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Research Article

EMOTIONAL INTELLIGENCE OF POST GRADUATE FEMALE STUDENTS, COMPARISON BETWEEN RURAL AND URBAN AREAS

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ABSTRACT

Emotional intelligence of humans depends on experiences in family and living environment. It is believed that rural people give more importance for human relationships, values and emotions compared to urban. So, we may expect high EI for rural students. In particular many psychologists hypothesized more EI for female students. For this, a comparative study has taken up on EI of rural and urban female students of Acharya Nagarjuna University, Andhra Pradesh, India. Data are collected from 382 female, out of which 246 are from rural area and 136 from urban. The results suggest that urban students have comparatively high IAA, IEA, IAM, and IEM. Overall EI is more for urban students.

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INTRODUCTION

Emotional Intelligence (EI) becomes an important research area for psychologists. A good deal of our successes and failures in life are not attributed to our cognitive abilities as measured by tests of IQ, but rather are attributable to our abilities to form and maintain social relationships, portray ourselves positively, and maintain how others perceive us (Richburg, 2002 in Charan Singh, 2015).

Women have higher emotional intelligence ability than men (Joseph and Daniel, 2010; Smieja *et al.*, 2014; Thompson *et al.*, 2014; Christov *et al.*, 2014; Frank *et al.*, 2014; Hertenstein *et al.*, 2011; Kret *et al.*, 2012; Chandra *et al.*, 2017; Ranasinghe *et al.*, 2017; Joshi and Dutta, 2014; Domakani *et al.*, 2014; Katyal and Awasthi, 2005). However, in some studies the results are not consistent (Aquino, 2003; Bar-On, 1997; Brackett, *et al.*, 2006; Brown and Schutte, 2006; Myint and Aung, 2016).

Anne and Anne (1999) indicated that there are differences between males and females in expressing their excitement and their emotions in light of those surrounding them. They studied 68 students (33 female and 34 male) of university level, on personal information (social and economic prestige a

residential area and educational qualifications. The results of study demonstrated that males gave more free expression of emotion in the presence of experienced persons, and the differences are attributed to social and economic prestige and residential (housing) area. Sankara Pitchaiah (2018) studied the relation between gender and EI on University students, Andhra Pradesh, India. Results indicate that female students show little more Intrapersonal Awareness and Interpersonal Management abilities than male. Male students show higher Intrapersonal Management ability and both categories show similar Interpersonal Awareness ability. As a whole, the female students show high EI compared to male students.

In the light of the above the present study is aimed to observe the relation between residence (rural and urban areas) and emotional intelligence of female students of Acharya Nagarjuna University, Andhra Pradesh, India.

METHODOLOGY

Purposive random sampling was adopted and the size of the sample is 382 female students (Rural 246; Urban 136). The author utilized one standardized test i.e., Mangal emotional Intelligence Inventory (2004) for collecting the data. Response was taken on four areas of emotional intelligence, i.e., 1.

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Intrapersonal Awareness (IAA) 2. Interpersonal Awareness (IEA) 3. Intrapersonal Management (IAM) and 4. Interpersonal Management (IEM). Residential background is collected and statistical techniques are utilized for analyzing the data.

Operational Definitions of the Key Terms

- **Emotional Intelligence (EI):** The ability to perceive, understand and managing personal feelings and those of others.
- **Intrapersonal Awareness (IAA):** Knowing about one’s own emotions. It can be defined as the ability to know and understand one's self.
- **Interpersonal Awareness (IEA):** Knowing about other’s emotions. Interpersonal Awareness can be defined as the ability to know and understand others. It is the understanding other’s emotions with a positive attitude and long association.
- **Intrapersonal Management (IAM):** Managing one’s own emotions. Self-Management is the understanding own emotions and accepting deficit adopting suitable techniques.
- **Interpersonal Management (IEM):** Managing other’s emotions. Interpersonal Management is the understanding others emotions and adopting suitable techniques.

RESULTS AND DISCUSSION

Percent Variation

Percent variation of various categories of EI and its areas are presented.

IAA

22.12% of rural and 29.49% of urban Female students show V.good and good categories of IAA. Significantly, 18.58% rural students belong to poor IAA compared to 10.26% urban students. So, relatively urban students have more understanding about own emotions (Table 1; Figure 1).

Table 1 Relation between IAA and residence

Category	Rural	Urban
Very Good	0.88	1.28
Good	21.24	28.21
Average	56.64	57.69
Poor	18.58	10.26
Very Poor	2.65	2.56
TOTAL	100.00	100.00

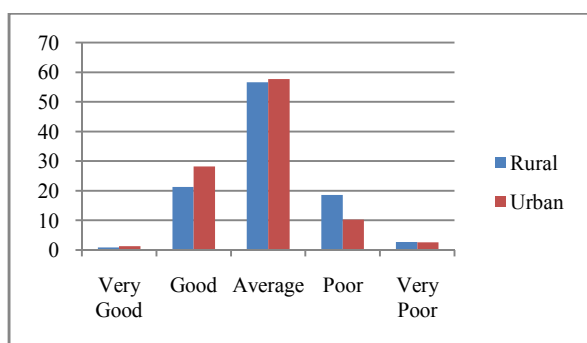


Fig 1 Relation between IAA and residence

IEA

There is a clear difference in understanding other’s emotions between rural and urban females. 13.27% of female from rural area shows good IEA and the percentage is high (23.08%) for urban female (Table 2 and Figure 2). 58.41% of rural students have average IEA compared to 48.72% of urban. So, the urban students show ability in understanding other’s emotions efficiently than rural female.

Table 2 Relation between IEA and residence

Category	Rural	Urban
Very Good	0.00	0.00
Good	13.27	23.08
Average	58.41	48.72
Poor	23.89	24.36
Very Poor	4.42	3.85
Total	100.00	100.00

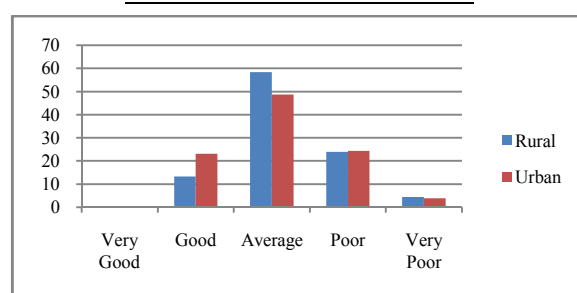


Fig 2 Relation between IEA and residence

IAM

The pattern is more or less similar in managing own emotions compared to other areas of EI i.e., IAA and IEA. 14.10% of urban and 10.62% for rural students show good IAM (Table 3; Figure 3).

Table 3 Relation between IAM and residence

Category	Rural	Urban
Very Good	0.00	0.00
Good	10.62	14.10
Average	45.13	41.03
Poor	32.74	34.62
Very Poor	11.50	10.26
Total	100.00	100.00

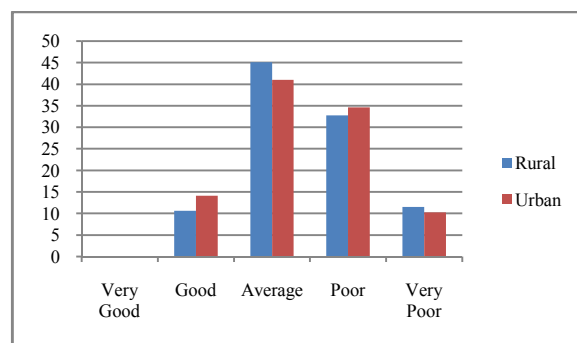


Fig 3 Relation between IAM and residence

IEM

21.24% rural female fell in poor and V.poor categories where the percentage is only 7.69% for urban (Table 4 Figure 4). In

this area of EI also urban students show comparatively high management ability in relation to managing other's emotions.

Table 4 Relation between IEM and residence

Category	Rural	Urban
Very Good	0.00	0.00
Good	16.81	16.67
Average	61.95	75.64
Poor	19.47	6.41
Very Poor	1.77	1.28
TOTAL	100.00	100.00

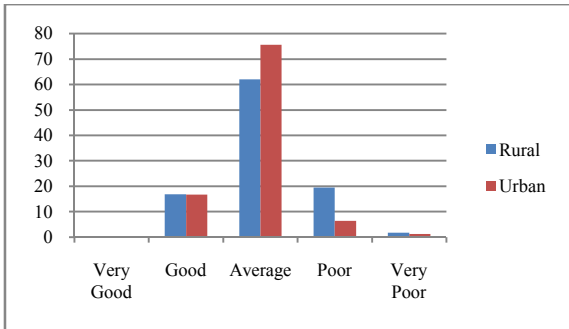


Fig 4 Relation between IEM and residence

EI

There is a significant variation between rural and urban female EI. The percentages are 32.74% and 23.07% for rural and urban female respectively in poor and V.poor categories (Table 5; Figure 5).

Table 5 Relation between EI and residence

Category	Rural	Urban
Very Good	0.88	0.00
Good	13.27	16.67
Average	53.10	60.26
Poor	25.66	20.51
Very Poor	7.08	2.56
TOTAL	100.00	100.00

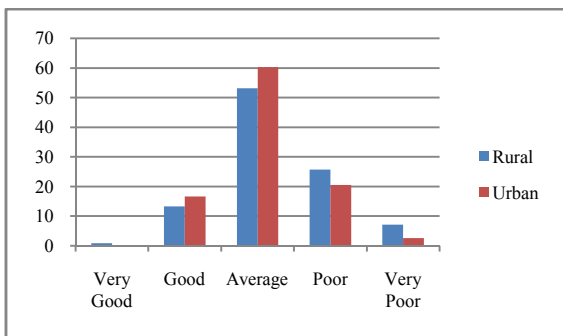


Fig.5 Relation between EI and residence

Mean Variation

Significance of Mean Variation with reference to EI and its areas are explained.

IAA

Urban females show comparatively high IAA (mean difference 0.87). The results are shown in table 6.

IEA

The results are almost similar to IAA. The mean difference between urban and rural is 0.60(Table 6).

IAM

There is no significant difference between rural and urbanfemales in managing own emotions (mean difference: 0.13).

IEM

Urban female show high IEM (0.76.) (Table 7).

EI

The urban females significantly show high EI compared to rural (mean difference: 2.36) (Table 8). In the present study urban students show more ability in all the ares of EI and overall EI

Table 6 Statistical relation between residence and IAA and IEA

P	IAA		IEA	
	Rural	Urban	Rural	Urban
M	16.67	17.54	15.61	16.21
SE	0.233	0.272	0.24	0.291
SD	3.504	3.391	3.611	3.64

P- Parameter, M-Mean, SE-Standard Error, SD-Standard Deviation

Table 7 Statistical relation between residence IAM and IEM

P	IAM		IEM	
	Rural	Urban	Rural	Urban
M	15.77	15.9	RURAL	URBAN
SE	0.235	0.307	17.62	18.38
SD	3.528	3.831	0.189	0.175

P- Parameter, M-Mean, SE-Standard Error, SD-Standard Deviation

Table 8 Statistical relation between residence and EI

Parameter	EI	
	Rural	Urban
Mean	65.67	68.03
Standard Error	0.704	0.748
Standard Deviation	10.587	9.345

Table 9a Results of Chi-Square test

Area	Residence	Categories					Total
		VG	G	Av	P	VP	
IAA	Rural	2	52	139	46	7	246
	Urban	2	38	78	14	3	136
	Total	4	90	217	60	10	382
IEA	Rural	0	33	144	59	11	246
	Urban	0	31	66	33	5	136
	Total	0	64	210	92	16	382
IAM	Rural	0	26	111	81	28	246
	Urban	0	19	56	47	14	136
	Total	0	45	167	128	42	382
IEM	Rural	0	41	152	48	4	246
	Urban	0	23	103	9	2	136
	Total	0	64	255	57	6	382
EI	Rural	2	33	131	63	17	246
	Urban	0	23	82	28	3	136
	Total	2	56	213	91	20	382

VG-Very Good, G-Good, AV-Average, VP-Very Poor

Table 9b Results of Chi-Square test

Area	Residence	Pearson Chi-Square		
		Value	df	Significance
IAA	Rural	0.749	4	0.945
	Urban			
IEA	Rural	1.222	3	0.748
	Urban			

IAM	Rural	4.210	3	0.240
	Urban			
IEM	Rural	6.490	4	0.165
	Urban			
EI	Rural	5.269	4	0.261
	Urban			

From the Chi-Square test no significant relation is found between residence and EI areas (Table 9).

Ahmadi and Alitha, (2007) studied and disclosed nature of the relationship between emotional intelligence and variables (gender, age, socio-cultural situation of family), with a sample of 126 school girls in Taibah University in Medinah. He felt that statistically significant differences attributable to variables. Osman (2015) identified the differences between degrees of emotional intelligence, and area variable which the student resides. The study was carried out on the male students of 5th and 6th class (n=477) primary school, Mjmaah governorate (Saudi Arabia) and covered cities, villages and emigration) and sample reached (477 students from male at fifth and sixth class). The results found differences between the students of city, village and emigration in total degree of emotional intelligence and its components (Facilitate the emotions of thinking (FET), empathy, motivation emotional awareness, organizing and managing emotions, and temperamental case) and has varied in favor of city, village and emigration. Joiceswarnalatha. (2015) chosen the students from Sree Vidyanikethan Institute of Management having rural and urban students. 78 students selected (34 rural and 44 Urban) and concluded that the EI levels of the urban students is higher than the rural students.

Charan Singh, (2015) compared the Emotional intelligence between rural and urban girl students of Haryana. 300 girl students were selected equally from different colleges, i.e. Degree College, B.Ed. College, and D.Ed. College through random sampling technique. The results show that rural girl students were found to have more self-motivation emotional intelligence, emotional stability, managing emotional intelligence, commitment intelligence, value orientation as compared to urban girl students.

Lal Kumar A C (2016) randomly selected 200 rural and urban higher secondary students from various schools of vellore City. The study revealed that there is no significant difference between emotional intelligence of rural and urban students.

CONCLUSION

Most of the earlier studies supported that rural female students have more EI than urban. Some studies produced inconsistent results. The present study clearly indicated that urban female student's have high ability in understanding and managing own and other's emotions. The overall EI also high for urban students compared to rural.

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