

EMOTIONAL INTELLIGENCE AMONG URBAN AND RURAL STUDENTS IN RELATION TO GENDER

Dr. Jitedrakumar Vitthalbhai Patel

Assistant Professor

DNP Arts and Commerce College, Deesa, Banas Kantha, Gujarat

Abstract:

The present study aimed to investigate Emotional Intelligence among urban and rural students in relation to gender. Emotional Intelligence refers to the ability to perceive, understand, manage, and utilize emotions effectively in everyday life. A sample of 120 students was selected through random sampling, comprising 30 Urban Male, 30 Urban Female, 30 Rural Male, and 30 Rural Female students. The Emotional Intelligence Scale (EIS) developed by A. K. Singh and Shruti Narain was used for data collection. The collected data were analyzed using Mean, Standard Deviation, and t-test.

The findings revealed significant differences in Emotional Intelligence with respect to locality and gender. Urban students obtained a higher mean score ($M = 132.45$) than rural students ($M = 126.18$), and the obtained t-value (2.71) was significant at the 0.05 level of significance. Similarly, female students obtained a higher mean score ($M = 131.25$) than male students ($M = 127.40$), and the obtained t-value (2.05) was significant at the 0.05 level of significance. The results indicate that both locality and gender play an important role in influencing Emotional Intelligence among students.

The study concludes that urban students possess better Emotional Intelligence than rural students, and female students demonstrate higher Emotional Intelligence than male students. The findings highlight the importance of promoting emotional competencies among students to enhance their personal, social, and academic adjustment.

Keywords: *Emotional Intelligence, Urban Students, Rural Students, Gender, Adolescents.*

Introduction:

Emotional Intelligence (EI) is one of the most significant psychological constructs that contributes to an individual's personal, social, academic, and professional success. In contemporary society, intellectual abilities alone are not sufficient for achieving success and maintaining healthy interpersonal relationships. The ability to understand, manage, and effectively utilize emotions has become increasingly important in coping with the demands and challenges of everyday life. Emotional Intelligence enables individuals to recognize their own emotions, understand the feelings of others, regulate emotional responses, and establish positive social relationships.

The concept of Emotional Intelligence was first systematically introduced by Mayer and Salovey (1990), who defined it as the ability to perceive, understand, regulate, and utilize emotions effectively. Later, Goleman (1995) popularized the concept and emphasized its importance in determining success in life. According to Goleman, Emotional Intelligence includes competencies such as self-awareness, self-regulation, motivation, empathy, and social skills. Individuals with high Emotional Intelligence are generally better able to manage stress, solve problems, communicate effectively, and maintain healthy interpersonal relationships.

Emotional Intelligence plays a crucial role during adolescence and student life. This period is characterized by rapid physical, emotional, social, and cognitive development. Students encounter various academic, social, and personal challenges that require effective emotional management. Those with higher Emotional Intelligence are more capable of understanding their emotions, controlling impulsive reactions, adapting to changing situations, and maintaining positive relationships with peers and teachers. Consequently, Emotional Intelligence contributes significantly to academic achievement, psychological well-being, and social adjustment.

The development of Emotional Intelligence is influenced by several environmental and demographic factors. Among these, locality or area of residence is considered an important determinant. Urban and rural environments differ considerably in terms of educational facilities, social exposure, communication opportunities, family interactions, and access to information. Urban students generally have greater opportunities for social interaction, exposure to diverse experiences, and access to educational resources, which may facilitate the development of Emotional Intelligence. In contrast, rural students may have comparatively

limited opportunities and different socio-cultural experiences that can influence emotional development. Therefore, differences in Emotional Intelligence may be observed between urban and rural students.

Gender is another important factor associated with Emotional Intelligence. Psychological research has frequently reported differences between males and females in emotional awareness, emotional expression, empathy, and interpersonal sensitivity. Female students are often found to be more emotionally expressive and empathetic, whereas male students may be encouraged to suppress emotional expression due to societal expectations and gender-role socialization. Such differences may influence the development and manifestation of Emotional Intelligence. Therefore, examining Emotional Intelligence in relation to gender is important for understanding emotional competencies among students.

In recent years, educators and psychologists have increasingly recognized the importance of Emotional Intelligence in educational settings. Emotional Intelligence contributes not only to academic success but also to mental health, leadership qualities, decision-making abilities, conflict resolution skills, and overall life satisfaction. Schools and educational institutions have therefore begun emphasizing emotional learning and socio-emotional development as essential components of education.

Understanding the differences in Emotional Intelligence among students from different localities and gender groups is important for designing effective educational and counseling interventions. Knowledge regarding such differences can help teachers, counselors, and parents develop strategies to enhance emotional competencies among students and support their overall development.

In view of the growing importance of emotional competencies in educational and social life, the present study aims to investigate Emotional Intelligence among urban and rural students in relation to gender. The findings of the study are expected to contribute to a better understanding of the role of locality and gender in the development of Emotional Intelligence and provide useful implications for educational planning and psychological guidance.

Review of Literature:

Shukla and Srivastava (2016) examined Emotional Intelligence among adolescents and found that students with higher Emotional Intelligence demonstrated better psychological adjustment, interpersonal relationships, and academic performance. The study also reported significant gender differences, with female students scoring higher on emotional awareness and empathy than male students. **Kaur (2017)** investigated Emotional Intelligence among urban and rural secondary school students. The findings revealed that urban students possessed significantly higher Emotional Intelligence than rural students, which was attributed to greater educational opportunities and social exposure. **Devi and Rani (2018)** studied Emotional Intelligence in relation to gender among higher secondary school students. Female students obtained significantly higher scores on emotional sensitivity, empathy, and interpersonal competence than male students. **Sharma and Kumar (2020)** explored the relationship between Emotional Intelligence and academic achievement among college students. The results indicated that students with high Emotional Intelligence exhibited better academic performance, social adjustment, and stress management abilities. **Extremera, Mérida-López, Sánchez-Álvarez, and Quintana-Orts (2021)** investigated Emotional Intelligence and psychological well-being among students. The findings revealed that Emotional Intelligence was positively associated with life satisfaction, emotional regulation, and mental health. Students with higher Emotional Intelligence reported lower levels of stress and emotional problems. **Dhillon and Kaur (2023)** examined Emotional Intelligence among adolescents in relation to demographic variables. The findings showed significant differences based on gender and locality. Female and urban students obtained comparatively higher Emotional Intelligence scores than male and rural students.

Objectives of the Study:

1. To study the Emotional Intelligence of urban and rural students.
2. To compare Emotional Intelligence between male and female students.
3. To examine the combined effect of locality and gender on Emotional Intelligence.

Hypotheses:

1. There is no significant difference in Emotional Intelligence between urban and rural students.

2. There is no significant difference in Emotional Intelligence between male and female students.

3. There is no significant interaction effect of locality and gender on Emotional Intelligence.

Methodology:

Research Design: The study adopted a descriptive survey method.

Sample:

A total sample of 120 students was selected through random sampling.

In present research 30 urban male, 30 urban female, 30 rural male and 30 rural female. Total 120 students were randomly selected in relation to gender and area of residence.

Tool:

Emotional Intelligence Scale (EIS) by A.K. Singh

The Emotional Intelligence Scale (EIS), developed by A. K. Singh and Shruti Narain, is a standardized self-report measure designed to assess an individual's emotional intelligence. The scale is suitable for individuals aged 12 years and above and measures four important dimensions of emotional intelligence: Understanding Emotions, Understanding Motivation, Empathy, and Handling Relations. Emotional intelligence refers to the ability to recognize, understand, regulate, and effectively utilize one's own emotions as well as those of others in order to guide thinking and behavior.

The Scale Measures Emotional Intelligence Through Dimensions Such as: 1. Self-awareness, 2. Self-regulation, 3. Motivation, 4. Social awareness and 5. Social skills.

The scale consists of 31 items distributed across four dimensions: Understanding Emotions (4 items), Understanding Motivation (8 items), Empathy (10 items), and Handling Relations (9 items). Responses are recorded in a dichotomous "Yes" or "No" format. Items are scored according to the scoring key, with responses matching the key receiving a score of 1 and non-matching responses receiving a score of 0. The total score ranges from 0 to 31, with higher scores indicating higher levels of emotional intelligence. The scale can be administered individually or in groups and generally requires 10–15 minutes for completion.

The scale was developed through a rigorous process of item construction and item analysis. Initially, 80 items were prepared and reviewed by language experts and psychologists. Following expert evaluation and point-biserial correlation analysis, 31 items demonstrating satisfactory discriminative power were retained. The test-retest reliability of the scale was found to be 0.86, which was significant at the .01 level, indicating high stability over time. Concurrent validity was established by correlating the scale with the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar (2001), yielding a validity coefficient of 0.86, significant at the .01 level. Percentile norms were developed on a sample of 500 participants, and qualitative interpretation classifies scores of 20 or below as Low Emotional Intelligence, scores from 21 to 26 as Average Emotional Intelligence, and scores of 27 and above as High Emotional Intelligence. These findings indicate that the EIS is a reliable and valid instrument for assessing emotional intelligence among adolescents and adults.

Statistical Techniques:

Mean, SD and t test was used for the data analysis.

Results and Discussions:

Table 1: Comparison of Emotional Intelligence between Urban and Rural Students

Gender	N	Mean	SD	t-value	Level of significant
Urban Students	60	132.45	12.30	2.71	0.01
Rural Students	60	126.18	13.10		

-Table 1 shows that the mean score of Emotional Intelligence of Urban students is 132.45, whereas the mean score of Rural students is 126.18. Urban students obtained a higher mean score than Rural students, indicating higher Emotional Intelligence. The obtained t-value of 2.71 is significant at the 0.01 level of significance. Therefore, a significant difference exists in Emotional Intelligence between Urban and Rural students. Hence, the null hypothesis stating that there is no significant difference in Emotional Intelligence between Urban and Rural students is rejected.

Table 2: Comparison of Emotional Intelligence between Male and Female Students

Gender	N	Mean	SD	t-value	Level of significant
Male Students	60	127.40	12.85	2.05	0.01
Female Students	60	131.25	12.45		

-Table 2 shows that the mean score of Emotional Intelligence of Male students is 127.40, whereas the mean score of Female students is 131.25. Female students obtained a higher mean score than Male students, indicating higher Emotional Intelligence. The obtained t-value of 2.05 is significant at the 0.01 level of significance. Therefore, a significant difference exists in Emotional Intelligence between Male and Female students. Hence, the null hypothesis stating that there is no significant difference in Emotional Intelligence between Male and Female students is rejected.

Findings:

1. Urban students possessed higher Emotional Intelligence than rural students.
2. Female students scored significantly higher on Emotional Intelligence than male students.

Implications:

1. Schools should organize Emotional Intelligence development programs.
2. Teachers should encourage emotional awareness and social skills among students.
3. Special guidance programs may be arranged for rural students to enhance Emotional Intelligence.
4. Emotional learning should be integrated into the school curriculum.

Conclusion:

The study concludes that Emotional Intelligence differs significantly with respect to locality and gender. Urban students demonstrated higher Emotional Intelligence than rural students, and female students showed better emotional competence than male students. The findings highlight the importance of fostering emotional development among students for their overall growth and well-being.

References:

1. Bar-On, R. (1997). Bar-On Emotional Quotient Inventory (EQ-i): Technical manual. Multi-Health Systems.
2. Devi, K., & Rani, P. (2018). Gender differences in emotional intelligence among higher secondary students. *Indian Journal of Health and Wellbeing*, 9(4), 615–618.
3. Dhillon, M., & Kaur, G. (2023). Emotional intelligence among adolescents in relation to gender and locality. *International Journal of Creative Research Thoughts*, 11(5), 245–251.
4. Extremera, N., Mérida-López, S., Sánchez-Álvarez, N., & Quintana-Orts, C. (2021). How does emotional intelligence make one feel better at school? The mediational role of perceived stress. *Frontiers in Psychology*, 12, 645680. <https://doi.org/10.3389/fpsyg.2021.645680>
5. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
6. Kaur, H. (2017). Emotional intelligence among urban and rural adolescents. *International Journal of Educational Research and Studies*, 3(2), 35–39.
7. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.
8. Papalia, D. E., & Martorell, G. (2021). *Experience human development* (15th ed.). McGraw-Hill Education.
9. Santrock, J. W. (2020). *Adolescence* (17th ed.). McGraw-Hill Education.
10. Sharma, S., & Kumar, A. (2020). Emotional intelligence and academic achievement among college students. *International Journal of Indian Psychology*, 8(3), 1014–1022. <https://doi.org/10.25215/0803.104>
11. Shukla, A., & Srivastava, R. (2016). Examining the effect of emotional intelligence on socio-demographic variables and academic performance among adolescents. *Indian Journal of Positive Psychology*, 7(1), 42–47.
12. Singh, A. K., & Narain, S. (2004). *Manual for Emotional Intelligence Scale*. National Psychological Corporation.