

EMOTIONAL INTELLIGENCE AMONG RURAL AND URBAN SECONDARY SCHOOL GIRLS

Sowmyashree K.N¹ Dr.Sreenivasa.M

¹ Research scholar, Department of Psychology, Gnana Bharathi, Bangalore University, Bengaluru. India

² Guide & Associate Professor, Department of Psychology, Gnana Bharathi. Bangalore University, Bengaluru. India.

ABSTRACT: Adolescents go through emotional ups and downs all the time due to change of hormones and for them life without much experience might seem overwhelming and at this juncture, a young adult can feel misguided. Emotional intelligence refers to the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships Emotional Intelligence is highly important in a teen's development. There is considerable evidence pointing to its positive role in helping students deal with stress, develop relationships, and handle the transitions facing them. Present study aims to find out the emotional intelligence among secondary school girls, using random sampling technique 120 (60 urban and 60 rural) girls were taken. An exploratory design was used for the study. Emotional intelligence test developed by Dr.Ekta Sharma (2011) is used to measure emotional intelligence of students. The obtained result of the study revealed there is significant difference among adolescent rural and urban girls on emotional intelligence

KEY WORDS: Emotional intelligence, Adolescence, Rural and Urban Girls.

INTRODUCTION

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping. The developmental stage that occurs from puberty to maturity, lasting from about ages 12 to 18 (there is some debate about the exact age range, but 12-18 is a commonly accepted range). That this is a significant time of change and growth. During this time of life we transition to adulthood.

REVIEW OF LITERATURE

Mohamood Ahamad khan (2015) study was an effort to find out whether geographical differences influence the development of emotional intelligence among students. Study aims to compare the emotional intelligence of rural and urban students. 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.

Joseph (2014) explored the effect of life skills training on the enhancement of emotional intelligence of adolescents in XI standard. Data was collected from 503 students from six higher secondary schools in Chennai City. The Mangal Emotional Effect of Life skills Training on Resilience among School Adolescents 30 Inventory by Mangal and Mangal (2009) was used to identify the measure of emotional intelligence. t-test was used to analyze the results. The findings indicated that life skills training have a significant effect in improving emotional intelligence in adolescents. The study further shows that, life skills have an effect on self-efficacy, self-confidence and self-esteem and well-being.

METHOD

Problem:

Emotional intelligence among rural and urban secondary school girls

Aim:

The aim of the study is to assess the rural and urban secondary school girls on emotional intelligence.

Objectives:

1. To study the emotional intelligence of secondary school girls.
2. Compare rural and urban secondary school girls on emotional intelligence.

Hypotheses:

"There is significant difference among rural and urban secondary school girls on emotional intelligence"

Research Design:

The present research study is exploratory in nature.

Variables:

Independent Variable: Rural and Urban Girls

Dependant Variable: Emotional Intelligence

Sample:

A total of 120 Girls (60 rural and 60 urban girls) belonging to the age group of 13-17 years were included in the study. All the participants were selected based on their geographical background. The samples were selected using simple random sampling.

Material:

Emotional intelligence test developed by Dr.Ekta Sharma in (2011), this test constitutes of 60 items from five domains of emotional intelligence i.e., Self-awareness, Managing Emotions, Motivating oneself, Empathy and Handling relationships. Scoring for each statement in the scale is done in descending/ascending order for determining the emotional intelligence by giving score of 5 for always, 4for often, 3for occasional, 2for rarely, 1for never and reverse for negative items. Higher mean score indicate high level of emotional intelligence and low mean score indicates low level of emotional intelligence.

Procedure:

Subjects were personally contacted to get the consent to be part of the study. The purpose of the study was briefed and rapport was established. The demographic details were collected using information schedule. Emotional intelligence test developed by Dr.Ekta Sharma (2011) was administered according to the instruction given in the manuals. Before administering the test, the participants were allowed to clarify their doubts, if any. After the completion of responses, the questionnaire were collected and analysed using suitable statistical method.

Analysis of Results:

To meet the objective of the study is to examine the Emotional Intelligence among secondary school girls and to find out the difference between rural and urban girls on emotional intelligence. To find out the difference 't' test was calculated, the obtained results has been shown in the Table 1:

Table 1: Shows the Mean, SD and 't' value of Rural and urban secondary school girls on emotional intelligence.

Emotional Intelligence	Variables	Mean	SD	t'-value
	Rural Girls	197.98	34.43	
Urban Girls	228.17	15.06		

S – Not Significant at 0.05

An observation of Table 1 reveals the Mean, SD and 't' Rural and urban secondary school girls on emotional intelligence. The mean scores of rural secondary school girls is 197.98 which is average emotional intelligence, with an SD of 34.43. The mean scores of urban secondary school girls is 228.17 which is indicates high emotional intelligence, with an SD of 24.09. The obtained 't'-value is 6.22 which is significant at 0.05 level. Hence the hypotheses which states that "There is significant difference among rural and urban secondary school girls on emotional intelligence" is accepted.

Limitations:

- Sample size was small when compared with population, so it is difficult to generalize.
- Different Geographical area not considered
- Different age group can be considered for study.

Suggestion:

- More sample size can be taken.
- Different Geographical area and age group can be considered for study.

Discussion & Conclusion:

By looking at the scores rural school girls have obtained higher mean values than urban girls. The probable reasons might be that in the rural environment girls spend most of their leisure time in interacting with other individuals as well as they are in constant touch with nature which enhances their self-awareness, aids in understanding and managing their emotions. Rural girls most of time set their goals realistically keeping in mind the resources available around them. Adolescent rural girls maintain a cordial relationship and they being patient and polite, try to maintain calmly which is integrated with empathy, love and affection due to societal norms and culturally upbringing. Mohammad Muzzafar Lone (2015) conducted study to find out whether geographical differences influence the development of emotional intelligence among rural and urban students. 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

REFERENCES:

- Dr.Ekta Sharma (2011) Manual for Emotional intelligence test, Delhi.Psychoprasad.
- Gangal, M.K and Singh, J. (2012). A study of Emotional Intelligence of Teacher Trainee of Meerut City, International Journal of Behavioral, Social and Movement Sciences, 1, 99-106.
- Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
- Goleman, D. (1995).Emotional Intelligence: Why It Can Matter More Than IQ. Retrived from-
<http://www.danielgoleman.info/blog/> on 20th of April 2014.
- Jain, M. E's Singh, S., (2006). Effect of Emotional Intelligence and personality type on role stress among medico couples. University of Rajasthan, Jaipur.
- Jose, S., Elz, M., and Asif, A., (2014). Life Skills Training as Strength based Approach for Social Work Intervention with Vulnerable Girl Children: The Abhayable Experience. Proceeding of 5th International Conference on Life Skill Education. New Delhi: Excel India Publisher, 395-402.
- Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), Emotional Development and Emotional Intelligence: Implications for Educators (pp. 3-31). New York: Basic Books.
- https://www.researchgate.net/publication/326841742_Emotional_Intelligence_of_Rural_and_Urban_Post_Graduate_Student_s_of_Kashmir_University
- <http://www.ijeprjournal.org/article.asp?issn=2395-2296;year=2017;volume=3;issue=2;spage=83;epage=86;aulast=Ahmed>
- <https://www.psychologytoday.com/intl/basics/emotional-intelligence>

