



**COMPARING THE LEVELS OF EMOTIONAL INTELLIGENCE,
METACOGNITION AND PSYCHOLOGICAL CAPITAL BETWEEN INDO-PAK
FAMILIES AND NON-INDO-PAK FAMILIES**

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ABSTRACT

The year 1947 marked a significant and tumultuous period in South Asia's history with the Indo-Pak partition, resulting in the creation of India and Pakistan. To discover the current level of standing of Indo-Pak families, this study explores the historical context, immediate consequences, and legacy of this event by exploring the levels of emotional intelligence, metacognition and psychological capital of both Indo-Pak and Non-Indo Pak families. A purposive sampling of 172 individuals from Indo-Pak and non-Indo-Pak families was done,

out of which 89 belonged to Indo-Pak families and 83 belonged to non-Indo-Pak families were administered with BEIS-10, MCQ-30, and CPC-12. The findings enunciated that the analysis showed a statistically significant difference between “Indo Pak Families” and “Non-Indo Pak Families” on the Emotional Intelligence variable, with "Indo Pak Families" having higher scores. However, no significant differences were found between the two groups on the Metacognition and Psychological Capital variables.

KEYWORDS: Emotional Intelligence, Metacognition, Psychological Capital, Indo-Pak Families, Partition

INTRODUCTION

The year 1947 witnessed a pivotal, yet painful, chapter unfold in South Asia's history. The dissolution of British India and the subsequent creation of two independent dominions, India, and Pakistan came at a devastating cost: the Indo-Pak partition. This study delves into the complexities surrounding this event, exploring its historical context, the immediate consequences, and its legacy. The partition stemmed from decades of rising tensions between the Hindu and Muslim communities. Fuelled by the burgeoning nationalist movements demanding self-rule, the Two-Nation Theory, championed by the Muslim League and its leader Muhammad Ali Jinnah, solidified the desire for a separate Muslim state. In June 1947, under the leadership of Viceroy Lord Louis Mountbatten, the British administration, facing growing unrest, proposed a partition plan. This hasty solution divided British India based on religious majority areas, aiming for a swift transfer of power by August 15th, 1947, leaving little time for proper planning and execution. This event, however, was far from a peaceful transition of power. It was a period of immense human suffering and displacement, leaving a lasting impact on the region.

Emotional intelligence is elucidated as the adeptness in cognizing, utilising, and comprehending, controlling, and addressing feelings. Emotionally intelligent individuals can identify and categorise a wide range of emotions, distinguish between distinct emotions and assign the proper labels to each one, and modify their emotions in response to changing circumstances. The abilities of perceiving, cognizance, application, and management of emotions was deemed to be sharply contrasting, yet linked. It defines an individual's potential to process how they feel, put that feeling into a proper group and then managing their behaviours accordingly while, doing the same for others and considering how they might be feeling. The capacity to integrate intelligence, empathy, and emotions to improve reasoning and comprehension of interpersonal dynamics is another aspect of emotional intelligence.

The awareness and comprehension of one's own mental processes is known as metacognition. It is the capacity to reflect on one's own cognitive processes or to think about thinking to enhance learning and problem-solving. An individual can identify their strengths and weaknesses as readers, writers, learners, test-takers, group members, etc. with the use of metacognitive practices. It entails identifying the boundaries of one's knowledge or skill and determining how to increase it. In many situations, learning, identifying, and practicing talents requires enhanced metacognitive abilities. For independent learning to occur and success to be experienced—a powerful motivator for any learner—metacognition is essential. It helps individuals retain information in their long-term memory by enabling them to prioritise study and achieve achievement. It is possible to cultivate metacognition by giving constructive criticism, having high standards, and developing a healthy attitude towards errors. Errors are viewed as the initial stage of learning, and feedback is employed to pinpoint knowledge gaps and recommend small actions to close those gaps while offering the chance to evaluate performance and establish personal goals. Individuals can be encouraged to employ

metacognitive strategies to enhance their learning and problem-solving skills by explicitly teaching them.

Positive psychological resources or strengths that people have inside themselves are referred to as psychological capital, or PsyCap. The four dimensions are resilience, optimism, hope, and self-efficacy. Self-efficacy is the conviction that one can accomplish goals and get over challenges. The optimistic view of the future is defined by the conviction that good things will occur and that bad things are isolated, transient occurrences. Hope is the conviction that goals can be accomplished with hard work and perseverance, and that challenges can be surmounted. The capacity to rebound from unfavourable situations, overcome obstacles, and persevere in the face of difficulty is known as resilience. It has been demonstrated that PsyCap improves several factors, including well-being, job performance, and job satisfaction. Enhancing psychological capital can have a favourable impact on worker engagement, creativity, and general success in the job. PsyCap can be enhanced and maintained to improve health and productivity.

METHOD

PROBLEM

To explore the levels of Emotional intelligence, metacognition, and psychological capital between the Indo- Pak and the non-Indo-Pak families

OBJECTIVES

- To study the differences between levels of Emotional intelligence between the Indo-Pak and the non-Indo-Pak families

- To study the differences between levels of metacognition between the Indo- Pak and the non-Indo-Pak families
- To study the differences between levels of psychological capital between the Indo- Pak and the non-Indo-Pak families

HYPOTHESES

- There will be significant differences in the levels of Emotional intelligence between the Indo- Pak and the non-Indo-Pak families.
- There will be significant differences in the levels of metacognition between the Indo- Pak and the non-Indo-Pak families.
- There will be significant differences in the levels of psychological capital between the Indo- Pak and the non-Indo-Pak families.

DESIGN

The research design followed for the current research was between group design.

VARIABLES

- Psychological variables: Emotional Intelligence, Metacognition and Psychological Capital
- Demographic Variables: Indo-Pak families and Non-Indo-Pak families

SAMPLE

A Purposive sampling of 172 individuals from Indo-Pak and non-Indo-Pak families was done, out of which 89 belonged to Indo-Pak families and 83 belonged to non-Indo-Pak families.

TOOLS

- **Brief Emotional Intelligence Scale:** Based on Salovey and Mayer's (1990) emotional intelligence model, Davies et al. (2010) created the Brief Emotional Intelligence Scale-10 (BEIS-10) to assess emotional intelligence (EI). Numerous studies have verified and demonstrated the good validity and reliability of the BEIS-10.
- **MCQ-30:** Wells and Cartwright-Hatton (2004) developed the Metacognition Questionnaire-30 (MCQ-30), a self-report measure of metacognitive views. The Likert scale is a 4-point system that goes from 1 (do not agree) to 4 (agree very much).
- **Compound Psychological Capital Scale (CPC-12):** The Compound Psychological Capital Scale (CPC-12) was developed by a team of researchers led by Lorenz et al. (2016). The CPC-12 is a composite measure of hope, resilience, self-efficacy, and optimism, encompassing 12 items. Participants are asked to rate their agreement with each item on a 6-point Likert scale (ranging from 1 = *strongly disagree* to 6 = *strongly agree*).

STATISTICAL TECHNIQUE

The statistical analyses used for this comparative study was Mann Whitney U test.

RESULTS**Table 1***Independent sample non-parametric test ranks of Emotional Intelligence between Families*

Ranks

	FAMILY	N	Mean Rank	Sum of Ranks
EMOINT	“Indo Pak Families”	89	94.21	8385.00
	“Non-Indo Pak Families”	83	78.3	6493.00
	Total	172		

Table 2*Independent sample non-parametric test statistics of Emotional Intelligence between Families*

Test Statistics

	EMOINT
Mann-Whitney U	3007.000
Wilcoxon W	6493.000
Z	-2.108
Asymp. Sig. (2-tailed)	.035

a. Grouping variable: FAMILY

Table 3*Independent sample non-parametric test ranks of Metacognition between Families*

Ranks

	FAMILY	N	Mean Ranks	Sum of Ranks
METACOG	“Indo Pak Families”	89	83.25	7409.00
	“Non-Indo Pak Families”	83	89.99	7469.00
	Total	172		

Table 4*Independent sample non-parametric test statistics of Metacognition between Families*

Test Statistics

	METACOG
Mann-Whitney U	3404.000
Wilcoxon W	7409.000
Z	-.888
Asymp. Sig. (2-tailed)	.375

a. Grouping Variable: FAMILY

Table 5*Independent sample non-parametric test ranks of Psychological Capital between Families*

Ranks

	FAMILY	N	Mean Ranks	Sum of Ranks
PSYCAP	“Indo Pak Families”	89	91.57	8150.00
	“Non-Indo Pak Families”	83	81.06	6728.00
	Total	172		

Table 6*Independent sample non-parametric test statistics of Psychological Capital between Families*

Test Statistics

	PSYCAP
Mann-Whitney U	3242.000
Wilcoxon W	6728.000
Z	-1.385
Asymp. Sig. (2-tailed)	.166

a. Grouping Variable: FAMILY

DISCUSSION

The aim of the study was to explore the levels of Emotional intelligence, metacognition, and psychological capital between the Indo- Pak and the non-Indo-Pak families.

The objective of the study was to study the differences between levels of Emotional intelligence between the Indo- Pak and the non-Indo-Pak families, to study the differences between levels of metacognition between the Indo- Pak and the non-Indo-Pak families and to study the differences between levels of Psychological Capital between the Indo- Pak and the non-Indo-Pak families, for which BEIS-10, MCQ-30 and CPC-12 were administered on a population of 172 (89 belonging to Indo-Pak families and 83 belonging to non-Indo-Pak families). Based on the above tables, the results of the Mann-Whitney U test, which is a non-parametric test is used to compare the distributions of two independent groups. The test was conducted to determine if there are significant differences between "Indo Pak Families" and "Non-Indo Pak Families" on three variables: Emotional Intelligence, Metacognition, and Psychological Capital.

The first hypothesis stated that ‘There will be significant differences in the levels of Emotional intelligence between the partition and the non-partition families between the Indo-Pak and the non-Indo-Pak families. This was tested using Mann-Whitney U-test. The mean rank for "Indo Pak Families" is 94.21, which is higher than the mean rank of 78.3 for "Non-Indo Pak Families". The Mann-Whitney U value is 3007, and the Z-score is -2.108. The asymptotic significance (2-tailed) is 0.035, which is less than the commonly used alpha level of 0.05. This result suggests that there is a statistically significant difference in the Emotional Intelligence variable between "Indo Pak Families" and "Non-Indo Pak Families," with "Indo Pak Families" having higher scores on this variable. Hence, the hypothesis will be accepted

that ‘there will be significant differences in the levels of Emotional intelligence between the partition and the non-partition families between the Indo- Pak and the non-Indo-Pak families.’

The second hypothesis stated that ‘There will be significant differences in the levels of metacognition between the Indo- Pak and the non-Indo-Pak families. This was tested using Mann-Whitney U-test. The mean rank for "Indo Pak Families" is 83.25, which is lower than the mean rank of 89.99 for "Non-Indo Pak Families." The Mann-Whitney U value is 3404, and the Z-score is -0.888. The asymptotic significance (2-tailed) is 0.375, which is greater than the commonly used alpha level of 0.05. This result indicates that there is no statistically significant difference in the metacognition variable between "Indo Pak Families" and "Non-Indo Pak Families." With these findings, it is concluded with substantial evidence that our second hypothesis, 'there will be significant differences in the levels of metacognition between the Indo- Pak and the non-Indo-Pak families' is rejected.

The third hypothesis mentioned previously above enunciated that ‘There will be significant differences in the levels of psychological capital between the Indo- Pak and the non-Indo-Pak families. The mean rank for "Indo Pak Families" is 91.57, which is higher than the mean rank of 81.06 for "Non-Indo Pak Families." The Mann-Whitney U value is 3242, and the Z-score is -1.385. The asymptotic significance (2-tailed) is 0.166, which is greater than the commonly used alpha level of 0.05. This result suggests that there is no statistically significant difference in the Psychological Capital variable between "Indo Pak Families" and "Non-Indo Pak Families". So, the third hypothesis standing at ‘There will be significant differences in the levels of psychological capital between the Indo- Pak and the non-Indo-Pak families,’ is hence rejected.

A comparative study of emotional intelligence, metacognition, and psychological capital in Indo-Pak families is lacking in the current literature. However, existing research

provides some relevant insights. Gill (2017) found that emotional intelligence levels were moderately high in both UK and Indian teacher practitioners, with female practitioners scoring higher than males. Patel (2021) identified differences in emotional intelligence between native and migrant adolescents, suggesting that living environment and family support play a role. Ghafoor et al. (2019) aimed to study compared the influence of emotional intelligence, metacognition, and negative coping on health-associated life quality in two hundred outpatients with persistent heart failure from Germany and Pakistan. The research findings from the study suggested that emotional intelligence, metacognition, and coping strategies play crucial roles in influencing the health-related quality of life in patients facing chronic health conditions. In the context of the analysis of Indo-Pak families, the study's emphasis on the impact of emotional intelligence, metacognition, and coping mechanisms aligns with the statistical differences observed between Indo-Pak and Non-Indo-Pak families. The results from the analysis indicated significant differences in emotional intelligence (EMOINT) between the two-family groups, highlighting the importance of these factors in family dynamics and potentially in health-related quality of life. Furthermore, the study's focus on cultural differences and the influence of emotional intelligence on coping strategies resonates with the findings in the current study analysis, where the cultural background of the families seemed to affect the preference for specific coping strategies. The research underscores the need for culture-specific treatments and interventions, which is in line with the implications drawn from current analysis regarding the potential impact of cultural factors on emotional intelligence and coping mechanisms in family settings.

Therefore, these studies offer valuable insights that complement and support the statistical results obtained in the analysis of Indo-Pak families, emphasizing the significance of emotional intelligence, metacognition, and Psychological Capital.

From the results discussed above, we can infer that the analysis shows a statistically significant difference between "Indo Pak Families" and "Non-Indo Pak Families" on the Emotional Intelligence variable, with "Indo Pak Families" having higher scores. However, no significant differences were found between the two groups on the Metacognition and Psychological Capital variables.

CONCLUSION

The aim of this study was to explore the levels of Emotional intelligence, metacognition, and psychological capital between the Indo- Pak and the non-Indo-Pak families. Data was collected and scored using BEIS-10, MCQ-30, and CPC-12. The objectives were to 1) To study the differences between levels of Emotional intelligence between the Indo- Pak and the non-Indo-Pak families; 2) To study the differences between levels of metacognition between the Indo- Pak and the non-Indo-Pak families; 3) To study the differences between levels of psychological capital between the Indo- Pak and the non-Indo-Pak families.

The findings enunciated that the analysis shows a statistically significant difference between "Indo Pak Families" and "Non-Indo Pak Families" on the Emotional Intelligence variable, with "Indo Pak Families" having higher scores. However, no significant differences were found between the two groups on the Metacognition and Psychological Capital variables. Hence, Hypothesis 1 was accepted, and Hypothesis 2 and Hypothesis 3 were rejected.

Future studies in this subject matter have a wider scope since A comparative study of emotional intelligence, metacognition, and psychological capital in Indo-Pak families is lacking in the current literature. This study delved into the complexities surrounding this event, exploring its historical context, the immediate consequences, and its legacy.

Further recommendations to researchers would be to use a larger sample size, a balance between gender in the sample population, utilizing qualitative data collection methods, focusing on family dynamics, birth order, parental psychopathologies, and problems, keeping a uniform environment to judge emotional intelligence, metacognition, and psychological capital, take in account the geographical differences that can give rise to differences in the variables. Further studies would thus aid in understanding underlying reasons for differences between the two population sets.

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