

## Measuring Emotional Intelligence of Early Childhood Care workers

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**ABSTRACT:** Early Childhood Care (ECC) is care for young children, provided by adults who are not their parents. The demand for early childhood care and education arose in India due to participation of women in the labour force in high numbers. Emotional intelligence (EI) is the ability to be familiar with one's own and other people's emotions and feelings and label them aptly. It is usually observed that those who work with the children and for the children are emotionally stable and tend to perceive the world in a positive manner. Keeping this in mind the present study measures the Emotional Intelligence of 70 Early Childhood Care women workers of Pune city with the age groups of 25-45 years. The sample was collected using simple random sampling. The tool used for the same was "Emotional Intelligence Scale" developed by Hyde, Pethe and Dhar in 2002. The results were statistically highly significant which means that the ECC workers of age group 25-35 years were emotionally more intelligent than the ECC workers belonging to age group 35-45.

**Keywords:** Early Childhood, Self-Awareness, Emotional Stability, Value-Oriented and Altruistic Behaviour

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### I. INTRODUCTION

Early childhood is the most and rapid period of development in a human life. The years from conception through birth to eight years of age are critical to the complete and healthy cognitive, emotional and physical growth of children. (UNICEF)

Early Childhood Care (ECC) may be defined as care for young children, provided by adults who are not their parents. Informal child care by relatives, nannies, or home care providers typically takes place in a home setting (either the child's home or the adult's home), while formal care by trained and untrained caregivers takes place in school or care centre settings. . [1]

Child care is now an ordinary part of life for children in most of the countries. More than half of infants are placed in some form of child care for at least ten hours during their first year of life, and more than three-quarters of families with young children depend on child care as a support for maternal employment. Formal child care can also provide early childhood education. In fact, child care, nursery school, and preschool programs are often indistinguishable in their activities. [2]

The demand for early childhood care and education arose due to participation of women in the labour force in high numbers. The changes in the family structure, such as an abrupt erosion of extended families, a sharp decline in birth rates and the rise of single-parent families resulted in a need to develop alternative settings to socialize and educate the young child [3]; the education dimension was particularly designed to enrich experiences for children above the age of 3 years. India is the second largest democratic country in the world. With a rapidly growing population of 1 billion (Government of India, 2001) which include 158 million children below the age of 6 years, it is a diverse, complex and large country. In India, the early years of a child's life were meant to imbibe sanskaras (values) and social skills with an attitude of lalayat or indulgence (National Institute of Public Cooperation and Child Development). Traditionally, child care practices were a shared responsibility in large families and much of the care was done informally.

Factors like increased women's participation in workforce, advent of nuclear families, rising urbanization etc. which had an impact across the globe, also influenced India.

Emotion is an important part of our life, as it affects all aspects of life. Most truly, it is the soul of every relationship. It is not only a psychological experience, but it affects the body as well. Psychologically, it refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act [4]. It is the key to managing others and themselves. Emotional intelligence (EI) involves the capacity to

perceive emotions, assimilate emotion-related feelings, comprehend the information of emotions, and manage emotions [5]. It is the ability to be familiar with one's own and other people's emotions, to differentiate between different feelings and label them aptly, and to use emotional information to guide thinking and behaviour [6]. According to Mangal defined emotional intelligence in Indian context as it include, intra-personal awareness (Knowing own emotions), inter-personal consciousness (Knowing other emotions), intra-personal management (Managing own emotions) and inter-personal management (administration of others emotions) [7].

Usually it is seen that people working with young children are mostly happy, energetic and emotionally stable. The level of stress seen among them is negligible. Emotions draw our attention and propel us into action, rapidly organizing the responses of different biological systems – facial expression, muscle tone, voice, nerves, and hormones – and putting us in optimum condition to respond. Emotions serve to establish our position relative to our environment, pulling us toward certain people, objects, actions and ideas and pushing us away from others. They allow us to defend ourselves in dangerous situations, fall in love, and protect the things we value, mourn significant loss and overcome difficult obstacles in the pursuit of goals.

Schutte et al. conducted three studies on the topic characteristic emotional intelligence and emotional well-being (positive mood and high self 38 esteem). Two studies showed that higher emotional intelligence was associated with more characteristically positive mood and higher self esteem. The third study found that higher emotional intelligence was related to a more positive mood state and greater state self-esteem. The results also indicated that individuals with higher emotional intelligence were better able to maintain positive mood and self esteem. [8]. The emotional intelligence of secondary school teachers differed significantly in relation to their age difference and also had been observed that on the aspects like self awareness, emotional stability, managing relation, integrity and self-development, teachers with age group of 30 years and above are much better, whereas on the aspects like self-motivation, commitment and altruistic behavior, the teachers with age group less than 30 years have greater mean value. [9]. Emotional competence is widely recognised as important components for lifelong learning. Today we observe a number of problems in children. These include maladjustments, delinquencies, emotional disturbances, behavioural problems, criminality, etc. To overcome these problems, emotional literacy is necessary. An instructor with high emotional intelligence can communicate the components of emotional intelligence such as confidence, curiosity, intentionality, self control, relatedness and cooperativeness to students. Emotionally intelligent care giver creates a safer and more satisfying, caring, and productive environment. Emotional intelligence is useful in any place where interpersonal relationships are generated – day cares, schools, workplaces, home and other organisational settings. Keeping this in mind the objectives of the study are as follows-

- To study the level of Emotional Intelligence of working women of age group 25-35 and 35-45.
- To find out the differences of different factors of Emotional Intelligence of ECC workers

## II. METHODS

### OPERATIONAL DEFINITIONS

- ECC workers- For the present study, ECC workers can operationally be defined as all the women of age group 25-35 who are working with children from birth to 8 years for minimum 9 hours a day.
- Early Childhood Care (ECC) - ECC can operationally be defined as the caring for and supervision of a child or children, usually from age six weeks to age thirteen. It is the action or skill of looking after children by a day-care center, babysitter, or other providers.

### HYPOTHESIS

1. There will be no significant difference the emotional intelligence of age group 35-45 and the Emotional Intelligence of age group 25-35.
2. There will be no significant difference between various factors of Emotional Intelligence in ECC workers.

### SAMPLE

The population selected for this particular study is the women working with Early Childhood Care for minimum 9 hours a day of Pune city

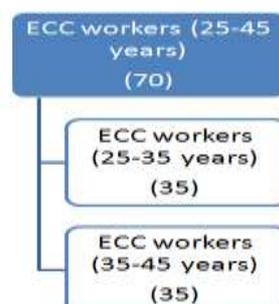


Fig.1-Sample Design

**SAMPLING**

The sampling population of this research includes 70 women. The sample was collected by simple random sampling method. The population belonged to age group of 25-45 years working for minimum of 9 hours a day. The samples were personally contacted and questions were asked to them.

**III. RESEARCH MATERIALS**

**EMOTIONAL INTELLIGENCE SCALE**

For the present study, a standardised measure “Emotional Intelligence Scale” developed by Hyde, Pethe and Dhar in 2002 is used to assess Emotional Intelligence of Working Women. The scale comprises of 10 aspects having 34 items with reliability of 0.88 and validity 0.93. It has 10 dimensions- empathy, self-awareness, and self-motivation, emotional stability, handling relations, integrity, self-development, value-orientation, commitment and altruistic behaviour. In this measure the respondents are required to respond to each item on a 5 point Likert scale.

**INCLUSIVE CRITERIONS**

- Only female employees will be taken.
- To control the age, subjects of 25 to 45 years group will be taken.
- Working women, who will be having working hours of minimum 9 hours a day, will be taken.

**STATISTICAL ANALYSIS**

The gathered was tabulated computed and analyzed using mean, SD and t test.

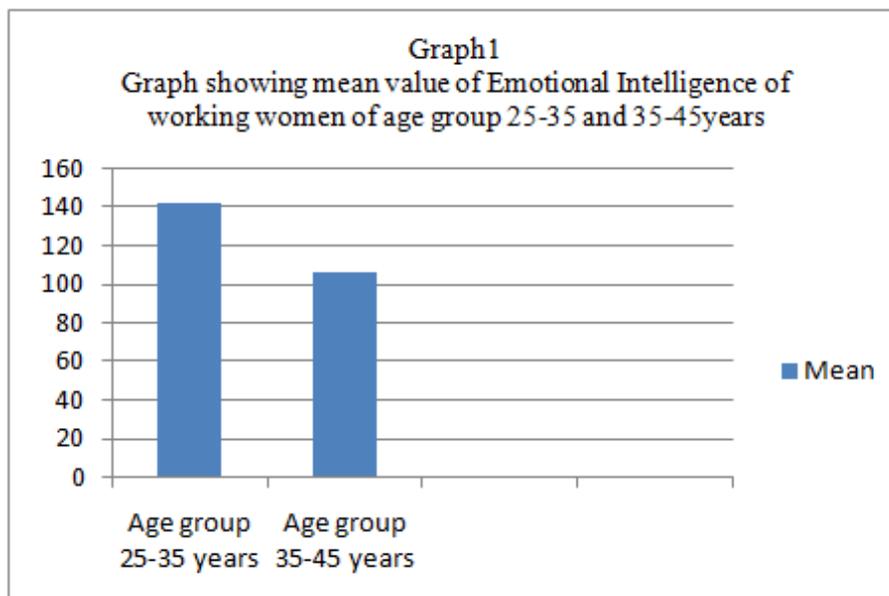
**IV. RESULTS AND DISCUSSIONS**

**Table 1:** Table showing mean, SD and t value of Emotional Intelligence of working women of age group 25-35 and 35-45 years

S.No.	Category	Sample(N)	Mean	S.D	P value	T value
1.	Age group 25-35 years	35	142	7.8	>0.0001	20.1923
2.	Age group 35-45 years	35	106	7.1		

\*significant at .05 level

Table 1 indicates the significant difference in the level of Emotional Intelligence of working women of age group 25-35 and 35-45 years with the mean value of 142 and 106 and SD of 7.8 and 7.1 respectively. This shows that the women of age group 25-35 are more emotionally intelligent then the women of age group 35-45 years which is supported by the study of Singh on Emotional Intelligence and Age which concluded that the emotional intelligence differed significantly in relation to age difference and also had been observed that on the aspects like self-motivation, commitment and altruistic behaviour, the teachers with age group less than 30 years have greater mean value[9]. Thus the Hypothesis 1 is rejected.



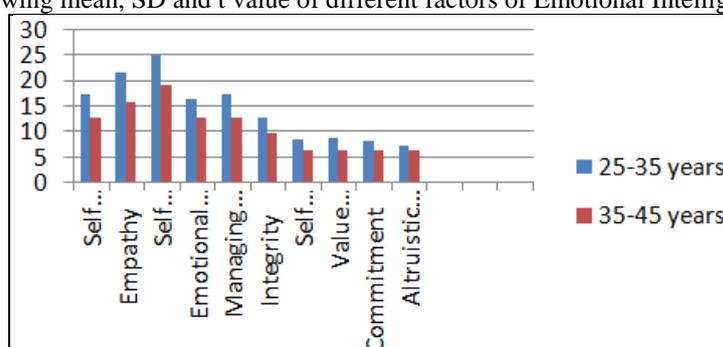
**Table 2:**Table showing mean, SD and t value of different factors of Emotional Intelligence of ECC workers

S.No.	Factors of EI	25-35 years N=35		35-45 years N=35		't' value	
		Mean	S.D	Mean	S.D	't' value	
1	Self awareness	17.1	1.7	12.6	1.1	13.1478	Extremely statistically significant
2	Empathy	21.3	2.1	15.6	1.5	13.0669	Extremely statistically significant
3	Self Motivation	24.9	2.6	18.9	2.2	10.4221	Extremely statistically significant
4	Emotional Stability	16.1	1.5	12.4	1.5	10.3188	Extremely statistically significant
5	Managing Relations	17	1.7	12.6	1.8	10.5137	Extremely statistically significant
6	Integrity	12.4	1.3	9.6	1.2	9.3631	Extremely statistically significant
7	Self Development	8.3	1.1	6.1	1.1	8.3666	Extremely statistically significant
8	Value Orientation	8.7	1	6.1	1.1	10.3469	Extremely statistically significant
9	Commitment	8.1	1.2	6.2	1.1	6.9050	Extremely statistically significant
10	Altruistic Behavior	7.1	1.2	6.2	0.9	3.5496	Extremely statistically significant

\*significant at .05 level

Table 2 shows mean,SD and t value of different factors of Emotional Intelligence of ECC workers. This table clearly indicates that the results are extremely statistically significant. The ECC workers of younger age group have been found to be better when we consider the factors such as self awareness, altruistic behavior, commitment, self development etc. This might be attributed to lesser responsibilities at home and maintaining work life balance at younger age. Thus the Hypothesis 2 is rejected.

**Graph 2:**Graph showing mean, SD and t value of different factors of Emotional Intelligence of ECC workers



## V. CONCLUSION

1. The women of age group 25-35years are more emotionally intelligent then the women of age group 35-45 years.
2. The ECC workers of age group 25-35years have been found to be better when we consider the factors such as self awareness, altruistic behavior, commitment, self development etc.

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