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A comparative study of emotional intelligence between rural and urban girls students of Haryana

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Abstract

The purpose of the present study was to compare the Emotional intelligence between rural and urban girl's students of Haryana. 300 girl's students were selected equally from different colleges, i.e. Degree College, B.Ed. College, and D.Ed. College through random sampling technique. Only Bhiwani, Sirsa, Hisar, Rohtak district was selected for the study. A scale constructed by Hyde and Pethe (2005) entitled "Emotional Intelligence Scale" was administrated on the sample. The results show the no statistically significant difference of self-awareness, empathy emotional intelligence and significant difference of self-motivation emotional intelligent of rural and urban students was found. Rural girls students were found to have got more self-motivation emotional intelligence, emotional stability, managing emotional intelligence, commitment intelligence, value orientation as compared to urban girls students of Haryana.

Keywords: comparative study, emotional intelligence, rural and urban girls, Haryana

Introduction

Emotional intelligence is the concept which is currently in focus among the general public, practitioners and researchers. It's being widely believed by the public that emotional and social competence is as important, or even more important, than traditional dimension of intellectual ability and personality (Goleman, 1995 & 1998). Emotional intelligence is defined as "the composite set of capabilities that enable a person to manage himself/ herself and others" (Goleman, 1995 & 1998). Importance of Emotional Intelligence is increasingly being recognized and assesses across various professions. Managing emotions in social contexts are clearly important for success in a variety of interpersonal; as well as career-related domains. According to much recent academic work, a good deal of our successes and failures in life are not attributed to our cognitive abilities as measured by tests of IQ, but rather are attributable to our abilities to form and maintain social relationships, portray ourselves positively, and maintain how others perceive us (Richburg, 2002).

Emotional Intelligence

Emotional intelligence is one of the most widely discussed topics in educational work and organizational psychology. Mayer *et al.* (2001) and Afolabi (2009) contend that emotional intelligence is not a single trait or ability rather, a composite of distinct emotion reasoning abilities. Perceiving emotions consist of recognizing and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences. Understanding emotions involve comprehension of how basic emotions are blended to form complex emotions. Regulating emotions encompasses the control of emotions in oneself and in others. An individual's emotional intelligence is an indicator of how he or she perceives, understands and regulates emotions. Sternberg (1997) has proposed a different conception of intelligence, which he calls successful intelligence. Successful intelligence involves three distinct types of mental abilities: analytic, creative and practical. Emotional intelligence was defined as: The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer & Salovey, 1997).

The term emotional intelligence encompasses the following five characteristics and ability discussed by Goleman (1995).

- Self-awareness
- Mood management
- Self-motivation
- Empathy
- Managing relationship

Self-Awareness – People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

Empathy – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

Self-Motivation – People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.

Social Skills or managing relationship – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

The present research has employed the notion of EI which is based upon the conceptualization of EI as proposed by Goleman. The EI model adopted in this study consists of 10 components. The ten components that constitute EI are: (i) Self-awareness (ii) Empathy (iii) Self-motivation (iv) Emotional stability (v) Managing relations (vi) Value orientation (vii) Commitment

Objectives: The present study was conducted with following objectives in view:

To assess the emotional intelligence among female students studying in degree colleges of Haryana. To study following characteristics among girls studying in degree colleges:

- ❖ Self-awareness
- ❖ Empathy
- ❖ Self-motivation
- ❖ Emotional stability
- ❖ Managing relations
- ❖ Value orientation
- ❖ Commitment

Material and Methods

The study was based on primary data. It was investigated through random sampling technique. The information for the study was gathered from girls studying in degree colleges in rural area and urban area of Haryana state in India. For the

purpose, sample of 300 women (150 rural) and (150 urban) college girls was collected from different colleges.

Tool used

Emotional intelligence scale constructed and standardized by (Anukul Haide, Sanjot Pathi) and (Upandra Dhar (2005) was used to collect data. The data obtained was carefully scrutinized, categorized in order to fulfill the objectives.

The data was statistically analyzed computing column percentage and quartile (Q1, Q2, Q3). The data was scored under each characteristic of emotional intelligence and quartiles (Q1, Q2, Q3) were calculated. The Q1 depicted the low level of characteristic, Q2 revealed the medium level of characteristic, while as Q3 observed the high level of characteristic.

In this way, the levels under each characteristic were studied as:

- A) Self-awareness: The low level of self-awareness scored upto 3 (Q1), the score between 4-10 depicted medium level of self-awareness (Q2), while high level of self-awareness was observed above the score 11 (Q3).
- B) Empathy: Empathy scored upto 6 at low level (Q1), 7-14 at medium level (Q2) and 15 and more at high level (Q3).
- C) Self-motivation: The score upto 3 (Q1) was considered as low level of self-motivation, while the score of 9-17 (Q2) was categorized as medium level of self-motivation and the score of 18 and above (Q3) was observed as high level of self-motivation.
- D) Emotional stability: Low level of emotional stability scored upto 3 (Q1) whereas medium level of emotional stability scored between 4-10 (Q2) and high level of emotional stability scored 11 and above (Q3).
- E) Managing relations: This characteristic was observed low (Q1) upto the score of 4. Medium level of characteristic (Q2) scored 5-11, while as high level of characteristic (Q3) scored 12 and above.
- F) Value orientation, low level 1, medium level 2-5, high 6 and above
- G) Commitment behaviour: These characteristics scored low at the 1 (Q1), medium at the score between 2-5 (Q2) and high at the score of 6 and above (Q3).

3.2 Statistical technique

The data collected from the sample was analyzed by using 't' test.

Results and Discussion

Table 1: Mean Scores, standard deviation and t-ratio of self-awareness intelligence scale of rural and urban Girls students of Haryana

Variables	Test	Number	Mean	S.D	SED	't'ratio
Self-Awareness	Rural Area	150	15.06	2.58	.36	2.63
	Urban Area	150	13.90	2.36	.33	

NS= Not Significant

Table 1 shows that the mean scores, standard deviation and t-ratio of the self-awareness emotional intelligence scale of rural and urban girl students they have obtained the mean value of 15.06 and 13.90 respectively which are given in table 4.1 reveals that the significant difference was found out in (t=2.63) rural and urban girls students.

Table 2: Mean Scores, standard deviation and t-ratio of Empathy emotional intelligence scale of rural and urban Girls students of Haryana

Variables	Test	Number	Mean	S.D	SED	't' ratio
Emotional Empathy	Rural Area	150	12.82	3.00	.42	3.90
	Urban Area	150	10.67	2.20	.31	

NS= Not Significant

Table 2 shows that the mean scores, standard deviation and t-ratio of the empathy emotional intelligence scale of rural and urban girl students they have obtained the mean value of 12.82 and 10.67 respectively which are given in table 4.2 reveals that the significant difference was found out in (t=3.90) rural and urban girls students.

Table 3: Mean Scores, standard deviation and t-ratio of self-motivation intelligence scale of rural and urban Girls students of Haryana

Variables	Test	Number	Mean	S.D	SED	't' ratio
Self-motivation	Rural Area	150	15.70	3.99	.56	2.58
	Urban Area	150	14.34	3.72	.52	

NS= Not Significant

Table 3 shows that the mean scores, standard deviation and t-ratio of the self-motivation emotional intelligence scale of rural and urban students they have obtained the mean value of 15.70 and 14.34 respectively which are given in table 4.3 reveals that the significant difference was found out in (t= P < 0.05) rural and urban students; rural students was found to have got more self-motivation emotional intelligence as compared to urban students which means the urban students in significantly less self-motivation emotional intelligence.

Table 4: Mean Scores, standard deviation and t-ratio of Emotional Stability intelligence scale of rural and urban Girls students of Haryana

Variables	Test	Number	Mean	S.D	SED	't' ratio
Self-motivation	Rural Area	150	13.33	2.90	.41	3.72
	Urban Area	150	10.98	2.60	.37	

NS= Not Significant

Table 4 shows that the mean scores, standard deviation and t-ratio of the emotional stability intelligence scale of rural and urban girls students they have obtained the mean value of 13.33 and 10.98 respectively which are given in table 4.4 reveals that the significant difference was found out in (t= P < 0.05) rural and urban students; rural students was found to have got more self-motivation emotional intelligence as compared to urban students which means the urban students in significantly less emotional stability intelligence.

Table 5: Mean Scores, standard deviation and t-ratio of managing relations intelligence scale of rural and urban Girls students of Haryana

Variables	Test	Number	Mean	S.D	SED	't' ratio
Self-motivation	Rural Area	150	12.29	2.18	.31	3.04
	Urban Area	150	10.06	2.36	.34	

NS= Not Significant

Table 5 shows that the mean scores, standard deviation and t-ratio of the self-motivation emotional intelligence scale of rural and urban students they have obtained the mean value of 12.29 and 10.06 respectively which are given in table 4.5 reveals that the significant difference was found out in (t= P < 0.05) rural and urban students; rural students was found to have got more managing relations intelligence as compared to urban students which means the urban girls students in significantly less self-motivation emotional intelligence.

Table 6: Mean Scores, standard deviation and t-ratio of commitment intelligence scale of rural and urban Girls students of Haryana

Variables	Test	Number	Mean	S.D	SED	't' ratio
Self-motivation	Rural Area	150	7.98	1.50	.21	2.08
	Urban Area	150	7.33	2.28	.32	

NS= Not Significant

Table 6 shows that the mean scores, standard deviation and t-ratio of the commitment intelligence scale of rural and urban students they have obtained the mean value of 7.98 and 7.33 respectively which are given in table 4.6 reveals that the significant difference was found out in (t= P < 0.05) rural and urban students; rural students was found to have got more commitment intelligence as compared to urban students which means the urban students in significantly less commitment intelligence.

Table 7: Mean Scores, standard deviation and t-ratio of value orientation intelligence scale of rural and urban Girls students of Haryana

Variables	Test	Number	Mean	S.D	SED	't' ratio
Self-motivation	Rural Area	150	17.97	4.04	.55	2.06
	Urban Area	150	15.06	2.77	.57	

NS= Not Significant

Table 7 shows that the mean scores, standard deviation and t-ratio of the self-motivation emotional intelligence scale of rural and urban students they have obtained the mean value of 17.97 and 15.06 respectively which are given in table 4.7 reveals that the significant difference was found out in (t= P < 0.05) rural and urban students; rural students was found to have got more value orientation intelligence as compared to urban students which means the urban students in significantly less value orientation intelligence.

Conclusions

Finally the following conclusions were drawn in their present study.

- ❖ No statistically significant difference of self-awareness emotional intelligent of rural and urban girl's students was found.
- ❖ No statistically significant difference of self-empathy emotional intelligent of and urban girl's students was found.
- ❖ Statistically significant difference of self-motivation emotional intelligent of rural and urban girl's students was

found.

- ❖ Rural students were found to have got more self-motivation emotional intelligence as compared to urban girl's students.
- ❖ Statistically significant difference of emotional stability emotional intelligent of rural and urban girl's students was found.
- ❖ Rural students were found to have get more emotional stability emotional intelligence as compared to urban girl's students.
- ❖ Statistically significant difference of managing relation emotional intelligent of Rural and urban girls students was found.
- ❖ Rural students was found to have got more managing relation emotional intelligence as compared to urban girls students.
- ❖ Rural students were found to have got more commitment intelligence as compared to urban girl's students.
- ❖ Rural students were found to have got more value orientation intelligence as compared to urban girl's students.

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