

Feminist Identity Development in relation with Emotional Competence of Indian Educated Women

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Abstract

The present study is about the study of feminist identity development in Indian educated women. The sample consists of 600 Indian educated women selected randomly from Punjab, Haryana and Rajasthan districts. Feminist Identity Development Scale (FIDS) by Bargad, A. & Hyde, J. S. (1991) and was used to collect the data. The statistical techniques were used the mean, standard deviation and t-test. The result indicates that there was a significant difference between the feminist identity development of urban and rural educated women but the working and non-working educated women didn't differ in feminist identity development. Also, feminist identity development varies with age.

Introduction

Feminism attempts to bridge the gulf that exists between women, to create solidarity among them, to assert their rights and to provide mutual support in finding their own identity (Chakravorty, 1994 and Kiran, 2000). To be emotionally competent which is essential in every walk of life, women can develop her identity in all spheres of life.

Feminist Identity

Identity in general is awareness of personal self-sameness as well as uniqueness and continuity of one's existence in time and space and the perception of the fact that others also recognize one's own self-sameness and continuity. According to Erickson (1974) identity formation employs a process of simultaneous reflection and observation, a process taking place on all levels of mental functioning, by which individual judges himself in the light of what he perceives to be the way in which others judge him in comparison to themselves and to a typology significant to them, while he judges the way of judging him in the light of how he perceives himself in comparison to them and to types that have become relevant to them.

Josselson (1987) described the feminist identity as that a young woman forms in late adolescence as the foundation for her adult identity.

Eisele and Stake (2008) feminist identity is a woman's collective or social identity that involves adopting feminist attitudes and identifying as a feminist.

There are five stages of identity development

1. **Passive Acceptance** -It describes women who deny or are unaware of sexism and not only accept sex role stereotypes but also find it beneficial.
2. **Revelation** -It describes women who become sensitized to pervasive oppression of women and respond to their revelation with anger and guilt.
3. **Embeddedness-Emanation** -It involves discovery of sisterhood and preference to socializing with women.
4. **Synthesis** -It is characterized by transcendence to traditional sex roles and a tendency to evaluate men on an individual basis.
5. **Active commitment** -It describes an authentic and effective commitment to change and the translation of newly developed consolidated identity into meaningful and effective action.

Feminist identity, attitudes, and other such traits have been linked to a wide range of variables, suggesting the important role that feminism plays in women's rejection of harmful sexist socio cultural

messages and the resultant effect that rejection of these messages can have on well-being. These include more positive attitudes about sexual stimuli (Bay-Cheng and Zucker, 2007), effects on issues related to disordered eating (Green, Scott, Riopel, and Skaggs, 2008; Hurt, et al., 2007; Sabik and Tylka, 2006), positive body attitudes and increased appearance satisfaction (Murnen and Smolak, 2009; Peterson, Tantleff-Dunn, and Bedwell, 2006) decreased negative impact of sexism on well-being (Landrine and Klonoff, 1997), and increased willingness to confront sexism (Leaper and Arias, 2011). Many feminist theorists believe gender is not innate; rather gender is something we do (West and Zimmerman, 1987) and perform (Butler, 1990).

Emotional Competence

Emotional competence is that area of human ability and personality which plays a biggest role than any other life skill in managing a person successfully his life in every field. It consists of simple things like managing the mood, handling impulses, loving job, expressing properly and simply getting along with people. These qualities are more important in human life to live a satisfied and happy life. Emotional competence (EC) is a quality that has been identified as an important dimension of individuals' lifelong healthy growth and development and a failure to develop in this dimension can lead to a range of deficits in areas as diverse as interpersonal interactions and learning (Braithwaite, Lambert, Fincham, & Pasley, 2010).

Saarni (1999) has defined emotional competence as the functional capacity wherein human can reach his goals after an emotion-eliciting encounter. Emotional competencies emerge over time and within a framework of social and cultural experiences they are influenced by both internal and external factors. She defined emotion as a building block of self-efficacy. She described the use of emotions as a set of skills achieved which then lead to the development of emotional competence.

Goleman (2001) suggested a framework of emotional competencies (ECs) based on five basic abilities of emotional intelligence (EI) that determine the potential skills underlying the no-the -job emotional capabilities or competencies. The framework contains twenty- five competencies nest in five clusters of general emotional intelligence (EI)

abilities. Emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work place. Our emotional intelligence determines our potential for learning the practical skills based on the five elements: self awareness, motivation, self-regulation, empathy and adeptness in relationships.

Emotional competence skills includes:

1. Awareness about one's own emotions.
2. Ability to articulate and understand others' emotions.
3. Ability to use the right words of emotion and expression.
4. Capacity for empathic behavior.
5. Ability to differentiate subjective emotional experience from external emotion expression.
6. Ability to cope with aversive emotions and distressing circumstances.
7. Awareness of emotional communication within relationships, and
8. Capacity for emotional self-efficacy.

Review of related literature

Eisele, H. and Stake, J. (2008) the study was to assess the differential relationships of feminist attitudes and feminist identity to self-efficacy. Four hundred thirty-five students were surveyed at the beginning and end of their women's and gender studies (WGS) classes. In general, feminist attitudes and feminist identity were related to self-efficacy variables at pretest and to change in these variables over time. Feminist identity partially mediated the relationship between feminist attitudes and self-efficacy. Additionally, the results of this study generally support previous findings regarding the effect of WGS classes on students' feminist attitudes, feminist identity, and self-efficacy. Implications of these findings for the importance of feminist identity are discussed.

Erchull, M. J. et.al. (2009) explored whether the Downing and Roush model of feminist identity development is relevant for young women today. Two-hundred seventeen older and younger feminists and non-feminists were recruited on a college campus and online in the United States. They completed, online, the Feminist Identity Composite

and reported whether they would have endorsed items for each stage more strongly in the past. Qualitative data was collected about prior stage experience. Older feminists scored higher in active commitment, and younger feminists scored higher in revelation.

Thory, K. (2013) explored how emotional intelligence (EI) abilities are socially constructed and valued. It presents a range of societal trends including “the future is female” to explore how both men and women are perceived and judged against symbolic representations of masculine and feminine when they perform gendered conceptions of EI. The researcher illuminated how women and men may be encouraged to take up feminine and masculine interpretations of EI skills but women fare less well. It examined the effects of EI’s assessment and therapeutic methods in training and work-based use. Hundekar, G. (2015) conducted a study on women emotional competence those who are working and non-working. Results showed that emotional competence of women was higher amid urban working and non-working. Results also revealed that emotional competence of women was incompetent with their emotions amid rural working and non-working. Overall emotional competence of women’s directly influences the potentialities for learning and also developing the emotional skills that is important for the quality life, satisfaction of life, and in general happiness.

Liu, Y. and Zheng, Y. (2019) This study evaluated the psychometric properties of a Chinese form of the Feminist Identity Composite (FIC). A total of 2,334 Chinese adult women completed the scale for this study. In study 1 ($n = 875$), exploratory analysis indicated six factors, Passive Acceptance, Revelation, Embeddedness/Emanation, Active Commitment, and Synthesis, the latter of which was divided into two subscales (Femininity Synthesis and Autonomous Synthesis). In study 2 ($n = 810$), confirmatory factor analysis was conducted with a different sample to examine the construct validity of the model obtained in study 1. In study 3 ($n = 649$), the convergent validity of the FIC was examined via their relationship with willingness to engage in feminist behaviors and attitude toward trans-people. The results indicated that a new measurement with solid conceptual and psychometrically solid

properties needs to be developed to assess Chinese women’s feminist identity.

Objectives

1. To study the Feminist Identity Development of Indian Educated Women.
2. To study the Emotional Competence of Indian Educated Women.
3. To study the relationship between Feminist Identity Development and Emotional Competence of Indian Educated Women.
4. To study the relationship between Feminist Identity Development and Emotional Competence of Working Indian Educated Women.
5. To study the relationship between Feminist Identity Development and Emotional Competence of Non-working Indian Educated Women.

Hypothesis

1. There is no significant relation between Feminist Identity Development and Emotional Competence of Indian Educated Women.
2. There is no significant relation between Feminist Identity Development and Emotional Competence of Working Indian Educated Women.
3. There is no significant relation between Feminist Identity Development and Emotional Competence of Non-working Indian Educated Women.

Sampling

Educated women from urban and rural areas of Punjab and Rajasthan comprised the sample (300) of the study. Further grouping is done on the basis of working status of women.

Tools

Following tools will be employed to collect the information

1. Feminist Identity Development Scale (FIDS) by Adena Bargad & Janet Shibley Hyde (1991)
2. Scale of Emotional Competencies by H.C. Sharma & R. Bhardwaj (2007)

Statistical Analysis

Mean, Median and SD are used to describe the data and t-test is used to find the significance of difference.

Data Analysis and Interpretation

Distribution of scores in feminist identity development in working and non-working educated women N= (300)

Table no. 1

Sample group	N	Mean	Median	Standard Deviation
Total	300	167.78	170.33	27.19
Working educated women	150	170.22	171.20	18.05
Non-working educated women	150	166.49	169.63	19.82

Table 1 in indicates that mean, median and standard deviation for the total sample of Educated Indian Women is 167.78, 170.33 and 27.19. Also, for the working educated women (N=150), mean, median and standard deviation is 170.22, 171.20 and 18.05 and that of non-working educated women (150) is 166.49, 169.63 and 19.82 respectively.

Distribution of scores in Emotional Competence in working and non-working educated women N= (300)

Table no. 2

Sample group	N	Mean	Median	Standard Deviation
Total	300	248.68	250.89	16.52
Working educated women	150	250.15	253.87	20.18
Non-working educated women	150	251.92	254.52	23.35

Table 2 in indicates that mean, median and standard deviation for the total sample of Educated Indian Women is 248.68, 250.89 and 16.52. Also,

for the working educated women (N=150), mean, median and standard deviation is 250.15, 253.87 and 20.18 and that of non-working educated women (150) is 251.92, 254.52 and 23.35 respectively.

Hypothesis No. 1:

Coefficient of Correlation between Feminist Identity Development and Emotional Competence of Educated Indian Women (N=300)

Table 3

Variables	N	r
Feminist Identity Development	300	0.24**
Emotional Competence	300	

*p<0.05, **p<0.01
Note:- Table Value

df (298) =0.112(0.05), 0.148 (0.01)

The coefficient of Correlation between Feminist Identity Development and Emotional Competence of Educated Indian Women (N=300) comes out 0.24 which is significant at both levels of significance (0.01 and 0.05). Hence the hypothesis no. 1 i.e. There is no significant relation between Feminist Identity Development and Emotional Competence of Indian Educated Women stands rejected. There is a correlation between Feminist Identity Development and Emotional Competence of Indian Educated Women.

Hypothesis No. 2:

Coefficient of Correlation between Feminist Identity Development and Emotional Competence of Working Educated Indian Women (N=150)

Table 4

Variables	N	r
Feminist Identity Development	150	0.16*
Emotional Competence	150	

*p<0.05

df (148) =0.159(0.05), 0.208 (0.01)

The coefficient of Correlation between Feminist Identity Development and Emotional Competence of Working Educated Indian Women (N=150) comes out 0.16 which is significant at one level i.e. 0.05 level. Hence the hypothesis no. 2 i.e.

There is no significant relation between Feminist Identity Development and Emotional Competence of Working Indian Educated Women stands rejected partially. There is a correlation between Feminist Identity Development and Emotional Competence of Indian Educated Women but partial.

Hypothesis No. 3:

Coefficient of Correlation between Feminist Identity Development and Emotional Competence of Non-working Educated Indian Women (N=150)

Table 5

Variables	N	r
Feminist Identity Development	150	0.19*
Emotional Competence	150	

*p<0.05

df (148) =0.159(0.05), 0.208 (0.01)

The coefficient of Correlation between Feminist Identity Development and Emotional Competence of Non-Working Educated Indian Women (N=150) comes out 0.19 which is significant at one level of significance i.e., 0.05. Hence the hypothesis no. 3 i.e., there is no significant relation between Feminist Identity Development and Emotional Competence of Non-working Indian Educated Women is accepted partially. There is a partial correlation between Feminist Identity Development and Emotional Competence of Indian Educated Women.

Conclusion

The paper indicates that there is no significant relation between Feminist Identity Development and Emotional Competence of Indian Educated Women. There is a correlation between Feminist Identity Development and Emotional Competence of Indian Educated Women. Further it was observed that there is no significant relation between Feminist Identity Development and Emotional Competence of Working Indian Educated Women. There is a correlation between Feminist Identity Development and Emotional Competence of Indian Educated Women but partial. Also, it was found that there is no significant relation between Feminist Identity Development and Emotional Competence of Non-working Indian Educated

Women. There is a partial correlation between Feminist Identity Development and Emotional Competence of Indian Educated Women.

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