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

Charan Singh

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 or 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 an important part of emotional intelligence. Empathy is the ability to identify and understand the needs and viewpoints of others. 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.

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 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.

3.2 Statistical technique
The data collected from the sample was analyzed by using ‘t’ test.

Results and Discussion

<table>
<thead>
<tr>
<th>Variables</th>
<th>Test</th>
<th>Number</th>
<th>Mean</th>
<th>S.D</th>
<th>SED</th>
<th>‘t’ ratio</th>
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<tbody>
<tr>
<td>Self-Awareness</td>
<td>Rural Area</td>
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<td>15.06</td>
<td>2.58</td>
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<td>2.63</td>
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<td>150</td>
<td>13.90</td>
<td>2.36</td>
<td>.33</td>
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</table>

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

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>Test</th>
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<th>SED</th>
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<td>10.67</td>
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</table>

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>Test</th>
<th>Number</th>
<th>Mean</th>
<th>S.D</th>
<th>SED</th>
<th>‘t’ ratio</th>
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<td>Urban</td>
<td>150</td>
<td>14.34</td>
<td>3.72</td>
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</table>

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>Test</th>
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<th>SED</th>
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</thead>
<tbody>
<tr>
<td>Self-motivation</td>
<td>Rural</td>
<td>150</td>
<td>13.33</td>
<td>2.90</td>
<td>.41</td>
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<td>150</td>
<td>10.98</td>
<td>2.60</td>
<td>.37</td>
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</table>

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

<table>
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<tr>
<th>Variables</th>
<th>Test</th>
<th>Number</th>
<th>Mean</th>
<th>S.D</th>
<th>SED</th>
<th>‘t’ ratio</th>
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<td>10.06</td>
<td>2.36</td>
<td>.34</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>Test</th>
<th>Number</th>
<th>Mean</th>
<th>S.D</th>
<th>SED</th>
<th>‘t’ ratio</th>
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<tbody>
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<td>Rural</td>
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<td>1.50</td>
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<td>150</td>
<td>7.33</td>
<td>2.28</td>
<td>.32</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>Test</th>
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<th>Mean</th>
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<td>Self-motivation</td>
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</table>

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 drowning 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.

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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 got 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.

References
5. James W. The principles of psychology, New York Smith 1890; 2.