

Emotional Intelligence and Self Construal

Anupam Lata

Department of Psychology

Barakatullah University

Bhopal, M.P, India

anupampsy08@gmail.com

Abstract

The present paper is based on the study that describes the importance of emotional intelligence in self-construal of the adolescents. Emotional intelligence is the ability to monitor one's own and other's feeling and emotions to discriminate among them and to use this information to guide one's thinking and actions (Solovey and Mayer 1990). The concept of self-construal evolved from a comparison of Western and Eastern conceptualizations of the self (Markus & Kitayama, 1991). In the present study effort were made to explore the impact of emotional intelligence on self-construal of the children. To achieve this, data were obtained on 100 students of which 50 were girls and 50 were boys. Out of 50, 25 were local (Bhopali) & 25 were kashmiri girls and boys. Standard tools assessing emotional intelligence and self-construal were used in this study. Relationship between emotional intelligence and self-construal were examined. Result indicated that emotional intelligence was positively related with self-construal. Results are discussed in the light of importance of emotional intelligence.

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Keywords: Emotional Intelligence, Residential Background, Gender and Self-Construal.

Emotional intelligence concerns the ability of a person to perceive, assimilate, understand and manage their as well as other's emotions (Lisa Fairley 1920). The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and second adaptation. It is a set of skills that underline the accurate, assessment, evaluations, expression and regulation of emotions (Goleman and Slyter 1995 & 1997). Mayer et al. (2000) also showed with a series of studies that emotional intelligence increased with age and experience which qualifies it as ability rather than a personality trait. According to Carmeli (2003) emotionally intelligent individuals are expected to recognize, manage, and use their emotions to eliminate the ensuing obstacles and advance their career horizons better than people with low emotional intelligence. Emotional intelligence can enable people to control this stress effectively and prevent its negative effects on one's attitude towards his/her profession.

Self-Construal

It refers to the perception, that individual have about their thoughts, feelings and actions in relation to others. Independent self-construal refers to one's perceiving a clear boundary that separates the self from others and to give in higher priority to personal goals then to group goal. Interdependent self-construal refers to one's defining the self in terms of relationship to others and to give in higher priority to group goal then to personal goal. Cross and Madson (1997) suggested that an individual's self-construal will influence the experience, expression, and perception of emotions. Gabriel, Renaud, and Tippin (2007) uncovered some result that align with this proposition. In this study, for some participants a relational construal was evoked. That is, these participants read on anecdote about a person

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who sacrificed their own success to help some relatives. For other participants, a personal construal was evoked there participants read an anecdote about a person who did not sacrifice their own success to help some relatives. If a relations construal was evoked, participants felt more confident about themselves after they described one of their friends for several minutes. If a personal construal was evoked, participants felt less confident after this exercise.

Objectives

- What is the pattern of perceived emotional intelligence of the male and female students, belonging to different residential background?
- What is the pattern of perceived self-construal of the male and female students, belonging to different residential background?
- What is the pattern of relationships between emotional intelligence and self-construal?

Hypotheses

- Emotional intelligence will be perceived differently by the male and female students belonging to different residential background.
- Self-construal of the male and female students, belonging to different residential background will be different.
- There will be significant positive relationships between emotional intelligence and self-construal.

Method

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Sample: A total of 100 students (50 males and 50 females) studying in different colleges and university of Bhopal belonging to bhopal and Kashmiri residential background participated in this study. This made possible to use 2 (types of areas) x 2(level of sex) factorial design

Measures:

1. Emotional intelligence: In the study, self -report Inventory constructed by Shcutte et. al. 1998 was used to assess the emotional intelligence of the participants. The scale consisted of 33 items. All the items of this scale were rated on a 5-point rating scale.
2. Self-Construal: This scale was developed by Marks and Kityama. (1991).The scale consisted of 22 items.

Results

Emotional intelligence

The result reflects that the effect of residential background on (E-I) emotional Intelligence was not significant ($F(1, 96) = 0.018, P > .05$). A close view on the mean scores, however, indicated that Kashmiri ($M = 86.52$) participants scored lesser as compared local ($M = 89.02$) participants on the measures of emotional intelligence. Effect of sex on emotional intelligence was also not significant, ($F(1, 96) = .04, P > .05$). The pattern of result reflects that male participants indicated higher emotional intelligence ($M = 88.72$) as compared to female participants ($M = 87.82$).

Self-construal

It is evident from ANOVA result that effect of residential background on self-construal ($F(1, 96) = 7.93, P < 0.01$) was significant. It indicated that Kashmiri participants displayed higher on self-construal ($M = 76.86$) as compared to local participants ($M = 75.30$). The

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effect of gender on the perceived self-construal was found significant, $F(1, 96) = 6.12, P < 0.01$. The pattern of result reflects that the male participants ($M = 76.66$) displayed higher self-construal as compared to female participants ($M = 75.50$).

Correlation

Relationship between emotional intelligence and self-construal:

The pattern of relationship between Emotional intelligence and self-construal was examined. It is reported that emotional intelligence was positively related self -construal ($r = .367, p < 0.01$). Separately for the Kashmiri girls relationship between self-construal and emotional intelligence was obtained significant ($r = .496, p < 0.01$). Emotional intelligence of kashmiri boys was significantly related to self –construal.

Discussion and Conclusion

It is ability to monitor one's own and other's feeling and emotions to discriminate among them and to use this information to guide one's thinking and actions (Salovey and Mayer 1990). It is important for reasoning about the emotions in social relationship as well as about the internal emotions that are essential for personal growth. It is important to reduce stress for individual and organizations, by decreasing conflicts, improving relationship and understanding and increasing stability, continuity and harmony. The findings of the study indicated that local participants displayed higher emotional intelligence as compared to Kashmiri participants. It appears that Kashmiri participants are living in Bhopal since three or four years to continue their studies hence they adopted themselves in the atmosphere, local culture and local way a life but not in same manner as to local students. Due to education and interaction with the students, all the students developed understandings according to existing social norms. These norms are now considered as important for civilized society. Due to

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pressure and demands from the society these students develop sufficient competencies too. Perceived control evaluate and manage emotions. Emotional intelligence plays an important role in developing social skills dealings with pressures, tensions which are encountered in the life. With the help of emotional intelligence the participants were able to adjust with themselves and others too. They develop empathy, self -understanding and feeling of others. Due to existence of emotional intelligence the students motivate themselves, they complement others develop new ideas and respecting new ideas coming from internal strength. It appears that due to these emotional changes student progress in their way of life and prepares them to deal with the obstacles.

Self- construal refers to the perception, that individual have about their thoughts, feelings and actions in relation to others. Independent self-construal refers to one's perceiving a clear boundary that separates the self from others and to give in higher priority to personal goals then to group goal. Interdependent self-construal refers to one's defining the self in terms of relationship to others and to give in higher priority to group goal then to personal goal. The finding obtained on the measure of self-construal indicates that the effect of residential background on self-construal was significant. It was observed that Kashmir participants scored higher on the measure of self-construal as compared to the Bhopali s participants. A close look on the pattern of result support that Kashmiri participants were inclined towards developing interdependent as well as independent self equally the same was not observed in the case of local Bhopali students. The result support that the Kashmiri participants were more interested to work in group, to work for the group and to follow the group decision. Probably, it happens due to socialization practices available to them here during their three or four years sustain in Bhopal. Effect of gender on self-construal was also found to be significant. It suggested that male participants showed more positive approach to assess their self as compared to female participants. The male participants love to work with

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group and want to respect the authority figure and group interest. The pattern of result also indicated that they evaluate their self-mere positively and develop a sense of collective self. The result also support that according to need of situation the male participants displayed better independent and interdependent self as compared to female participants.

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