) **Adequate Expression and control of Emotions (AECE):** By and large the suitable response to certain circumstance is not communicated satisfactorily in enthusiastic responses and a develop individual acknowledges his feelings as a piece of himself, neither passionate responses and a develop person acknowledges his inclination and is not under any condition stressed on the grounds that he acknowledges them and has a sufficient control which might be viewed as characteristic dynamic soundness of a person to express and control feelings precipitously as requested by the situation. Adequate articulation and control of feelings allude to a propensity set apart by satisfactory passionate expressiveness in light of disgusting articulation and control of feelings. Any type of deficiency in either expression or control of feeling may prompt uncontrolled and disarranged emotionality.
- (3) **Ability to function with Emotions (AFE):** It is sometimes difficult to carry out even routine work, when one finds himself face to face with a highly emotional situation. Emotional competence requires that the individual should develop a characteristic pattern of emotional reactivity which should not let him be influenced in his adequate mode of functioning that helps him in performing actions of daily routine properly.
- (4) **Ability to cope with problem emotions (ACPE):** Certain problem emotions play a destructive role and pose a potential damage of the life orientations of the individual'scourse of life. Therefore, competence requires an understanding of the role of sensitivity and the detrimental effects of such emotions in the beginning and also a development of the ability to resist their harmful effects thereafter.
- (5) **Enhancement of positive Emotions(EPE):**The healthy growth of personality as well as adjustment with environment requires the presence of certain positive emotions like love,affection,joy,etc., that shows a constructive influence in the dynamics of human behavior. Man is basically good and would like to deal with positive orienteer in most of the interactive situation of life. The growth is the basic ingredients with an experience of positive emotions.

The final placement of items for five different competencies in the scale remains as under:

**Corresponding Item Numbers of five competences in the scale**

Factors	Description	Item no.
A	Adequate depth of feeling (ADF)	1,6,11,16,21,26
B	Adequate expression and control of emotions (AEC)	2,7,12,17,22,27
C	Ability to function with emotions (AFE)	3,8,13,18,23,28
D	Ability to cope with problem emotions (ACPE)	4,9,14,19,24,29
E	Enhancement of positive emotions(EPE)	5,10,15,20,25,30

**Scoring of Emotional Competence Scale (ECS):**It is a five point scale based on the lines of Likert having five alternatives to each item. Scoring of these five alternatives follows a system of 1,2,3,4 and 5 from upper to lower end. The addition of item scores horizontally with provide scores of the competences for A, B, C, D and E Separately. The obtained competency score are to be converted into score.

**Reliability and Validity Emotional Competence Scale (ECS):** The reliability of the scale has been derived by employing two methods test-retest and split – half method. The obtained co-efficient of reliability may be enumerated as under:**Coefficient of Reliability (N=100)**

Method	Emotional Competences					Total EC
	A ADF	B AECF	C AFE	D ACPE	E EPE	
Test-Retest (Interval 21 days)	0.75	0.85	0.87	0.75	0.90	0.74
Split-half	0.71	0.79	0.82	0.77	0.81	0.76

The validity of the scale has been determined by a factor A and C of the 16 personality factor questionnaire and found to be 0.64 and 0.69 respectively.

**Procedure**

According to purpose of present study, investigator explained the purpose of the studysubjects. The whole procedure of fill the inventory was explained to them fully and clearly. The instruction given on the

inventory was explained to them. It was also made clear to them that their scores would be kept secret. It was checked that none of the subjects left any questions unanswered or that no subject encircled both the answers given against a question.

### **Research design**

The aim of present research was to study of Emotional Competence in Employees and Non-employees Mothers. Here comparative design was used. The total sample consisted 80 (40 employees mothers and 40 Non-employees mothers) was taken as participant. The research tool for emotional competence scale developed by Harish Sharma and Rajivlochan Bhardwaj was used. Here t – test was applied to check the mean difference of emotional competence in employees and non-employees.

### **Result and Discussion**

The Main purpose of this study was to the study of Emotional Competence in Employee and Non-employee Mothers. For these total 80 employees and non employee mothers were taken as a sample. Here t-test was applied for the purpose of statistical method. Result and discussion for the present study are as follows:

**Result Table**

Showing the mean and t-value of Emotional Competence

Sr no.	Emotional Competence Description	Variables	N	Mean	SD	t
1	Adequate depth of feeling (ADF)	Employee	40	20.09	6.66	4.20
		Non-employee	40	17.18	5.11	
2	Adequate expression and control of emotions (AEC)	Employee	40	18.60	5.81	3.12
		Non-employee	40	16.80	5.20	
3	Ability to function with emotions (AFE)	Employee	40	19.28	6.03	1.28
		Non-employee	40	19.04	5.95	
4	Ability cope with problem emotions (ACPE)	Employee	40	20.21	6.31	1.81
		Non-employee	40	18.80	5.87	
5	Enhancement of positive emotions (EPE)	Employee	40	24.34	7.41	1.66
		Non-employee	40	23.70	6.78	

According to Result the Emotional Competence of Adequate depth of feeling of the result obtained on the basic are of reveals of adequate depth of feeling in significant difference in employee and nonemployee mothers.

The employee mothers received 20.09 mean score and nonemployee mothers received 17.18 mean score. There has mean difference was 2.91. The standard deviation score of employee mothers received 6.66 and nonemployee mothers received 5.11. The t-value was 4.20 which was significant. So we can say that first hypothesis was not accepted.

According to Result the Emotional Competence of Adequate expression and control of emotions of the result obtained on the basic are of reveals of adequate expression and control of emotions in significant difference in employee and nonemployee mothers.

The employee mothers received 18.60 mean score and nonemployee mothers received 16.80 mean score. There has mean difference was 1.8. The standard deviation score of employee mothers received 5.81 and nonemployee mothers received 5.20. The t-value was 3.12 which was significant. So we can say that second hypothesis was not accepted.

According to Result the Emotional Competence of Ability to function with emotions of the result obtained on the basic are of reveals of Ability to function with emotions in significant difference in employee and nonemployee mothers.

The employee mothers received 19.28 mean score and nonemployee mothers received 19.04 mean score. There has mean difference was 0.24. The standard deviation score of employee mothers received 6.03 and nonemployee mothers received 5.95. The t-value was 1.28 which was significant. So we can say that third hypothesis was accepted.

According to Result the Emotional Competence of Ability to cope with problem emotions of the result obtained on the basic are of reveals of Ability to cope with problem emotions in significant difference in employee and nonemployee mothers.

The employee mothers received 20.21 mean score and nonemployee mothers received 18.80 mean score. There has mean difference was 1.41. The standard deviation score of employee mothers received 6.31 and

nonemployee mothers received 5.87. The t-value was 1.81 which was significant. So we can say that fourth hypothesis was accepted.

According to Result the Emotional Competence of Enhancement of positive emotions of the result obtained on the basic are of reveals of Enhancement of positive emotions in significant difference in employee and nonemployee mothers.

The employee mothers received 24.34 mean score and nonemployee mothers received 23.70 mean score. There has mean difference was 0.64. The standard deviation score of employee mothers received 7.41 and nonemployee mothers received 6.78. The t-value was 1.66 which was significant. So we can say that fifth hypothesis was accepted.

The result revealed that Non-employee mothers were almost incompetent in all five components of emotional competence. The possible reasons are 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 and non employee mother is stay with his family of every time so emotional competence is very less. The affected health decreased their capacity to regulate their emotions. The good nutritional status of the employee mother increased their capacity to handle their emotions. With the employee mothers 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 mothers decreased their emotional competence and employee mother is many time avoid of his family so very distance is very affected so emotional competence is very high in employee mothers.

### **Conclusion**

This research on the topic of Emotional Competence has focused on various components that have been shown to be significant indicators of Emotional Competence. The present study aimed to Emotional Competence in employee and non-employee mothers. Emotional Competence was higher in employee mother than non-employee mother. Emotional competence influences the potentialities for learning and developing the emotional literacy necessary for quality of life, life satisfaction and overall happiness. The studies indicate if Emotional Competence is very best unless Family life is very happy.

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