

Available online at <http://www.ijims.com>

ISSN: 2348 – 0343

Emotional Intelligence Profile of Women Police Constables

C. Mohanraj^{1*} and M.R. Natesan ²

1 Researcher ,PG & Research Department of Social Work, Sri Ramakrishna Mission Vidyalaya College Of Arts and Science, Coimbatore , India

2 Head (Retired) ,PG & Research Department of Social Work Sri Ramakrishna Mission Vidyalaya College Of Arts and Science, Coimbatore , India

Abstract

The study aimed to find the living status and the emotional intelligence of the women police constables in Coimbatore city, TamilNadu. This descriptive research was covered randomly selected two hundred women police constables. The questionnaire method was used to collect the data. The personal information sheet was used to obtain the demographic information and Schutte Emotional Intelligence Scale (Schutte et al. 1998) was applied to measure emotional intelligence. The results showed that the majority of the respondents (62.5%) are in the age group of 21-25 years and nearly half of the respondents (44%) had less than two years of experience. Half (52%) of the respondents had a moderate level of emotional intelligence and education, monthly salary, experience, No. of training programmes attended and the type of family played a significant role in emotional intelligence of women police constables on the other hand age and marital status doesn't make any impact.

Key words : emotional intelligence, women police, constables, tamil nadu police

Introduction

Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers. It's been widely believed by the public that emotional and social competence is as important, or even more important, than the traditional dimension of intellectual ability and personality (1). Emotional intelligence is defined as "the composite set of capabilities that enable a person to manage himself/herself and others" (1,2). "It is more accurate to say that the frequency with which a person demonstrates or uses the constituent capabilities, or competencies, inherent in emotional intelligence determine the ways in which he/ she deals with themselves, their life, work and others" (2,3). Bar-On stated that emotional intelligence is "the ability to: 1) be aware to understand and to express oneself; 2) be aware of, to understand, and to relate to others, 3) deal with strong emotions and control one's impulses; and 4) adapt to change and to solve problems of a personal or a social nature (4,5).

Salovey and Mayer (1997) further elaborated that emotional intelligence as 'the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth'. Emotional intelligence, according to them, involves areas such as (a) identifying emotions: the ability to recognize how you and those around you are feeling; (b) using emotions: the ability to generate emotion, and then reason with this emotion; (c) understanding emotions: the ability to understand complex emotions and emotional 'chains', how emotions transition from one stage to another; and (d) managing emotions: the ability which allows you to manage emotions in yourself and in others' (6,7).

Policing is a service oriented profession charged with a critical role in sustaining law and order in an ever changing diverse environment(8,9). The success of police organizations depends for a large part on police personnel's personality characteristics(10–12). Trait emotional intelligence skill such as above average communication skills, reactions appropriate to the presenting situation, and the ability to resolve the conflicts satisfactorily have been listed as desirable characteristics of the police professionals (8,13).

until recent times, careers in policing for women were not open to women, but now a new world of employment opportunities has broadened up for them(14–16). But still policing is described in the media as a masculine job. Physical strength, aggressiveness and fearlessness are portrayed as the qualities of the ideal Police(17–20) Instead of these many other qualities also needed to carry out the profession successfully. These include empathy, patience, compromise, and diplomacy(21,22). Policing is not only the law enforcement, it also has two other important functions like the maintenance of order and service to the public in which women can do the job equally well if not better than men(14,23–25).

Literature review

The popularity of the emotional intelligence has led researchers to examine its potency in various areas of human functioning. Thus it has been found that trait or ability EI are related to life success(26), life satisfaction and well being(27), work success and performance, leadership(27). Number of studies reported that females have scored higher than males on emotional intelligence scale(28,29). (30) found that female being more perceptive, empathic and adaptable than male. Studies showed that females to be more socially skilled than males. Schutte et al (1998) concluded that females score higher on emotional intelligence scale than males.(31) found lower correlation between measured and self estimated emotional intelligence for females than for males. Emotional intelligence is negatively associated with deviant behaviour in male adolescents(32). (33) in their studies found that there is significant difference in emotional intelligence of rural & urban adolescents. This study also indicates that urban adolescents are better than their rural counterparts.(34) were found emotional Intelligence is found to have significant relationship with employees' performance signifying that emotional intelligence is more important than Intelligence quotient at workplace.

Methodology

Objectives: The following are the objectives of this study: i. To study the socio-demographic profile of the respondents; II. To measure the level of emotional intelligence of the women police constables III. To study the relationship between demographic factors and level of emotional intelligence among the women police constables.

Based on objectives the following hypothesis were framed.

Hypothesis: I. There is a significant difference between the age and emotional intelligence of the respondents, II. There is a significant variance between education and emotional intelligence of the respondents, III. There is a significant variance among the various religions and emotional intelligence of the respondents, iv. There is a significant variance between experience and emotional intelligence of the respondents, v. There is a significant variance between training programmes attended and emotional intelligence of the respondents. VI. There is a significant variance between type of family and emotional intelligence of the respondents

The study aims to find out the emotional intelligence of the women police constables research design chosen is descriptive as the study reveals the existing facts. Descriptive research is the study which describes the characteristics of a particular individual, or a group. This study was about to find the influence of selected socio-economic variables on emotional intelligence and study was based on the women police constables in Coimbatore district. The researcher randomly collected 200 samples of women police constables working in Coimbatore district, Tamil nadu and the researcher applied simple percentage analysis, t-Test, ANOVA to analyse the data.

Instruments used

The researcher used questionnaires for data collection for this study. The questionnaire comprises of two parts. The first part deals with the socio – economic profile of the respondents, the second part deals with the emotional intelligence. Schutte Emotional Intelligence Scale (Schutte et al. 1998) was used to measure emotional intelligence of the respondents. The SEIS comprises 33 self-referencing statements (three of which (5, 28 and 33) are reverse-scored) and requires subjects to rate the extent to which they agree or disagree with each statement on a five-point scale (1 = strongly disagree; 5 = strongly agree) (Ciarrochi et al., 2000). Participant's reply on a Likert scale and a total score is derived by summing up the item responses. The SEIS assesses optimism/mood regulation, appraisal of emotions, social skills, utilization of emotions, Emotional intelligence (Petrides & Furnham, 2000). The positive responses to the positive statements were given high scores 5, 4, 3, 2, 1 and negative statements were given scores 1, 2, 3, 4, 5. The reliability of the scale was alpha value 0.70 – 0.85.

Findings

Socio - economic profile: The socio-economic profile showed that the Majority of the respondents belongs to the age group of 21-25 years (62.5%). Nearly half (44%) of the respondents are having less than 2 years of experience. The respondents have studied Higher Secondary School (40.2%), SSLC (20.6%), Under Graduates (22.7%), Post Graduates (16.5%). Vast majority of the respondents belong to Hindu Religion (76.8%). More than half of them belong to a backward community (58.6%). The majority (62%) of the respondents were unmarried and (71.5%) of them living in a nuclear family. Nearly half (44%) of the respondents were from rural background and one third of (29 percent) of them have attended 4 to 6 training programmes whereas, 21.5 percent of the respondents have attended more than 6 training programmes. The majority (72%) of the respondents was satisfied on relationship with their superiors.

Emotional intelligence of the respondents

The level of emotional intelligence was measured and It expresses that half (52.0) of the respondents are having moderate level of emotional intelligence and (32%) of them were having high level of emotional intelligence.

The first hypothesis of age has significant influence on emotional intelligence was not supported, $F(3, 196) = 0.548$, $p = 0.650$ and it indicates emotional intelligence of the respondents does not varied based on age. The second hypothesis of education has significant influence on emotional intelligence was confirmed as the results shows $F(3, 196) = 0.534$, $p = 0.032$.

Third hypothesis of salary has significant influence on emotional intelligence was confirmed $F(2, 197) = 5.180$, $p = 0.006$ as it varies accordance with the monthly salary of women police and the fourth hypothesis

of experience of has significant influence on emotional intelligence was also confirmed as $F(3,196) = 1.414$ $p = 0.045$, it indicates that experience played a major role in predicting emotional intelligence of respondents.

The fifth and sixth hypothesis of no. of training programmes attended and type of family of the respondents has significant influence of emotional intelligence was confirmed as the results $F(3, 196) = 1.432$ $p = 0.032$ and $t(143) = 0.734$ $p = 0.046$ respectively. According to the results training programmes and type of family are the important factors in predicting the emotional intelligence of women police constables.

Conclusion

The study has shown that socio-economic factors such as education, monthly salary, experience, No. of training programmes attended and the type of family played a major role in emotional intelligence of women police constables on the other hand age and marital status doesn't make any impact. Emotional intelligence also varied based on a relationship with superiors and satisfaction on welfare measures of the respondents. The study has implications for policing career, especially given the importance of the profession in maintaining law and order in the society. The researcher suggested based on the results that The Police Force should develop training courses on emotional intelligence focused on women police so that they will know how to effectively monitor their own, others feelings and emotional reaction in real time. The police organization should do everything possible to provide a healthy psychological environment to make policing an interesting career, as modern policing is not determined by only physical capabilities.

Reference

1. Goleman D. Working with emotional intelligence. Random House LLC; 1998.
2. Goleman D, Boyatzis R, McKee A. Primal Leadership: Unleashing the Power of Emotional Intelligence. Harvard Business Press; 2013.
3. Boyatzis RE. Using tipping points of emotional intelligence and cognitive competencies to predict financial performance of leaders. *Psicothema*. 2006;18(Suplemento):124–31.
4. Bar-On R. Emotional quotient inventory: A measure of emotional intelligence: Technical manual. MHS; 2004.
5. Schutte NS, Malouff JM, Hall LE, Haggerty DJ, Cooper JT, Golden CJ, et al. Development and validation of a measure of emotional intelligence. *Personal Individ Differ*. 1998;25(2):167–77.
6. Mayer JD, Salovey P, Caruso DR, Sitarenios G. Emotional intelligence as a standard intelligence. 2001;
7. Mayer JD, Salovey P. Mayer-Salovey-Caruso Emotional Intelligence Test. Multi-Health Systems Incorporated; 2007.
8. Goldstein H. Improving policing: A problem-oriented approach. *Crime Delinquency*. 1979;25(2):236–58.
9. Wasserman R, Moore MH. Values in policing. National Institute of Justice Washington, DC; 1988.
10. Bradford B, Jackson J, Hough M. Police Futures and Legitimacy: Redefining 'Good Policing'. Bradf B Jackson J Hough M "Police Futur Legitimacy Redefining 'Good Policing'" Brown Jed Future Polic Oxon Routledge Forthcom. 2013;
11. Peterson M. Intelligence-led policing: The new intelligence architecture. US Department of Justice Washington, DC; 2005.
12. Thurman Q, Zhao J, Giacomazzi AL. Community policing in a community era: An introduction and exploration. Roxbury Publishing Company; 2001.
13. Millet T. An examination of trait emotional intelligence factors: Their relationship to job satisfaction among police officers. ProQuest; 2007.

14. Heidensohn F. *Women in control?: The role of women in law enforcement*. Clarendon Press Oxford; 1992.
15. Horne P. *Women in law enforcement*. Thomas Springfield, Illinois; 1980.
16. Jones R. *Women in Law Enforcement*. *Crisis*. 1991;98(7):18.
17. Garcia V. "Difference" in the Police Department Women, Policing, and "Doing Gender." *J ContempCrim Justice*. 2003;19(3):330–44.
18. Martin SE. *Doing gender, doing police work: An examination of the barriers to the integration of women officers*. Paper to the Australian Institute of Criminology Conference: First Australasian Women Police Conference Sydney. 1996. p. 30.
19. Metcalfe B, Dick G. Is the force still with her? Gender and commitment in the police. *Women Manag Rev*. 2002;17(8):392–403.
20. Prokos A, Padavic I. "There oughtta be a law against bitches": masculinity lessons in police academy training. *Gend Work Organ*. 2002;9(4):439–59.
21. Natarajan M. *Women police in a changing society: Back door to equality*. Ashgate Publishing, Ltd.; 2012.
22. Pogrebin MR, Poole ED. *Police and tragic events: The management of emotions*. *J Crim Justice*. 1991;19(4):395–403.
23. Andreas P, Nadelmann E. *Policing the globe*. Oxford University Press New York; 2006.
24. Natarajan PM. *Women Police in a Changing Society: Back Door to Equality*. Ashgate Publishing, Ltd.; 2012. 250 p.
25. Paoline III EA, Myers SM, Worden RE. *Police culture, individualism, and community policing: Evidence from two police departments*. *Justice Q*. 2000;17(3):575–605.
26. Bar-On R, Brown J, Kirkcaldy BD, Thome E. Emotional expression and implications for occupational stress; an application of the Emotional Quotient Inventory (EQ-i). *Personal Individ Differ*. 2000;28(6):1107–18.
27. Palmer B, Walls M, Burgess Z, Stough C. Emotional intelligence and effective leadership. *Leadersh Organ Dev J*. 2001;22(1):5–10.
28. Brackett MA, Mayer JD. Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *PersSocPsychol Bull*. 2003;29(9):1147–58.
29. Caruso DR, Mayer JD, Salovey P. *Emotional intelligence and emotional leadership*. Kravis-de Roulet Leadership Conference, 9th, Apr, 1999, Claremont McKenna Coll, Claremont, CA, US. Lawrence Erlbaum Associates Publishers; 2002.
30. Argyle M, Lu L. Happiness and social skills. *Personal Individ Differ*. 1990;11(12):1255–61.
31. Petrides KV, Furnham A. Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *Eur J Personal*. 2001;15(6):425–48.
32. Brackett MA, Salovey P. Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*. 2006;18(Suplemento):34–41.
33. Singh S. *Relationship of anxiety and emotional and social maturity with actualization of general mental ability of high school students*. 2013;
34. Gondal UH, Husain T. *A Comparative Study of Intelligence Quotient and Emotional Intelligence: Effect on Employees' Performance*. *Asian J Bus Manag*. 2013;5(1):153–62.