

Periodic Research

Emotional Intelligence of Rural and Urban Post Graduate Students of Kashmir University



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Abstract

The present study is an effort to find out whether geographical differences influence the development of emotional intelligence among students. The present study aims to compare the emotional intelligence of rural and urban students of the age group of 20- 25 and try to find out if there is any significant difference on the ten dimensions of the emotional intelligence viz Self Awareness, Empathy, Self-motivation, Emotional stability, Managing relation, Integrity, Self-Development, value Orientation, Commitment and Altruistic behaviour. Descriptive method of research has been adopted for the study. A sample of N=100 PG students were randomly selected from Kashmir university, where N=50 were residing from urban areas where as an equal number N=50 were taken from rural population. To measure the Emotional intelligence of the students, the emotional intelligence scale by Ankul Hyde et.al was administered. The results of the study, after going through a T-test, revealed that there was no significant difference between the emotional intelligence (composite scores) of the rural and urban students but there is a significant difference between the two on factor D (emotional stability) and factor H (value orientation) of emotional intelligence.

Keywords: Emotional Intelligence, Emotional Stability, Overall Adjustment, Anatomy, Security/Insecurity, Self Concept, Intelligence

Introduction

Emotions are the key factors for determining our conducts in routine life. It is mostly on our emotions how we behave and respond to others. Understanding others and manipulating them in order to responding to them in a desired way is what is called as emotional intelligence. The first use of the term "emotional intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion: Developing Emotional Intelligence (1985). Salovey and Mayer (1990) have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". However, Goleman's Emotional Intelligence - Why it can matter more than IQ (1995) made the term more popular. Goleman has followed up with several further popular publications of a similar theme that reinforce use of the term.

Today more than 72.18 % (742,490,639) of total population of India is living in the rural areas; while as only 27.82% (286,119,689) of total population is residing in urban areas (census 2011). The rural population is still lagging behind the urban masses in certain aspects. The urban population is living a facilitated life, viz health, education, communication etc., than their rural counterparts. The present investigator has made an effort to find out whether these difference influences their emotional intelligence?

Review of Literature

Yates (1999), Conducted a study on the relationship between emotional intelligence and health habits of health education students. This study suggested that there was a relationship between the health habits of college-aged health education students and their emotional intelligence. Kaur (2001) studied the emotional intelligence of adolescents in relation to general Intelligence. The study was done on a sample of 356 students of XI class. It was found that there is positive significant correlation between general intelligence and emotional intelligence. Miglani (2001) studied "Emotional Intelligence as related to Academic Achievement of

adolescents" and found a positive significant correlation between emotional intelligence and academic achievement of adolescents. Gakhar (2003) found that there is significant difference in the emotional maturity of students of government and private schools; in hostels and day scholars; and of children of working and non-working mothers and the academic achievement on self concept. It was found a significant negative correlation is found between self-concept and emotional maturity. Petridis et al (2004) found that emotional intelligence has moderate relationship with academic performance and cognitive ability, where higher IQ and higher emotional quotient (EQ) led to greater academic performance. Khan and Bhat (2013) on conducting research on Emotional intelligence of adolescent boys and girls, found that Adolescent boys and girls differ significantly so far as their self-motivation is concerned.

Rationale of the Study

In recent years, there has been an increased interest in the role of Emotional quotient in both the academic success of students and their adjustment in school. Indeed, some authors (Romesz et.al, 2004) suggest that acquisition of such skills is a pre-requisite for students before they can success traditional academic material presented in the classroom. Emotional quotient is the driving force behind the factors that affect personal success and everyday interactions with others. Studies of emotional intelligence have shown its relevance to many aspects of life and the role it plays in the interactions and adjustments in daily life. Daniel Goleman (1995) refers that 85% people who are successful are high in emotional intelligence. Thus emotional intelligence contributes to the success in life. The urban population has more exposure to the resources and facilities than rural population and the rural on other hand are brought up in more natural environment with a less materialistic mind set and greater cohesion. This definitely puts a psychological impact over both the sects. There have been many studies on the emotional intelligence like Edannur (2010) assessed the emotional intelligence level of teachers educators of Barak valley region in the Assam (India). Ishak et.al (2010) conducted a research to assess emotional intelligence (EI) of Malaysian teachers. Katoch (2013) studied the emotional intelligence of adolescent students in relation to the type of school. And a few studies on rural urban emotional intelligence like Annakodi (2013) in his study on Emotional Intelligence of the Students at Higher Secondary Level. Punia and Sangwan (2011) carried out a comparative study on emotional intelligence and adjustment of school children of age group of 16 to 18. But no such study has been conducted on post graduate level especially in Kashmir. Therefore the present investigator has made a humble attempt in this direction to find out whether there are differences on different dimensions of emotional intelligence of the two counterparts or not. The above reasons were important predisposing factor for undertaking this research from psychological and educational point of view.

Objectives

1. To study the emotional intelligence of the students belonging to rural areas.
2. To study the emotional intelligence of the students belonging to urban areas.
3. To find if there is any significant difference between the emotional intelligence of the students belonging to rural areas and those belonging to the urban areas.

Null Hypotheses

1. There is no significant difference between the emotional intelligence of rural and urban students. (Composite Score).
2. There is no significant difference between the emotional intelligence of rural and urban students.(Factor Wise)

Operational Definition of Variables

Emotional Intelligence

The emotional intelligence in the proposed study shall refer to the scores achieved by the subjects on the Emotional Intelligence Scale of Hyde et al. (2001).

Urban Population

In present study the population that belonged to Srinagar city (Kashmir) were considered as urban.

Rural Population

The population that belonged to places other than Srinagar were taken as rural (excluding the students from district municipalities)

Methodology

The responses from the students were collected using the Emotional Intelligence Scale by Ankul Hyde, Sanyajot Peth and Upinder Dhar (2001). It contains ten areas: Self Awareness, Empathy, Self-motivation, Emotional stability, Managing relation, Integrity, Self-Development, value-Oriented, Commitment and Altruistic behaviour. A sample of N=100 were selected on random bases. The 50 percent of the sample (N=50) were taken from rural population whereas an equal number (N=50) were taken from urban population. The inferences were drawn by using mean, S.D., and t-test.

Procedure

A comparative study was done between the rural and urban population to check whether there is any effect of ways of living on the emotional intelligence of a person or not. The present study was done using the Unkul Hydes emotional intelligence scale (2001). The sample was selected randomly selected from the Kashmir University. A sample size of N=100 was selected for the purpose were N= 50 were from different rural areas and an equal size (N=50) were from urban areas. The subjects where doing post graduation and were within the age range of 20-24. The participants were asked to fill in the personal information form. The participants were briefed about the purpose of the present study. The participants were assured that the data will purely be used for research purpose and their identities will not be revealed to anyone. At the end all participants were thanked for their time and cooperation.

Discussion and Interpretation

The data was subjected to statistical analysis by applying 't' test in order to get an understanding of emotional intelligence of Rural and Urban students.

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The following tables show the statistical analysis of the data

Table 1
Means, Standard Deviations, and T-Value Showing Differences in Scores between Rural/Urban on Emotional Intelligence Scale (Composite)

Category	n	Mean	S.D	t-value	Significance
Rural	50	129	14.9	0.60	N.S.
Urban	50	130.6	11.32		

Note: N.S. = Not Significant

In the perusal of results (table 1) it can be said that the Rural and Urban students do not differ significantly on their emotional intelligence (composite scores) as the t value 0.30 is extremely lower than table't' value at 0.05 level (1.98). Therefore no decisive decision can be drawn from the results.

Table 2
Means, Standard Deviations, and T-Value Showing Differences in Scores between Rural/Urban on Emotional Intelligence Scale (Factor Wise)

	n	Mean	S.D	t-value	significance
Self- awareness	50	15.4	2.84	1.2	N.S.
Rural	50	16	2.09		
Empathy(B)	50	19	2.55	1.2	N.S
Rural	50	18.4	2.52		
Self-motivation(C)	50	23	3.9	0.26	N.S
Rural	50	23.4	2.65		
Emotional Stability(D)	50	14.3	3.22	4.40	**
Rural	50	15	2.1		
Managing Relations(E)	50	15.4	2.93	0.34	N.S
Rural	50	15.6	2.18		
INTEGRITY(F)	50	12.4	3.71	0.5	N.S
Rural	50	12.1	1.68		
Self- Development(G)	50	7.7	1.84	0.52	N.S
Rural	50	7.86	1.09		
Value Orientation(H)	50	7.42	1.77	3.73	**
Rural	50	6.3	1.3		
Commitment(I)	50	7.42	1.77	0.47	N.S
Rural	50	7.86	1.14		
Altruistic Behaviour (J)	50	7.86	1.54	1.04	N.S
Rural	50	8.14	1.11		

Note:

N.S. = Not Significant

** = Significant at 0.01 level

Table 2 shows that the rural students do not differ significantly from the urban students on eight dimensions of emotional intelligence viz: Self Awareness, Empathy, Self-motivation, Managing

relation, Integrity, Self-Development, Commitment and Altruistic behaviour as all the t-values are far below the table t-value at 0.5 level, therefore no decisive decision can be taken about these factors.

The results from the table 2 make it clear that the two groups differ significantly on the factor D (Emotional stability) of Emotional intelligence. The mean score of the Rural students (14.3) is less than the mean score of the Urban students (15) on the dimension of emotional stability indicating thereby that urban students are emotionally more stable than rural students at post graduate level. The results seem justified on the grounds that the sample was taken from Kashmir university main campus were the rural students were residing either in rented rooms or hostels, were they face many problems like non availability of proper facilities and unavailability of essential services, unhygienic foods, improper environment and they were far away from their homes. On the other hand the urban students were living in their own homes with all the facilities and family support with them, thus keeping them emotionally stable. Possibly the extraneous variables as pointed above might influence their emotional stability. The results of table- 2 also reveal that there is a significant difference between the rural and urban students on the factor H (value orientation) of emotional intelligence. The results depict that the mean score of the rural students (7.42) is greater than the mean score of the urban students (6.3) on value orientation. The obtained't' value is 3.73 which is significant at 0.01 level. The table thus shows that rural and urban students differ significantly so far as their value orientation is concerned, indicating thereby that rural students are mostly more value oriented than urban students at postgraduate level. The results seem to be defensible on the basis that the rural children are grown up in joint families under the parental and grand- parental guidance were a greater thrust is on the development of positive values of life and the values are also imbibed from the cohesive congenial atmosphere of rural social life, this seem to make them more value oriented. On the other hand, the urban children are grown up mostly in nuclear families were most of their family members are working and the children receive very little time and attention of their parents and also the social environment of urban areas is such that there is almost no social interaction between the societal members. Moreover the materialistic attitude of the urban people seems to make them less value oriented.

The study is in line with the studies of Gangal and Singh (2012) who found that the rural and urban teacher trainees do not differ significantly in reference to their emotional intelligence. The results are also in accord with the results of Singaravelu (2007) who found no significant difference in the emotional intelligence of rural and urban primary teachers. Also Bansibhari and Pathan (2004) found no significant difference in the emotional intelligence of urban and rural male and female secondary school teachers.

Therefore the null hypothesis, "There is no significant difference between the emotional

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intelligence of rural and urban students. (Composite Score)", stands accepted.

And the null hypothesis, "There is no significant difference between the emotional intelligence of rural and urban students.(Factor Wise)," stands partially rejected.

Inferential Suggestions

1. The rural students, when admitted to the university, should be encouraged by the university to sensitise them about the problems they may face as there is a vast difference between being at home and in hostellers or on rented accommodations', so that they can develop a positive outlook towards university and try to develop problem focused coping strategies to deal with the day to day problems in the university.
2. The senior students in hostel should be sensitised about the ill effects of ragging on new comers, so that these new comers (rural students) will feel at home at hostel which may lessen their emotional problems.
3. Proper facilities should be created in the hostels so that the students will not find a large gap between the facilities in the hostel and the home.
4. Hostel facilities should be created for all rural students, so that they may not have to face problems on account of residing on accommodation.
5. University students should be provided a chance to take part in co-curricular activities where group cohesiveness and compassion are the major objectives.
6. For development of value orientation participation in the indoor outdoor games, debates and discussions should be encouraged in the university.
7. In urban areas parents should give more time to the children at home so that they may not indulge in activities which are not socially plausible.
8. The problem may be taken for further research on greater area and larger sample size so as to generalise the facts more accurately.

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