

Emotional intelligence of rural and urban higher secondary students

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Abstract

The present study was conducted to investigate emotional intelligence of rural and urban higher secondary students in relation to certain demographic variables viz. gender, nature of institution, hour of study, parental qualification, parental occupation and type of family. Emotional intelligence is denied as one of the important aspects in educating a person to be balanced as a whole. Through emotional intelligence, one will become more successful in life as compared to individuals that gain solely high levels of intellectual intelligence (IQ). Emotional intelligence also provides liberty for individuals to explore self-potentials, as well as providing opportunities for individuals to harmonize themselves with their self-emotion. Descriptive survey method of research was used for collecting the data using Emotional intelligence by Scale Anukool Kyde, Sunjyat Detha and Upinder Dhar. (2001). Sample included 200 randomly selected rural and urban higher secondary students from various schools at vellore City. Descriptive and inferential statistics were used to compare the means between the groups. Findings of the study revealed that there is no significant difference between emotional intelligence of both rural and urban higher secondary students with respect to their gender, nature of institution, hour of study, parental qualification, parental occupation and type of family.

Keywords: Emotional intelligence, higher secondary students, rural, urban

1. Introduction

Emotional intelligence is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them properly, and to use emotional information to guide thinking and behavior. Orphans learned independence and interdependence at a young age. As a result, they narrate and join well with others, enjoying networking and companionship, which suits their deep, caring, outgoing and affable personality. They have what is called a common touch to motivate others to arena in, solve problems, and just commonly do and be their best. "Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions and manage them." (Mayer *et al.*, 1999) ^[9]. "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth."

Intelligence is considered as one of the most desirable personality qualities in today's society. I.Q. tests are presently employed for many purposes such as selection, diagnosis and evaluation in all parts of society. It claims that, "it is the single most effective predictor of individual performance at school and on the job. (Andoh, 1998) Some critics of I.Q. believe that intelligence is more of a result of an individual's opportunities to learn skills and information in a particular situation. They emphasize that successful learning in school depends on many personal characteristics such as persistence, interest in school, and willingness to study. Encouragement for academic achievement received from friends, family and teachers is also important, together with other cultural factors.

Hein (2005, 2008, 2009) ^[7] the mental ability we are born with which gives our emotional sensitivity and potential for emotional management skills that help us maximize our long term health, happiness and survival." Byron Stock (2007) ^[3] "Emotional Intelligence (EI) is the ability to acquire and apply knowledge from your emotions and the emotions of others." You can use the information about what you're feeling to help you make effective decisions about what to say or do (or not to say or do) next.

1.1 Need and Significance of the Study

All human beings have basic emotional intelligence. This intelligence can be expressed as feelings, for example the need to feel accepted, respected and important while all humans share these needs, each differ in the strength of need, just as some of us need more water, more food, more sleep. One person may need more freedom and independence; another may need more security and social connections. Knowing about one's Emotional Intelligence in terms of an Emotion Quotient has wide educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implication all around the globe. A person's Emotional Intelligence helps him much in all spheres of life through its various constituents or components the achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of Emotional Intelligence and its proper development.

1.2 Aim of the Study

The study was aimed on the emotional intelligence of rural and urban higher secondary students.

1.3 Sample

The sample of the study was the rural and urban higher secondary students from different schools in Vellore district, Tamil Nadu. The sample consist of 200 out of 200, 108 rural and 112 urban higher secondary students are used to investigator for the study

1.4 Method

Survey method was adopted for the study. Proper statistical method was adopted to test hypothesis, which was used to find the results of the study.

1.5 Tool

Emotional Intelligence Scale Standardized by Anukool Kyde, Sunjyat Dethe and Upinder Dhar. (2001), Vedant Publications, Lucknow.

2. Methodology

The present investigation is meant to study the emotional intelligence of rural and urabn higher secondary students from vellore district. Normative survey method was adopted for the conduct of the present study. The sample consisted of 200 higher secondary students randomly selected from vellore district in Tamil Nadu. In order to collect data for the study the tool which was constructed and validated by the investigator to assess the Emotional Intelligence Scale by Anukool Kyde, Sunjyat Dethe and Upinder Dhar. (2001) has been adopted by the investigator for the present study. This tool consisted of 105 items under five alternatives such as strongly agree, agree, uncertain, disagree and strongly disagree which was modified and validated. The reliability coefficient was found to be 0.67. This tool is also a five point scale which includes the with scoring 5, 4, 3, 2, 1 respectively for positive items and 1, 2, 3, 4, 5 for negative items.

3. Objectives

1. To find out whether there is any significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their gender.
2. To find out whether there is any significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their nature of institution.
3. To find out whether there is any significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their hour of study.
4. To find out whether there is any significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their parental qualification.
5. To find out whether there is any significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their parental occupation.
6. To find out whether there is any significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their type of family.

3.1 Hypotheses

1. There is no significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their gender.
2. There is no significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their nature of institution.
3. There is no significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their hour of study.
4. There is no significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their parental qualification.
5. There is no significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their parental occupation.
6. There is no significant difference in mean scores of the emotional intelligence of rural and urban higher secondary students with respect to their type of family.

3.2 Analysis of Date

Table 1: ‘t’ value of Rural higher secondary Students of Emotional Intelligence towards Gender

Category	Gender	N	M	SD	‘t’ Value Remark
Rural	Male	57	105.33	38.28	0.31 NS
	Female	51	103.05	37.64	

From Table 1, it is clearly found that calculated value of t is less than the tabulated value at 0.05 level of significance. Hence the null hypothesis is accepted. Thus it can be concluded that there is no significant difference in mean scores of the emotional intelligence of rural higher secondary students with respect to their gender.

Table 2: ‘t’ value of Urban higher secondary Students of Emotional Intelligence towards Gender

Category	Gender	N	M	SD	‘t’ Value Remark
Urban	Male	51	104.21	41.70	0.60 NS
	Female	61	100.22	39.32	

From Table 2, it is clearly found that calculated value of t is less than the tabulated value at 0.05 level of significance. Hence the null hypothesis is accepted. Thus it can be concluded that there is no significant difference in mean scores of the emotional intelligence of urban higher secondary students with respect to their gender.

Table 3: ‘t’ value of Rural higher secondary Students of Emotional intelligence towards Nature of Institution

Category	Nature of Institution	N	M	SD	‘t’ Value Remark
Rural	Government	40	98.20	36.32	0.10
	Private	32	98.18	39.57	NS
	Government	40	98.20	36.32	0.89
	Aided	36	116.38	35.91	NS
	Private	32	98.18	39.57	0.23
	Aided	36	116.38	35.91	NS

From Table-3, it is seen that the t-values is 0.10, 0.89 and 0.23 are not significant at 0.05 level. It is understood from the results that there is no significant difference in the government vs private, government vs aided and private vs aided of rural higher secondary students towards emotional intelligence.

Table 4: ‘t’ value of Urban higher secondary Students of Emotional intelligence towards Nature of Institution

Category	Nature of Institution	N	M	SD	‘t’ Value Remark
Urban	Government	30	103.50	38.98	0.59
	Private	46	101.89	40.94	NS
	Government	30	103.50	38.98	0.17
	Aided	36	101.02	41.60	NS
	Private	46	101.89	40.94	0.13
	Aided	36	101.02	41.60	NS

From Table-4, it is seen that the t-values is 0.59, 0.17 and 0.13 are not significant at 0.05 level. It is understood from the results that there is no significant difference in the government vs private, government vs aided and private vs aided of urban higher secondary students towards emotional intelligence.

Table 5: ‘t’ value of Rural higher secondary Students of Emotional intelligence towards Hour of study

Category	Hour of study	N	M	SD	‘t’ Value Remark
Rural	2	20	103.70	39.03	0.53
	4	57	105.82	36.99	NS
	2	20	103.70	39.03	0.93
	6	31	101.74	39.64	NS
	4	57	105.82	36.99	0.55
	6	31	101.74	39.64	NS

From Table-5, it is seen that the t-values is 0.53, 0.93 and 0.55 are not significant at 0.05 level. It is understood from the results that there is no significant difference in the 2 vs 4, 2 vs 6 and 4 vs 6 hour of study of rural higher secondary students towards emotional intelligence.

Table 6: ‘t’ value of Urban higher secondary Students of Emotional intelligence towards hour of study

Category	Hour of study	N	M	SD	‘t’ Value Remark
Urban	2	31	104.54	42.93	0.24
	4	48	101.18	40.41	NS
	2	31	104.54	42.93	0.37
	6	33	100.95	36.67	NS
	4	48	101.18	40.41	0.18
	6	33	100.95	36.67	NS

From Table-6, it is seen that the t-values is 0.24, 0.37 and 0.18 are not significant at 0.05 level. It is understood from the results that there is no significant difference in the 2 vs 4, 2 vs 6 and 4 vs 6 hour of study of urban higher secondary students towards emotional intelligence.

Table 7: ‘t’ value of Rural higher secondary Students of Emotional Intelligence towards Parental Qualification

Category	Parental Qualification	N	M	SD	‘t’ Value Remark
Rural	School education	56	101.82	37.64	0.78
	College education	52	106.88	38.20	NS

From Table 7, it is clearly found that calculated value of t is less than the tabulated value at 0.05 level of significance. Hence the null hypothesis is accepted. Thus it can be concluded that there is no significant difference in mean scores of the emotional intelligence of rural higher secondary students with respect to their parental qualification.

Table 8: ‘t’ value of Urban higher secondary Students of Emotional intelligence towards Parental Qualification

Category	Parental Qualification	N	M	SD	‘t’ Value Remark
Urban	School education	58	107.43	40.41	0.46
	College education	54	96.25	39.71	NS

From Table 8, it is clearly found that calculated value of t is less than the tabulated value at 0.05 level of significance. Hence the null hypothesis is accepted. Thus it can be concluded that there is no significant difference in mean scores of the emotional intelligence of urban higher secondary students with respect to their parental qualification.

Table 9: ‘t’ value of Rural higher secondary Students of Emotional Intelligence towards Parental Occupation

Category	Parental Occupation	N	M	SD	‘t’ Value Remark
Rural	Self-employ	51	100.05	36.07	0.18
	Government employ	57	106.21	39.25	NS

From Table 9, it is clearly found that calculated value of t is less than the tabulated value at 0.05 level of significance. Hence the null hypothesis is accepted. Thus it can be concluded that there is no significant difference in mean scores of the emotional intelligence of rural higher secondary students with respect to their parental occupation.

Table 10: ‘t’ value of Urban higher secondary Students of Emotional intelligence towards Parental Occupation

Category	Parental Occupation	N	M	SD	‘t’ Value Remark
Urban	Self-employ	54	99.61	46.01	0.52
	Government employ	58	104.31	38.71	NS

From Table10, it is clearly found that calculated value of t is less than the tabulated value at 0.05 level of significance. Hence the null hypothesis is accepted. Thus it can be concluded that there is no significant difference in mean scores of the emotional intelligence of urban higher secondary students with respect to their parental occupation.

Table 11: ‘t’ value of Rural higher secondary Students of Emotional intelligence towards Type of family

Category	Type of family	N	M	SD	‘t’ Value Remark
Rural	Nuclear	53	105.11	39.49	0.55
	Joint	55	103.43	36.48	NS

From Table 11, it is clearly found that calculated value of t is less than the tabulated value at 0.05 level of significance. Hence the null hypothesis is accepted. Thus it can be concluded that there is no significant difference in mean scores of the emotional intelligence of rural higher secondary students with respect to their type of family.

Table 12: ‘t’ value of Urban higher secondary Students of Emotional intelligence towards Type of family

Category	Type of family	N	M	SD	‘t’ Value Remark
Urban	Nuclear	55	105.12	39.63	0.88
	Joint	57	99.07	41.04	NS

From Table 12, it is clearly found that calculated value of t is less than the tabulated value at 0.05 level of significance. Hence the null hypothesis is accepted. Thus it can be concluded that there is no significant difference in mean scores of the emotional intelligence of urban higher secondary students with respect to their type of family.

3.3 Major Findings of the Study

- 1 There is no significant difference in mean scores of the emotional intelligence of rural higher secondary students with respect to their gender.
- 2 There is no significant difference in mean scores of the emotional intelligence of urban higher secondary students with respect to their gender.
- 3 There is no significant difference in the government vs private, government vs aided and private vs aided of rural higher secondary students towards emotional intelligence.
- 4 There is no significant difference in the government vs private, government vs aided and private vs aided of urban higher secondary students towards emotional intelligence.
- 5 There is no significant difference in the 2 vs 4, 2 vs 6 and 4 vs 6 hour of study of rural higher secondary students towards emotional intelligence.
- 6 There is no significant difference in the 2 vs 4, 2 vs 6 and 4 vs 6 hour of study of urban higher secondary students towards emotional intelligence.
- 7 There is no significant difference in mean scores of the emotional intelligence of rural higher secondary students with respect to their parental qualification.
- 8 There is no significant difference in mean scores of the emotional intelligence of urban higher secondary students with respect to their parental qualification.
- 9 There is no significant difference in mean scores of the emotional intelligence of rural higher secondary students with respect to their parental occupation.
- 10 There is no significant difference in mean scores of the emotional intelligence of urban higher secondary students with respect to their parental occupation.

- 11 There is no significant difference in mean scores of the emotional intelligence of rural higher secondary students with respect to their type of family.
- 12 There is no significant difference in mean scores of the emotional intelligence of urban higher secondary students with respect to their type of family.

3.4 Educational Implications

- Awareness programme should be conducted to the students about different dimensions of emotional intelligence.
- Innovative modern teaching strategies should be incorporated to develop interpersonal and intrapersonal intelligence.
- Training must be given to students regarding language laboratory, digital library, e-library and CAI in order to develop verbal linguistic intelligence among the students.
- Teaching strategies should be developed by using different dimensions of intelligence.
- Workshops and seminars may be conducted for students.

3.5 Recommendations for the Present study:

- Skill based workshops, conferences and seminars must be organized periodically to develop these skills in these areas.
- Psychological skill based activities to be promoted in teacher education institutions to promote among the teachers.
- Quality of the programme has to be still more improved to develop the emotional intelligence to students.

3.6 Delimitations of the Study

- The study is confined to measure the emotional intelligence only.
- This study has been restricted only to the higher secondary students in Government, aided and private.
- This study is carried out taking 200 rural and urban students.

4. Conclusion

One’s intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences. Similarly, one is also born with some innate emotional intelligence in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential (unlike intelligence) is liable to be developed or damaged as a result of one's experiences. The difference here is between the development pattern of innate emotional intelligence and general intelligence as a result of maturity of experiences.

5. References

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