

# “A STUDY OF EMOTIONAL INTELLIGENCE AMONG URBAN AND RURAL SECONDARY SCHOOL STUDENTS”

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## **Abstract:**

*The present study objectives: The aim of the present research is to investigate of Emotional Intelligence among Secondary School Students*

## **Objective of the study:**

*1) To examine the Emotional Intelligence among urban & rural Secondary School Students*

*2) To investigate the Emotional Intelligence among boys & girls Secondary School Students*

## **Hypotheses:**

*H01. There is no significant difference between urban & rural Secondary School Students on dimension Emotional Intelligence.*

*H02. There is no significant difference between Boys & Girls Secondary School Students on dimension Emotional Intelligence*

## **Sample:**

*For this research work, a purposive random sampling technique was used. The samples were consisting of total 40 respondents including two groups' i.e. 20 Urban and 20 Rural secondary school students from Hingoli district. (Maharashtra State).*

## **Tools:**

*Emotional Intelligence Test constructed & standardized by Ekata Shirma. It consists of 60 sentences and each item provides five alternatives*

## **conclusion:**

*The first conclusion is observed that Urban and Rural secondary school students do not differ significantly on emotional intelligence. and second is observed that boys & girls secondary school students do not differ significantly on emotional intelligence.*

## **Key words:**

*Emotional Intelligence, Secondary School Students.*

## **Introduction:**

Emotion is very important in human life. The term emotional intelligence was created by two researchers Peter Salovey and John Mayer in their article emotional intelligence in the journal *Imagination, Cognition and Personality* in 1990. Then

Salovey and Sluyter focus on emotional intelligence in his emotional intelligence book in 1995. Salovey says one statement is that general intelligence will help you get a job while emotional intelligence will help you get a promotion.

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. Salovey's emotional intelligence theory outlines five components: self-awareness, self-regulation,

Motivation, empathy, and social skills.

## **Operational definitions of the terms**

Emotional Intelligence refers to a set of experiences, including self-awareness, managing emotions, motivating oneself, empathy, and handling relationships

## **Review of literature**

**M. Kumar (2020)** the present study researcher finds out this problem: A Study on the Emotional Intelligence of Higher Secondary School Students. The main objective is to find out the level of emotional intelligence of higher secondary school students. Hypothesis of this study is: The higher secondary school students have low emotional intelligence. The present study was an attempt to study the emotional intelligence of higher secondary school students. A random sampling method was used. The sample consisted of 300 higher secondary school students

The result shows that emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's emotional intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

**Mahfooz Alam (2018)** in this study researcher finds out the problem: emotional intelligence of adolescent students with respect to the type of school, area, and gender. The study was conducted on 200 adolescents (100 boys, 100 girls) studying in senior secondary schools selected purposively from East Singhbhum, Jharkhand. Their ages range from

16 to 20 years. Emotional Intelligence Inventory by Mangal and Mangal (2004) was used to collect the necessary data. To find out the significance of the difference between the various comparison groups “t” test was applied. Results showed that secondary school students differed significantly in terms of the nature of school and gender on emotional intelligence. Result further revealed in relation to area students did not differ significantly in their emotional intelligence.

**Research Method:**

**Statement of the Problem:**

To Study of Emotional Intelligence among Urban and Rural Secondary School Students

**Aim of the study:**

The aim of the present research is to investigate Emotional Intelligence among Urban and Rural Secondary School Students.

**Objective of the study:**

1. To examine the Emotional Intelligence among urban & rural Secondary School Students
2. To investigate the Emotional Intelligence among boys & girls Secondary School Students

**Hypotheses**

- H01) There is no significant differences between Urban & Rural Secondary School Students on dimension Emotional Intelligence.
- H02) There is no significant differences between Boys & Girls Secondary School Students on dimension Emotional Intelligence.

**Participant:**

For this research work, a purposive random sampling technique was used. The samples were

consisting of total 40 respondents including two groups’ i.e.20 urban and 20 rural Secondary School Students

From Hingoli District (Maharashtra State). Both groups were made with equal number. Again both groups were sub divided into two according to gender, namely boys (n=10) and girls (n=10) .The age level, educational status and nativity of the respondents were controlled to a certain extent i.e., age ranges between 10-17 years and educational status 10th class Secondary School Students.

**Tool:**

**Emotional Intelligence Test:**

This test was constructed & standardized by Dr. Ekta Sharma. It consists of 60 sentences and each item provides five alternatives. Giving a score ranging from 5 to 1 correspondingly showing the degree of occurrence of emotion on a 5-point scale ranging from always, most often, occasionally, and rarely and never. The negative items were scored in reverse order. The expected score may range from 60-300with high score showing high degree of emotional intelligence and low score showing low degree of emotional intelligence.

**Variable:**

There were two variable one is independent and another is dependent variables, which were taken into consideration in the present investigation given below.

**Independent Variables:**

- 1) Type of Area a) Urban b) Rural
- 2) Gender :a) Boys b) Girls

**Dependent variables:**

- 1) Emotional Intelligence

**Research Design:**

**Table No. 1.1**  
**2 X 2 Factorial Design**

<u>Area A</u>			
<u>A<sub>1</sub></u> (Urban students )		<u>A<sub>2</sub></u> (Rural Students)	
<u>Gender B</u>	<u>B<sub>1</sub></u> (boys)	<u>A<sub>1</sub>B<sub>1</sub></u>	<u>A<sub>2</sub>B<sub>1</sub></u>
	<u>B<sub>2</sub></u> (girls)	<u>A<sub>1</sub>B<sub>2</sub></u>	<u>A<sub>2</sub>B<sub>2</sub></u>

**Procedure of Data Collection:**

The data were collected personally from the urban & rural secondary school on different occasions employing the tools, The tools were administered in manageable batches of about 10

students, The testing sessions were about 45 minutes duration, with a rest pause of 10-15 minutes. Their seating arrangement was made in a class room. Sufficient distance between the two

subjects was kept, so that one cannot easily see the answer written by other.

**Statistical Technique:**

The data were analyzed as follows; the mean and standard deviation for respondents on Emotional

Intelligence. t test were used analyze the raw scores.

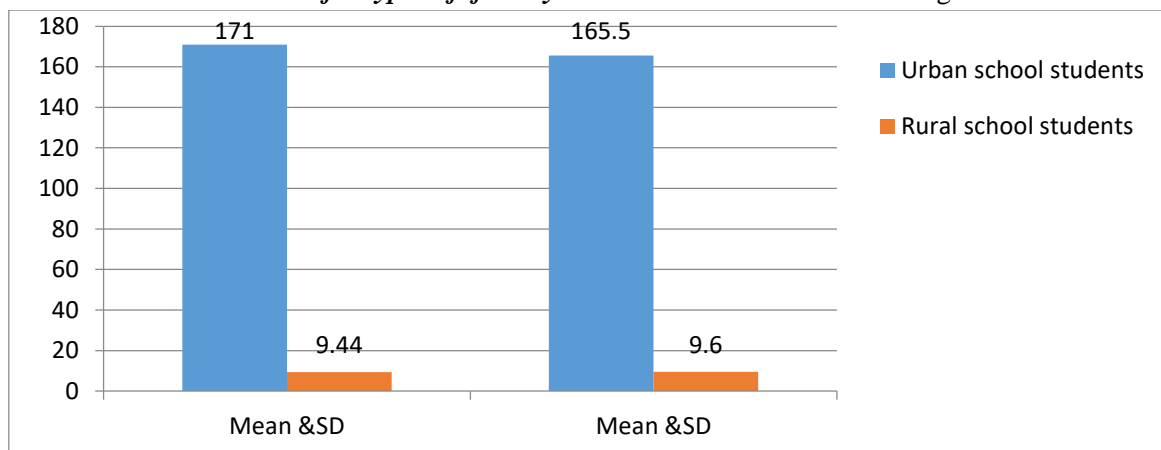
H01) There is no significant differences between urban & rural Secondary School Students on dimension Emotional Intelligence

Table no.1.2  
 Mean & SD and t value of types of faculty on dimension Emotional Intelligence

Type of Area	Sample	Mean	SD	df	t value
Urban school Students	20	171	9.44	38	1.8268
Rural school Students	20	165.5	9.6	38	

*Figur No.1.1*

*Mean & SD for types of faculty on dimension Emotional Intelligence*



The result table1.2 and figure 1.1. Indicates the mean and standard deviation urban Secondary School Students and rural Secondary School Students on dimension Emotional Intelligence. The mean score was found to be differ for urban Secondary School Students and rural Secondary School Students on dimension Emotional Intelligence. as urban Secondary School Students obtained M= 171, SD = 9.44 respectively. The “t” score of is significant at 0.05 level. and rural Secondary School Students obtained M=165.5 &

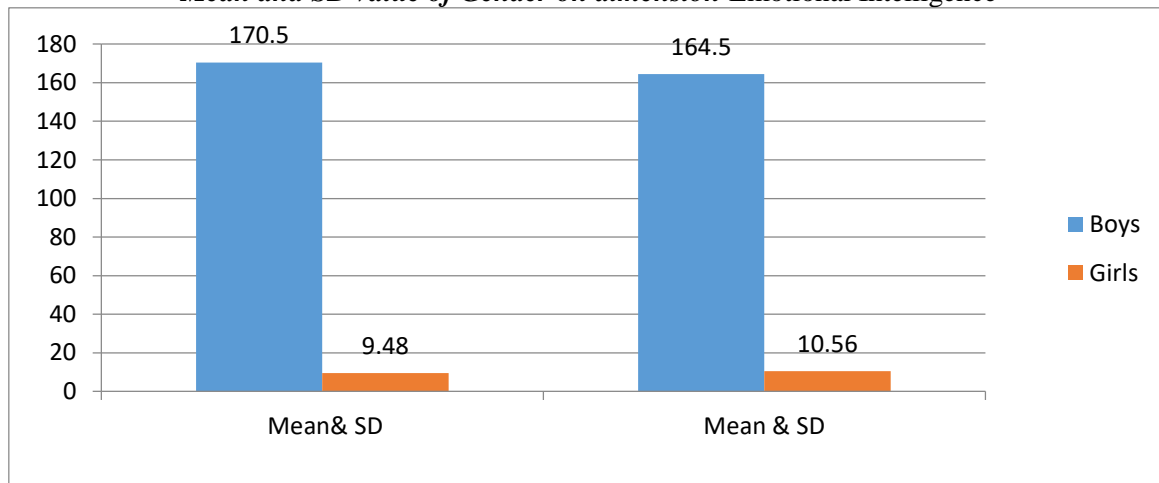
SD=9.6 respectively. The “t” score of is significant at 0.05 level it can be said that H01 “There is no significant difference between urban and Rural Secondary School Students on emotional intelligence”. Is not to be rejected. it is observed that Urban and Rural secondary school students do not differ significantly on emotional intelligence.

H02) There is no significant differences between Boys & Girls Secondary School Students on dimension Emotional Intelligence

Table no.1.3  
 Mean & SD and t value of types of gender on dimension Emotional Intelligence

Type of Area	Sample	Mean	SD	df	t value
Urban school Students	20	170.5	9.48	38	1.8908
Rural school Students	20	164.5	10.56	38	

**Figur No.1.2**  
**Mean and SD value of Gender on dimension Emotional Intelligence**



The result table no.1.3 and figure no.1.2 illustrate the mean and standard deviation of boys and girls Secondary School Students on dimension Emotional Intelligence

The mean and SD scores were found to be differ for boys and girls Secondary School Students on dimension Emotional Intelligence as boy’s students obtained  $M=170.5$  &  $SD =9.48$  and girls students obtained  $M=164.5$  &  $SD =10.56$  respectively. The “t” score of is significant at 0.05 level. It can be said that  $H_0$  “There is no significant difference between boys & girls secondary school students on Emotional Intelligence.” is not to be rejected. It is observed that boys & girls secondary school students do not differ significantly on emotional intelligence.

**Conclusion:**

The first conclusion is observed that Urban and Rural secondary school students do not differ significantly on emotional intelligence. and second is observed that boys & girls secondary school

students do not differ significantly on emotional intelligence

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