

# RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ANXIETY AMONG WOMENS WITH BREAST CANCER

\*A. Shalini \*\*S. Archana

\* - Assistant professor, PSG College of Arts and Science.

\*\* - Pg second year psychology student, PSG College of Arts and Science.

**Abstract :** The purpose of the present study is to investigate the relationship between the womens with breast cancer emotional intelligence (EQ) and their anxiety. The statistical population involved in this study included the breast cancer womens around coimbatore hospitals. The sample involved in this study included 100 breast cancer womens selected randomly through the random sampling procedure and based on the statistical methodology principles of correlational studies. In this study, the 50-item Emotional intelligence and also the 21 item anxiety questionnaire. Results showed that there are significant negative correlations between womens with breast cancer emotional intelligence and their anxiety, identify the level of emotional intelligence and anxiety among women with breast cancer. In the light of statistical results, it is concluded that the level of emotional intelligence was comparatively high for, the level of anxiety was decreasing low level. When the level of anxiety was comparatively high for, the level of emotional intelligence was decreasing low level. There is significant relationship between emotional intelligence and anxiety

Key words: Emotional Intelligence (EQ), Anxiety, womens with breast cancer.

## I. INTRODUCTION

**EMOTIONAL INTELLIGENCE:** Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). Although the term first appeared in a 1964 paper by Michael Beldoch, it gained popularity in the 1995 book by that title, written by author and science journalist Daniel Goleman. Since this time, EI, and Goleman's 1995 analysis, have been criticized within the scientific community, despite prolific reports of its usefulness in the popular press.

**ANXIETY:** The American Psychological Association (APA) defines anxiety as "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure." These disorders alter how a person processes emotions and behave, also causing physical symptoms. Mild anxiety might be vague and unsettling, while severe anxiety may seriously affect day-to-day living. Anxiety disorders affect 40 million people in the United States. It is the most common group of mental illnesses in the country. However, only 36.9 percent of people with an anxiety disorder receive treatment.

## II. METHODOLOGY

### AIM:

The present study aim is Relationship between emotional intelligence and anxiety among women's with breast cancer. This methodology chapter deals with method of investigation used in the study, description of the tools, sample selection, the pilot study, the main study and the limitations of the study.

### OBJECTIVES OF THE STUDY :

1. Find out the relationship between emotional intelligence and anxiety among women's with breast cancer .

**HYPOTHESIS:**

The following hypotheses were formulated in the study:

H1. In women's with breast cancer, There will be a significant relationship between emotional intelligence and anxiety.

**METHODOLOGY:**

Research methodology is a way to systematically solve the research problem. It is understood as a science of studying how research is done scientifically. It is necessary to know not only the search methods or techniques but also the methodology.

**POPULATION:**

The population of the study is from the breast cancer patients in and around Coimbatore, Tamil Nadu.

**SAMPLE :**

From the total population, 100 women's with breast cancer patients were chosen using purposive sampling method. The age ranges from 35 and 40 above.

**RESEARCH TOOLS USED:**

The following tools were used in the study:

- ✓ Immanuel Thomas Emotional intelligence inventory .
- ✓ Beck Anxiety Inventory.

**DESCRIPTION OF THE TOOL:**

**Emotional intelligence inventory:** This inventory have 50 items. The following statements are aimed at knowing how you evaluate your own habitual behaviour styles. You are expected to indicate to what extent each of the statement is true in your case. Five answers are given along with each statement, completely agree, agree, undecided, disagree, and completely disagree. Please indicate your answer by clicking the mouse at the appropriate button. You have to respond to all the statements. As the statements relate to individual characteristics, there are no right or wrong answers to any of them. Hence, you may mark the first response that comes to your mind after reading each statement. Your responses will be kept confidential and will be used only for research purposes.

**Beck Anxiety Inventory:** This inventory have 21 items .Please carefully read each item in the list. Indicate how much you have been bothered by that symptom during the past month, including today, by circling the number in the corresponding space in the column next to each symptom. Each items have four response its indicates that not at all, mildly but it didn't bother me much, moderately-it wasn't pleasant at times, and severely-it bothered me a lot. there are no right or wrong answers to any of them. Hence, you may mark the first response that comes to your mind after reading each statement.

**PROCEDURE:**

The sample (N=100) were asked to read and sign the consent form before proceeding to administer the questionnaires. They were administered with the Emotional intelligence inventory and Beck anxiety inventory were administered to the participants of the present study with the following instructions, " read each statement carefully. Each statement would have different response option, so select any one option which is most appropriate to you. There are no right or wrong answer, so please do not omit any items. There is no time limit but try to complete it in time as early as possible". following the instructions the test were conducted. The collected response was scored based on the scoring key. The result was tabulated and statistically analysis was done.

**STATISTICAL ANALYSIS :**

The data collected was coded and analysed using the SPSS software 20.0 version. The data was subjected to statistical analysis to analyse the frequency, percentage, mean and standard deviation .correlation method was used to analyse the relationship between the variable.

**III. RESULTS AND DISCUSSION:**

The data obtained using the procedures discussed in previous chapter were subjected to statistical analysis. The result have been presented and discussed in this chapter.

The mean standard deviation and correlation were obtained for all the two groups. Emotional intelligence and Anxiety. The results are presented in the following table.

**TABLE - I SHOWING THE TABLE FOR MEAN, STD.DEVIATION OF EMOTIONAL INTELLIGENCE AND ANXIETY**

| DESCRIPTIVE STATISTICS |       |        |
|------------------------|-------|--------|
| VARIABLE               | MEAN  | SD     |
| EMOTIONAL INTELLIGENCE | 91.56 | 18.928 |
| ANXIETY                | 36.99 | 11.058 |

The table 1 shows that emotional intelligence and anxiety the mean and standard deviation. Mean value for (91.56) and (36.99). standard deviation value for (18.928) and (11.058).

**TABLE - II SHOWING THE TABLE FOR CORRELATION OF EMOTIONAL INTELLIGENCE AND ANXIETY AMONG WOMEN WITH BREAST CANCER**

| VARIABLE               | ANXIETY |
|------------------------|---------|
| EMOTIONAL INTELLIGENCE | -.471** |

\*\*Correlation is significant at the 0.01 level (2- tailed)

Table 2 shows that there was negative correlation between emotional intelligence and anxiety ( $P < -.471$ ). So, it is concluded that emotional intelligence is negatively correlated with anxiety. It means, as emotional intelligence increases, anxiety decreases. In this way there is significant relationship between emotional intelligence and anxiety.

The purpose of study was to identify the level of emotional intelligence and anxiety among women with breast cancer. In the light of statistical results, it is concluded that the level of emotional intelligence was comparatively high for, the level of anxiety was decreasing low level. When the level of anxiety was comparatively high for, the level of emotional intelligence was decreasing low level. There is significant relationship between emotional intelligence and anxiety.

**IV. SUMMARY AND CONCLUSION:**

- The present study aim is Relationship between emotional intelligence and the level of anxiety among women's with breast cancer.
- A review of the literature shows that inconsistent findings have been referred in the Relationship between emotional intelligence and the level of anxiety among women's with breast cancer.
- There is significant relationship between emotional intelligence and anxiety at -.471 level of significance.
- Hypothesis-I is accepted. There is significant relationship between emotional intelligence and anxiety

**LIMITATIONS:**

- Only women's with breast cancer sample for 35 and 40 above in various hospital in and around Coimbatore are considered in the study.
- Sample size (N=100) is relatively small which makes it difficult to generalization.
- The relationship between the variables is yet to be explored in women population.
- Rational statistics were utilized no definitive statements can be made.

**IMPLICATION:**

- This study can be done in other population.

**V.BIBLIOGRAPHY:**

1. Austin, E.J. (2008). "A reaction time study of responses to trait and ability emotional intelligence test items" *Personality and Individual Differences*. 46 (3): 381–383.
2. Atwater, Leanne; Yammarinol, Francis (1993). "Personal attributes as predictors of superiors' and subordinates' perceptions of military academy leadership". *Human Relations*. 46 (5): 645–668.
3. Bar-on, R (1997). *Bar-on emotional quotient inventory*. Toronto: Multi Health System Inc.
4. Barbey, Aron K.; Colom, Roberto; Grafman, Jordan (2012). "Distributed neural system for emotional intelligence revealed by lesion mapping". *Social Cognitive and Affective Neuroscience*. 9 (3): 265–272.
5. Barling, Julian; Slater, Frank; Kevin Kelloway, E. (May 2000). "Transformational leadership and emotional intelligence: an exploratory study". *Leadership & Organization Development Journal*. 21 (3): 157–161.
6. Bar-On, R., & Parker, D. A. (2000). *Emotional intelligence theory, development assessment, and application at home. School and in the Workplace*. San Francisco.
7. Berrocal, P. F., Alcaide, R., & Extremera, N. (2006). The role of emotional intelligence in anxiety and depression among adolescents. *Individual Differences Research*, 4(1).
8. Boyatzis, R., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: insights from the emotional competence inventory (ECI). In R. Bar-On & J.D.A. Parker (eds.): *Handbook of emotional intelligence* (pp. 343–362). San Francisco: Jossey-Bass.
9. Colman, Andrew (2008). *A Dictionary of Psychology* (3 ed.). Oxford University Press.
10. Cavazotte, Flavia; Moreno, Valter; Hickmann, Mateus (2012). "Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance". *The Leadership Quarterly*. 23 (3): 443–455.
11. Cooper, R. (1997). Applying emotional intelligence in the workplace. *Training and Development*, 51(12), 31-8.
12. Dutta, S. & Dasgupta, S. (2013). Examining the relationship between emotional intelligence and the dimension of test anxiety. *Research Journal of Social Science & Management*, 2(11).
13. Farahati, M., Mahdavian, A., & Agahi, S. (2011). P01-282 - Investigation the relationship between test anxiety and emotional intelligence (EQ) in boys and girls of high schools of Tehran city. *European Psychiatry*, 26 (1), 283
14. Goleman, R. D. (1995). *Emotional intelligence, what it can matter than IQ* New York: Bantam books.
15. Jansen, E. P. W. A. & Suhre, C. J. M. (2010). The effect of secondary school study skills preparation on first-year university achievement. *Educational Studies*, 36, 569-580.