



Research Paper - Geography
**A Psychological Study of Emotional
Literacy Among Indian Male
And Female Parents**

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Introduction:

Middle Adulthood is a period of potential stress and a proportion will react with the development of emotional symptoms. Difference views about effect of emotional Literacy. Emotional Literacy is one of the factors of Emotional Intelligence. However emotional literacy is not merely about controlling emotional responses for none's benefit and that of others. It is also using appointee emotions. .Emotion is after all at heart of that sincerely which reassure, persuade and affords confidence, emotions, triggers fight and flight, something appropriately. Emotion is necessary if we are to cope with bereavement, emotions can lie at source of our greatest joys therefore, and we are not at ease with our own emotion we also find out that it is hard to relate others and to respond appropriately to them. Emotional literacy of the individual helps to strengthen his interpersonal relationship lack of it destroy relationship also its effect on individuals. Hence for maintain good inter personal relationship emotional literacy is inevitable. Emotional intelligence is a concept which originated relatively recently, and which has held

the focus of the research community up until today. Most useful in the workplace environment, EQ can explain why some leaders prosper and others do not. EQ can be developed, and this study links it to character, as well as success. Individuals with high EQ do not necessarily function as a group with high EQ without practice. Men and women appear to have equal amounts of EQ, and older individuals learn it better than younger ones, though the peak appears to be in the 40s..

The issue of assessing emotional literacy is a challenging one. Emotional literacy is a development process. It needs frequent opportunities to practice and rehearse the lessons. It is learning. It needs to have these experience surrounded by positive, enriched environments so that the emotional memories of the learning are strong and able to be retrieved easily. It fluctuates as the skills and attitudes are assimilated and encoded into the individuals' everyday repertoires of behaviour and strategies for copies in different contexts. It is certainly multifactorial and multi dimensional.

The questions arise should we try to norm the set of skills and attitudes and define what kind

of emotional literacy a child should have at a particular age and stage or should we see this as something that will vary according to previous experience, current context and development readiness. Should we look at high, sophisticated demonstrations of the cluster of skills, behaviour, beliefs and emotions linked with a set of domains as aspirational benchmarks? Should we think of this in terms of spotting deficits in development, thus leading us to remedial work or should we concentrate on evidence of emotional health and well being, thus promoting the positive and focusing on flourishing. There are no clear answers to all of these questions but the School has been active in development solutions and working with people who are looking at different aspects of assessment and evaluation.

1.1 Statement of Problem:-

To study of emotional literacy among Indian male and female prevents.

1.2 Objectives of the study:-

To study the emotional literacy among male parents.

To study the emotional literacy among female parents.

To compare the emotional literacy among male and female parents.

1.3 Hypothesis:-

1) There is low emotional literacy among male parents.

2) There is high emotional literacy among female parents

3) There is high emotional literacy in female parents than male parents.

1.4 Operational definitions of

Important terms :-

1) Male parents "those people who's Gender is male called Male parents"

2) Female parents: - " Those people whose Gender is female called female parents"

3) Emotional Literacy: - "It is ability of understand and use information about our own and other emotional states with skills and competences and make positive relationship with others.

II Review of the Literature:-

Weave ka therein (2004) developing emotional School suggest that emotional literacy closely related the concept such as well being, health, learning, and intelligence. It outline the scientific evidence behind the work in this area, explores ways in which schools can become move emotionally literate and demonstrate the educational benefits of taking a whole school approach to emotional Literacy. It gives practical and up to date account how school can use emotional literacy to relies there goal of school improvement and effectiveness, increased learning, move effective teaching and learning, greater teacher satisfaction and imported the relationship between students, teacher , male and

female parents and wider for community. It explore new findings on ways in which emotional literacy relate to effective learning and whole brain thinking.

Chayote young investigate the application of the principle of emotional literacy through the arts. Through the case study on autistic spectrum disorder Boechin Rob gives different kind of smart on emotional literacy Robert Grams ton, professor emeritus California state university Sacrameto- studied timely and useful provide clear practical strategies to help young people and adult achieve successful and satisfying lives by understanding and managing emotion .Therefore investigator is more interested in the study of emotional literacy among male and female parents . The study investigated emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents. The study made use of stratified random sampling in selecting 292 adolescents from ten (10) secondary schools in Ogbomoso, Oyo State, Nigeria. The sample age ranged between 13 -20 years. Four instruments were used, namely: General Self-Efficacy Scale, Well-being Manifestation Measurement Scale; The Wong and Law Emotional Intelligence Scale (WLEIS); and Religiosity Scale. Data analysis involved the use of multiple regression and Pearson Product Moment correlation. The results indicated that the three

independent variables as a block were effective in predicting psychological well-being of adolescents. On the basis of the finding, it was suggested that teachers should endeavor to teach rudiments of emotional intelligence to the students while school counselors and psychologists should develop programmes to foster emotional intelligence and self-efficacy. A small 2004 study by Ellen Paek empirically examined the extent to which religiosity, operationalized as religious orientation and religious behavior, is related to Emotional Intelligence

S. G. Jadav and N. B. Havalappanavar (2009) Conducted study to assess and emotional intelligence and self efficacy of police constable trainees. The sample consisted of 200 police constable trainees (Men = 95, Women = 105) from two different police training schools of dharwad. Emotional intelligence Scale developed by Hyde, Pethe and Dhar and Self-efficacy Scale developed by Schwartzer and Jerusalem were administered to all the trainees. The 't' test and Person product moment correlation were applied for analyzing the data. Results revealed that women police constable (WPC) trainees have scored significantly (MPC) trainees score is significantly higher on self efficacy

Than women police constable trainees. There is positive correlation between Emotional Intelligence and Self efficacy.

Rabindra Kumar Pradhan and Soumi Awashty (2005) have examined the role of emotional intelligence in conflict management and organizational commitment. The study was conducted on 66 executives randomly selected from various department of reputed private organization. The study used the following standardized tools.

(I) Emotional quotient inventory, Bar-On model (1997),

(II) Conflict management scale of sayeed and organizational commitment scale of sayeed (2001). The results showed that emotional intelligence very poorly correlates and moderately contributes to organizational commitment and conflict management strategies.

.Surinder Jit Kaur and Harjit Kaur (2006) have studied teachers efforts to promote emotional intelligence among adolescents. The study made used of stratified random sampling of 50 Males and 50 Females as total 100 teachers teaching adolescents students from six private schools affiliated to Panjab School Education Board, Mohali located in Jalandar. The investigator contacted them personally during hour. The sample administered the scale of emotional intelligence based on the scale of emotional intelligence prepared by Dr. Harjit Kaur and Savikriti (2005) English version on the basis of Bar-On model of skills of emotional intelligence. The major finding

the present studies are in the expected directions and in favour of hypothesis the efforts which teachers are doing are below average. The teachers are doing the efforts maximum on the competency of interpersonal realm and again it is also far below the average.

R. Mahesh T. Rameshkumar T. Maniratnam (2010) Studies to determine how emotional intelligence related to psychotherapy students. The subject of the study comprised one hundred male and female students of Psychotherapy College in Coimbatore and aware administered emotional intelligence quest of shutter et al and the Burn out inventory student's survey (2002). The relationship between emotional intelligence and burn out was analysed by using person's correlation and the results found that emotional intelligence is correlated negatively and significantly with burnout.

Anju Rani, JRF and Prof. C.R. Darolia (2010) have highlighted role of emotional intelligence in managing stress. In this intelligence on the part of the individual, family and organization, contribute positively to maintain proper balance in work and family life. The role of various aspects of emotional intelligence as facilitating factors in work-family balance is highlighted.

Gowdhaman Manigan (2008) have studied the EI of B.Ed Teachers trainee. They

conclude that EI among the B.Ed. Teachers trainee is normal. (PP: 25-43)

Ravindrakumar Pradhan Kumar Pattnayak / Awasthy (2005) have examined the role of emotional intelligence in conflict management and organizational commitment of 60 executives of various department of a reputed private organization. They found that EI very poorly correlates and made rarely contribute to organizational commitment and conflict management strategies of executives. (Source: Applied and community psychology ISBN 81, Vol. no.1 (PP 25-43)

Research Methodology:-

So the present study the 2 x 2 factorial design used. Where two independent variables like male and female parents were entertained. Each varying at two levels i.e. high emotional literacy and low emotional literacy.

3.1 Sample:-

The sample was restricted in Solapur city male and females. These member of were 30 to 50 age years old. 100 were randomly selected. All were literate, Most of these male and female are educated and working.

3.2 Tools:-

More specifically 100 male and female parents were administered tests of emotional literacy to find out emotional literacy among them. This test was designed by Dr. C.G. Deshpande.

This test is reliable and valid for measuring for emotional literacy of male and female.

3.3 Method of data collection:-

The sample of 50 male and 50 female parents were selected on the basis of incidental sampling method. For data collection emotional maturity scale of Dr. C.G. Deshpande was administered. Before presenting questionnaire the male and female parents' age, education, parental background and family structure were focused. Then sample were tested on written questionnaire which measuring various aspects of emotional literacy. The samples were studied individually.

IV. Result Tables:

Male and females parents mean, SD and T score.

Group	Mean	SD	df	t	
Male Parents	23.78	4.20	49	1.25	Not significant 0.5 levels.
female parents	23.38	3.52			

V) Discussion:-

As regard to influence of emotional maturity on male and female parents in Solapur. It was found that male and females are not significant. Because different on emotional literacy. The male and female parents score same on tools. Male parents were not low on emotional literacy. Also female parents were not low on emotional literacy. Also female parents were also not high on emotional literacy. Our null hypothesis was rejected by this study. The finding of the present study shows that are not related to the male and female parents emotional literacy. All our hypotheses were rejected this research.

VI) **Conclusions:-**

There is not significant different of emotional literacy among male parents There is not significant difference of emotional literacy among female parents. There is not significant difference in emotional literacy among male and female parents in Solapur city. The findings may have implications for emotional competence training within undergraduate degrees, especially in the context of increasing emphasis on key skills and employability of graduates. It is however important to take into account the role of maturation which may explain differences between first and second level joint degree students. The impact of other features of the degree courses may also contribute to this difference over time. Further research is being conducted to compare the performance of psychology and non-psychology students on tests of emotional competence, again taking account of the impact of an intervention such as the modules referred

VII) **Limitation and Suggestions:-**

The present study was limited for Solapur city. The wider study it will help to wider sample in Maharashtra and India.

The Sample was collected in urban area.

It was sophisticated to find out better results collect data from urban and rural areas parents.

VIII) **References :-**

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