

A Comparative Study of Emotional Intelligence Between Senior Secondary Girls and Boys in Urban and Rural Area in West Delhi

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ABSTRACT

Human beings have emotions. It is depending on our emotions how we behave and think. It has been said by many psychologists that success of an individual does not only depends on their intelligent quotient but there are many factors. Emotional intelligence plays a crucial role in an individual's life. This paper is the study of emotional intelligence of urban and rural senior secondary students. **Objectives** – 1. To study emotional intelligence of girls' and boys' urban students with regard to their different constituent aspect of emotional intelligence, 2. To study emotional intelligence of girls' and boys' rural students with regard to their different constituent aspect of emotional intelligence. **Hypothesis** – 1. There is no difference in emotional intelligence of girls' and boys' urban students with regard to their different constituent aspect of emotional intelligence, 2. There is no difference in emotional intelligence of girls' and boys' rural students with regard to their different constituent aspect of emotional intelligence. **Methodology**. Sample- Total sample of present study are 100 students selected from different schools of urban and rural area, in which 50 girls' and 50 boys' studying in 12th class were selected randomly. **Variables**- Dependent variable is emotional intelligence and independent variables is gender. **Research tool** – Emotional Intelligence Scale by Dr. Arun Kumar and Prof. Suraksha Pal. **Statistical tools** – Means, standard deviations and t test used. **Conclusions** – Self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Maturity and Empathy between rural students don't differ significantly. Whereas Self-awareness, maturity, social skills and empathy between girls and boys of urban area differ significantly.

Keywords: Emotional intelligence, Urban, Rural, Girls, Boys

Emotional intelligence is a new concept of this century. In 1990 'Peter and Salovey' came up with this term and explained the benefits of emotional intelligence in an individual's life. They defined it as the "ability to control one's own and other emotions and feelings". It is a skill helps in perceiving and manage emotions. However, the Bar-On study is one of the convincing theories that emotional intelligence resides in brain areas distinct from those for Intelligence quotient. They said that the success of an individual doesn't depend on an intelligent quotient but it is also depending on emotional quotient. One

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needs to be emotionally intelligent to perform better actions in personal and professional life.

High EI gives the strength to handle negativity, build self-confidence, and present you in a constructive way. It involves mindfulness, controlling your emotions, actions and thoughts, self-motivation, empathy and effective communication. A child is born with some emotions, but it is not fixed genetically. Anyone can learn or develop his EI at any point and can change his approach toward life.

Goleman (1995) has done lot of research work on the concept of emotional intelligence. His theory of emotions was widely accepted by psychologists. According to him the area in brain responsible for high emotional intelligence is right somatosensory cortex, he also claimed that injury in this part can create a deficiency in self-awareness as well as in empathy. He also developed a 5-rating scale on emotional intelligence divided into 5 sub – dimensions. These dimensions are Self- awareness, Managing emotions, Maturity, Empathy and Social skill.

Five dimensions of Emotional Intelligence given by Goleman (1995)

Self-awareness is the ability to recognizing the feelings of yourself.
Managing emotions is the way of handling feelings like fears, anxieties, anger and sadness.
Maturity deals with emotional self-control.
Empathy means sensitivity to others feelings and emotions.
Social skill and social competencies are the capacity for understanding the way others are thinking.

REVIEW OF LITERATURE

Joiceswarnalathe R. (2015) conducted “A study on the emotional intelligence levels of the urban students and the rural students- with special reference to SVIM”. Students of MBA from the first year were selected from random sampling technique. Emotional intelligence levels of the urban students are high to that of the rural students and GPA is high among the rural students.

Ozlu Z. & Apay S. (2016) study a “Comparison of the emotional intelligence levels of students receiving education in different fields”. Sample consisted 305 senior students receiving education in different fields from Ataturk University. Results showed that the emotional intelligence level was determined to be lower in natural Sciences students and moderate in students of health and Social Sciences.

Afifi Mustafa (2016) studies “Emotional intelligence, Self-efficacy, and academic achievement among university students”. 152 nursing students and 192 from media and mass communication colleges were included in the study. Female university students showed higher GPA and emotional intelligence scores than males. The mean of Emotional intelligence was significantly higher among non-medical students as compared to the nursing students. The mean score of emotional intelligence was higher among the group with top 10th percentile of GPA.

Jaya Wardane P. & Senarath U. (2017) studied “Emotional intelligence and academic performance of medical undergraduates; across sectional study in a university in Sri Lanka”.

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130 MBBS final examination students were selected for this study. Emotional intelligence and academic achievement were better in those who were emotionally intelligent. Emotionally development skill development might enhance academic performance of medical under graduates in Sri Lanka.

Objectives

- To study emotional intelligence of girls' and boys' urban students with regard to their different constituent aspect of emotional intelligence.
- To study emotional intelligence of girls' and boys' rural students with regard to their different constituent aspect of emotional intelligence.

Hypothesis

- There is no difference in Self-Awareness of senior secondary girls and boys of rural area.
- There is no difference in managing emotions of senior secondary girls and boys of rural area.
- There is no difference in maturity of senior secondary girls and boys of rural area.
- There is no difference in Empathy of senior secondary girls and boys of rural area.
- There is no difference in social skills of senior secondary girls and boys of rural area.
- There is no difference in Self-Awareness of senior secondary girls and boys of Urban area.
- There is no difference in managing emotions of senior secondary girls and boys of Urban area.
- There is no difference in maturity of senior secondary girls and boys of Urban area.
- There is no difference in Empathy of senior secondary girls and boys of Urban area.
- There is no difference in social skills of senior secondary girls and boys of Urban area.

METHODOLOGY

Design

This research compares the emotional intelligence of girls and boys studying in senior secondary schools of West Delhi. This research attempts to establish if there is any difference in their Emotional intelligence or their different constituents' aspects self - awareness, maturity, empathy, managing emotions and social skills.

Sample

Respondents were selected from 11th and 12th class from the schools of urban and rural area. 100 respondents selected randomly, 50 girls and 50 boys.

Tools for data collection

Emotional intelligence tool has been used developed by Dr. Arun Kumar and Prof. Suraksha Pal. This tool has 64 items for measuring the different dimensions of emotional intelligence. Split half and test- retest method was used to test its reliability. The reliability of test is .89 and .81 respectively. Concurrent validity obtained is .62.

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RESULT AND DISCUSSION

Table A-Mean, Standard Deviation and t ration of Self-Awareness between senior secondary girls and boys of Rural area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Self-Awareness	Girls	66.8	9.96	50	.11	Not Significant
	Boys	64	8	50		

‘t’ value .11 < table value 2.06 (at 0.05 level); 2.78 (at 0.01 level)

From table A, it can be observed that the t-value of .11 was found not significant at 0.05 level. This indicates that Self-Awareness between senior secondary girls and boys of rural area differ significantly. So, the null hypothesis is rejected.

Table B-Mean, Standard Deviation and t ration of Managing Emotions between senior secondary girls and boys of Rural area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Managing Emotions	Girls	67.96	7.09	50	2.25	Significant
	Boys	58.92	10.22	50		

‘t’ value 2.25 > table value 2.06 (at 0.05 level); 2.78 (at 0.01 level)

From table B, it can be observed that the t-value of 2.25 was found significant at 0.05 level. This indicates that managing emotions between senior secondary girls and boys of rural don’t differ significantly. So, the null hypothesis is accepted.

Table C-Mean, Standard Deviation and t ration of Maturity between senior secondary girls and boys of Rural area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Maturity	Girls	60.28	8.07	50	.65	Not Significant
	Boys	59.24	10.75	50		

‘t’ value .65 < table value 2.06 (at 0.05 level); 2.78(at 0.01 level)

From table C, it can be observed that the t-value of .65 was found not significant at 0.05 level. This indicates that maturity between senior secondary girls and boys of rural area differ significantly. So, the null hypothesis is rejected.

Table D-Mean, Standard Deviation and t ration of Empathy between senior secondary girls and boys of Rural area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Empathy	Girls	63.56	6.31	50	2.26	Significant
	Boys	54.76	10.34	50		

‘t’ value 2.26 > table value 2.06 (at 0.05 level)

From table D, it can be observed that the t-value of 2.26 was found significant at 0.05 level. This indicates that Empathy between senior secondary girls and boys of rural area do not differ significantly. So, the null hypothesis is accepted.

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Table E-Mean, Standard Deviation and t ration of Social Skills between senior secondary girls and boys of Rural area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Social Skills	Girls	63.48	7.83	50	.98	Not Significant
	Boys	63.44	7.99	50		

‘t’ value .98 < table value 2.06 (at 0.05 level) ; 2.78(at 0.01 level)

From table E, it can be observed that the t-value of .98 was not found significant at 0.05 level. This indicates that social skills between senior secondary girls and boys of rural area differ significantly. So, the null hypothesis is rejected.

Table F-Mean, Standard Deviation and t ration of Self-Awareness between senior secondary girls and boys of Urban area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Self-Awareness	Girls	63.88	9.52	50	.34	Not Significant
	Boys	61.28	9.56	50		

‘t’ value .34 < table value 2.06 (at 0.05 level); 2.78 (at 0.01 level)

From table F, it can be observed that the t-value of .34 was found not significant at 0.05 level. This indicates that Self-Awareness between senior secondary girls and boys of urban area differ significantly. So, the null hypothesis is rejected.

Table G-Mean, Standard Deviation and t ration of Managing Emotions between senior secondary girls and boys of Urban area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Managing Emotions	Girls	63.16	9.34	50	.89	Not Significant
	Boys	62.84	8.86	50		

‘t’ value .89 < table value 2.06 (at 0.05 level); 2.78 (at 0.01 level)

From table G, it can be observed that the t-value of .89 was found not significant at 0.05 level. This indicates that managing emotions between senior secondary girls and boys of urban differ significantly. So, the null hypothesis is rejected.

Table H-Mean, Standard Deviation and t ration of Maturity between senior secondary girls and boys of Urban area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Maturity	Girls	61.64	9.46	50	.39	Not Significant
	Boys	60.04	6.64	50		

‘t’ value .39 < table value 2.06 (at 0.05 level); 2.78(at 0.01 level)

From table H, it can be observed that the t-value of .39 was found not significant at 0.05 level. This indicates that maturity between senior secondary girls and boys of urban area differ significantly. So, the null hypothesis is rejected.

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Table I-Mean, Standard Deviation and t ration of Empathy between senior secondary girls and boys of Urban area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Empathy	Girls	61.08	6.75	50	.53	Not Significant
	Boys	60.04	7.48	50		

‘t’ value .53 < table value 2.06 (at 0.05 level); 2.78(at 0.01 level)

From table I, it can be observed that the t-value of .53 was found not significant at 0.05 level. This indicates that empathy between senior secondary girls and boys of urban area differ significantly. So, the null hypothesis is rejected.

Table J-Mean, Standard Deviation and t ration of Social Skills between senior secondary girls and boys of Urban area

	Gender	Mean	Standard Deviation	Sample	t result	Remarks
Social Skills	Girls	63.48	7.83	50	.22	Not Significant
	Boys	61.36	6.71	50		

‘t’ value .22 < table value 2.06 (at 0.05 level); 2.78(at 0.01 level)

From table J, it can be observed that the t-value of .22 was found not significant at 0.05 level. This indicates that social skills between senior secondary girls and boys of urban area differ significantly. So, the null hypothesis is rejected.

DISCUSSION

From the present study of emotional intelligence suggests that self-awareness, maturity, social skills between girls and boys of rural area differ significantly. Managing Emotions and Empathy between rural students don’t differ significantly. Whereas Self-awareness, maturity, social skills, managing emotions, empathy between girls and boys of urban area differ significantly.

CONCLUSION

From above research we found that there is no significant difference in Self-Awareness, maturity, social skills of senior secondary girls and boys of rural area and there is a significant difference in managing emotions and empathy of senior secondary girls and boys of rural area.

There is no significant difference in Self-Awareness, managing emotions, maturity, empathy and social skills of senior secondary girls and boys of Urban area.

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Conflict of Interest

The author declared no conflict of interest.

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