

A Study on Emotional Intelligence Among Women Police In Puducherry Union Territory

Mr. A. BALAKARTHIKEYAN,

Assistant Professor, Department of Management Studies, CK College of Engineering & Technology, Cuddalore, Tamilnadu,
bala.karthikeyan42@gmail.com

Dr. V. S. PANDIAN

Research Supervisor, (Deputed at Periyar Govt Arts college), Assistant Professor, Department of Business Administration, Annamalai University

Abstract: *The research sought to determine the living circumstances and emotional quotient of the female police officers in Puducherry Union Territory (UT). The data came from 290 female police officers in Puducherry (UT). Utilizing the Census Survey Method, data were examined. The data was gathered using a questionnaire approach. The Schutte Emotional Intelligence Scale (Schutte et al. 1998) was used to test emotional intelligence and the personal information sheet was utilised to collect demographic data.*

Keywords— emotional intelligence, women police, Puducherry Union Territory police.

1. INTRODUCTION

The idea of emotional intelligence is one that practitioners, scholars, and the general public are now interested in. The general public has a strong belief that the conventional dimensions of intelligence and personality are secondary to, if not even more essential than, emotional and social skills. The phrase "the set of qualities that allow a person to govern herself and others" describes emotional intelligence. It is more realistic to state that a person's interactions with themselves, their life, their job, and others depend on how often she exhibits or employs the component competences, or capacities, inherent in emotional intelligence.

Adey, et al. (2010) expressed that apart from the high degree of data, experience, education, and skills, employers usually understand that the job potency of an associate degree worker is closely associated with the emotional intelligence of someone. This can be a result of the emotional aspects like high self-assurance, an ability once faced with issues and obstacles within the geographical point inspires them to realize common goals, work effectively in cooperation and have the talents to contend with the conflicts required within the atmosphere of labor and improve the performance of employment and adapt to figure atmosphere.

2. REVIEW OF LITERATURE

Praveen M.Kulkarni, et al. (2009) reveal that the managers show a lower level of emotional intelligence in key areas of action drive, team building, and flexibility as these factors square measure pretty much crucial for the work. The analysis of the managers' level of emotional intelligence indicates that managers' square measure moderate on emotional awareness, vanity, flexibility, adaptability, innovation, initiative, chance-taking, developing others, service orientation, political awareness, 2 approach communication, building relationships, and cooperative flexibility.

S. Mohankumar and B. Vimala (2021). The consequences of the Covid 19 pandemic, several businesses, and government organizations require an effort after a home -based (WFH) policy for their employees. At all times, workers feel comfortable at home with their families, particularly in unexpected situations. On the other hand, because of workplace and domestic tasks at the same time, workload starts growing automatically. Whether professional concerns interfere with personal life or vice versa, this can lead to conflict. Working from home makes it difficult to strike a work-life balance (WLB). Work-life balance requires to be situated explored extensively in previous studies; however, this study aims to examine work-life balance completes the

covid 19 epidemics. The goal research remained near to see in what way work-life balance affects people. This study also focuses on women employees working in the insurance sector.

3. STATEMENT OF THE STUDY

With the emergence of globalization and women's liberalization, women started to play a great role in all fields. But the prime difficulty faced by women is balancing work and life. This would lead to a stressful life. Emotional Intelligence among women police is posted to be a significant problem in the present scenario. Some individuals feel that their work creates too many pressures to maintain a work and family balance, and they may feel a reduction in their feelings of satisfaction and enjoyment of life. In this context, the present study has been conducted to know about the multivariate relationship between emotional intelligence and measures of whether they can balance their work and family life

4. OBJECTIVES OF THE STUDY

- To study the demographic profile of the respondents.
- To measure the level of emotional intelligence of the women police.
- To study the relationship between demographic factors and level of emotional intelligence among the women police.

5. RESEARCH METHODOLOGY

The study aims to find out the emotional intelligence o the women police research design chosen is descriptive as the study reveals the existing facts. This study was about to find the influence of selected demographic variables on emotional intelligence and the study was based on the women police in Puducherry Union Territory. A survey was conducted using a self-designed closed-ended questionnaire among 290 women police in Puducherry UT through Google form and printed questionnaires. The researcher applied simple percentage analysis and ANOVA.

6. HYPOTHESIS

- There is no significant difference between the age and emotional intelligence of the respondents.

7. DATA ANALYSIS AND INTERPRETATION

Age and Work-Life Balance

Table 1 Age-wise distribution of respondents

Age	No of Respondents	Percentage
less than 25	9	3.10
26 to 35	224	77.24
36 to 45	44	15.17
Above 46	13	4.48
Total	290	100.00

Sources: Primary Data

In Table 1, data on the age-group-wise distribution of respondents is presented. Percentages and frequencies were determined for Age. The most frequently observed category of Age was 26 to 35 (n = 224, 77%). There is 3 percent of respondents are in the less than 25 years age group while 15 percent of respondents are in the 36 to 45 years age group. Only about 4 percent of respondents are in the above 46 years, age group.

Educational Qualification and Work-Life Balance

Table 2 Education-wise distribution of respondents

Education Qualification	No of Respondents	Percentage
SSLC	19	6.55
HSC	93	32.07
UG	145	50.00
Others	33	11.38
Total	290	100.00

Sources: Primary Data

Percentages and frequencies were determined for the Educational Qualification of the respondents. The most frequently observed category of Educational Qualification was UG (n = 145, 50%). Among the respondents, about 7 percent had SSLC educational qualifications. Around 32 percent of respondents have completed HSC and around 11 percent of respondents had other educational qualifications. Percentages and frequencies are tabulated in Table 2.

Differences in emotional intelligence by Age levels of respondents

Table 3 Analysis of Variance table for emotional intelligence by Age

Term	SS	Df	F	p	η_p^2
Age	1409.73	3	26.40	< .001	0.22
Residuals	5090.76	286			

Sources: Primary Data

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in emotional intelligence by Age. The ANOVA was examined based on an alpha value of 0.05. The results of the ANOVA were significant, $F(3, 286) = 26.40$, $p < .001$, indicating there were significant differences in emotional intelligence among the levels of Age (Table 3). The eta squared was 0.22 indicating Age explains approximately 22% of the variance in emotional intelligence. The means and standard deviations are presented in Table 4.

Table 4 Mean, Standard Deviation, and Sample Size for emotional intelligence by Age

Age	M	SD	N
less than 25	38.44	4.03	9
26 to 35	34.33	3.80	224
36 to 45	30.23	3.98	44
Above 46	26.92	9.42	13

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Post-hoc

Paired t-tests were calculated between each pair of measurements to further examine the differences among the variables based on an alpha of 0.05. The Tukey HSD p-value adjustment was used to correct for the effect of multiple comparisons on the family-wise error rate. For the main effect of Age, the mean of emotional intelligence for less than 25 ($M = 38.44$, $SD = 4.03$) was significantly larger than for 26 to 35 ($M = 34.33$, $SD = 3.80$), $p = .023$. For the main effect of Age, the mean of emotional intelligence for less than 25 ($M = 38.44$, $SD = 4.03$) was significantly larger than for 36 to 45 ($M = 30.23$, $SD = 3.98$), $p < .001$. For the main effect of Age, the mean of emotional intelligence for less than 25 ($M = 38.44$, $SD = 4.03$)

was significantly larger than for Above 46 ($M = 26.92$, $SD = 9.42$), $p < .001$. For the main effect of Age, the mean of emotional intelligence for 26 to 35 ($M = 34.33$, $SD = 3.80$) was significantly larger than for 36 to 45 ($M = 30.23$, $SD = 3.98$), $p < .001$. For the main effect of Age, the mean of emotional intelligence for 26 to 35 ($M = 34.33$, $SD = 3.80$) was significantly larger than for Above 46 ($M = 26.92$, $SD = 9.42$), $p < .001$. No other significant effects were found.

Differences in emotional intelligence by Education Qualification

Table 5 Analysis of Variance table for emotional intelligence by Education Qualification

Term	SS	df	F	p	η_p^2
Education Qualification	467.07	3	7.38	< .001	0.07
Residuals	6033.41	286			

Sources: Primary Data

An analysis of variance (ANOVA) was conducted to determine whether there were significant differences in emotional intelligence by Education Qualification. The ANOVA was examined based on an alpha value of 0.05. The results of the ANOVA were significant, $F(3, 286) = 7.38$, $p < .001$, indicating there were significant differences in emotional intelligence among the levels of Education Qualification (Table 5). The eta squared was 0.07, indicating Education Qualification explains approximately 7% of the variance in emotional intelligence. The means and standard deviations are presented in Table 6.

Table 6 Mean, Standard Deviation, and Sample Size for emotional intelligence by Education Qualification

Education Qualification	M	SD	N
SSLC	30.11	6.16	19
HSC	32.78	5.40	93

UG	34.61	4.11	145
Others	32.67	2.70	33

Note. A '-' indicates the sample size was too small for the statistic to be calculated.

Post-hoc

Paired t-tests were calculated between each pair of measurements to further examine the differences among the variables based on an alpha of 0.05. The Tukey HSD p-value adjustment was used to correct for the effect of multiple comparisons on the family-wise error rate. For the main effect of Education Qualification, the mean of emotional intelligence for SSLC ($M = 30.11$, $SD = 6.16$) was significantly smaller than for UG ($M = 34.61$, $SD = 4.11$), $p < .001$. For the main effect of Education Qualification, the mean of emotional intelligence for HSC ($M = 32.78$, $SD = 5.40$) was significantly smaller than for UG ($M = 34.61$, $SD = 4.11$), $p = .016$. No other significant effects were found.

Two-Tailed Independent Samples t-Test to Examine Differences in Emotional Intelligence by Marital Status

Table 7 Two-Tailed Independent Samples t-Test for emotional intelligence by marital status

Marital Status	Married		Unmarried				
Variable	M	SD	M	SD	T	p	d
emotional intelligence	32.06	4.57	35.94	3.97	-7.33	<.01	0.91

Note. $N = 290$. Degrees of Freedom for the t-statistic = 288. d represents Cohen's d.

A two-tailed independent samples t-test was conducted to examine whether the mean of emotional intelligence was significantly different between the Married and Unmarried categories of marital status. Assumptions of normality and homogeneity of variance were examined before the test.

Normality. Shapiro-Wilk tests were conducted to determine whether emotional intelligence could have

been produced by a normal distribution for each category of marital status (Razali & Wah, 2011). The result of the Shapiro-Wilk test for emotional intelligence in the Married category was significantly based on an alpha value of 0.05, $W = 0.92$, $p < .001$. This result suggests that emotional intelligence in the Married category is unlikely to have been produced by a normal distribution. The result of the Shapiro-Wilk test for emotional intelligence in the Unmarried category was significantly based on an alpha value of 0.05, $W = 0.84$, $p < .001$. This result suggests that emotional intelligence in the Unmarried category is unlikely to have been produced by a normal distribution. The Shapiro-Wilk test was significant for both the Married and Unmarried categories of marital status, indicating the normality assumption is violated.

Homogeneity of Variance. Levene's test was conducted to assess whether the variance of emotional intelligence was equal between the categories of marital status. The result of Levene's test for emotional intelligence was not significant based on an alpha value of 0.05, $F(1, 288) = 0.15$, $p = .701$. This result suggests the variance of emotional intelligence may be equal for each category of marital status, indicating the assumption of homogeneity of variance was met.

8. RESULTS

Welch's t-test was used instead of Student's t-test, which is more reliable when the two samples have unequal variances and unequal sample sizes (Ruxton, 2006). The result of the two-tailed independent samples t-test was not significant based on an alpha value of 0.05, $t(286.49) = 0.24$, $p = .814$, indicating the null hypothesis cannot be rejected. This finding suggests the mean of emotional intelligence was not significantly different between the Joint Family and Nuclear Family categories of type of family. The results are presented in Table 8.

Findings based on Differences in women police' Emotional intelligence by demographics and other study variables.

- Differences in emotional intelligence by Age levels of women police were found to be significant [$F(3, 286) = 26.40$, $p < .001$]. Age explained approximately 22% of the variance in emotional intelligence. Furthermore, the mean emotional intelligence of those aged 25 and under ($M = 38.44$, $SD = 4.03$) was substantially higher than that of those aged 26 to 35 ($M = 34.33$, $SD = 3.80$). The mean emotional intelligence of those under the age of 25 ($M = 38.44$, $SD = 4.03$) was substantially higher than that of those aged 36 to 45 ($M = 30.23$, $SD = 3.98$). The mean emotional

intelligence of those aged 25 and under ($M = 38.44$, $SD = 4.03$) was substantially higher than that of those aged 46 and more ($M = 26.92$, $SD = 9.42$). The mean emotional intelligence score for those aged 26 to 35 ($M = 34.33$, $SD = 3.80$) was substantially higher than that of those aged 36 to 45 ($M = 30.23$, $SD = 3.98$). The mean emotional intelligence of those aged 26 to 35 ($M = 34.33$, $SD = 3.80$) was substantially higher than that of those aged 46 and up ($M = 26.92$, $SD = 9.42$).

- Differences in emotional intelligence by Education Qualification of women police were found to be significant [$F(3, 286) = 7.38$, $p < .001$]. Education Qualification explained approximately 7% of the variance in emotional intelligence. Further, the mean of emotional intelligence for SSLC ($M = 30.11$, $SD = 6.16$) was significantly smaller than for UG ($M = 34.61$, $SD = 4.11$). The mean of emotional intelligence for HSC ($M = 32.78$, $SD = 5.40$) was significantly smaller than for UG ($M = 34.61$, $SD = 4.11$).

9. SUGGESTIONS AND CONCLUSION

As it is found that nearly half of the women police were not graduates, it is suggested that women police who are currently working and those who aspire to join police forces pursue graduation, which will improve their job and career opportunities substantially. Promotion to higher levels of designation would be easier if a qualified educational degree is possessed by the women police. Working at a lower position can deteriorate the Work-Life Balance of women over some time.

REFERENCES

- [1] Bhavani and Thamodaran (2020). "Emotional Intelligence and its effect on Job Satisfaction". Dogo Rangsang Research Journal, UGC Care Group I Journal. ISSN: 2347-7180, Vol-10 Issue-07 No. 19 July.
- [2] D. Vigneshwaran, S. Mohankumar and B. Vimala (2021) "Influence of COVID-19 on Predictors of Work-life Balance: A Study", 'Splint International Journal of Professionals', Vol. 8, No. 3, July-September 2021 (pp. 213-219)
- [3] Deverna and Briones (2020). "Development Model for High Potential Leaders Based on Personal Values and Emotional Intelligence of Officers in CARD MRI Microfinance in the Philippines". Review of Integrative Business and Economics Research. Vol. 9. Supplementary Issue 3.
- [4] Estelle Michinov and Nicolas Michinov (2020). "When emotional intelligence predicts team performance: Further validation of the short version of the Workgroup Emotional Intelligence Profile". Publication online.
- [5] Lokesh et., (2016). "Emotional Intelligence among Police Personnel: Socio-Demographic Analysis". Guru Journal of Behavioural and Social Sciences. Volume 4: Issue 1 & 2 (Jan –June 2016). ISSN: 2320-9038.
- [6] Lovely Sabarwal and Priyanka Sharma (2019). "Emotional Intelligence and Job Satisfaction among Police Personnel". International Journal of Health Sciences and Research. ISSN: 2249-9571. Vol.9; Issue: 5; May.
- [7] Marko et, al (2020). "Acting the part: Emotional intelligence and job satisfaction as predictors of emotional labor in travel agencies". SAGE publication, Tourism, and Hospitality Research .0(0) 1–19.
- [8] Roya Razavi (2014). "EFL Teachers' Emotional Intelligence and Their Personality Types: Exploring Possible Relations". Advances in Language and Literary Studies. ISSN: 2203-4714. Vol. 5 No. 2; April 2014.
- [9] Seri Suhaila Binti Abdullah et., all (2019). "Emotional Intelligence Among Women: A Systematic Review". International Journal of Engineering and Advanced Technology (IJEAT). ISSN: 2249 – 8958, Volume-8 Issue-5C, May.