

A STUDY OF EMOTIONAL INTELLIGENCE AMONG GIRLS IN RURAL AND URBAN AREAS

Muzamil Jan*

Asma Hyder**

Khurshid Ahmad Khan***

Abstract:

The present study was an attempt to assess the emotional intelligence among girls studying in professional colleges in the Kashmir region. A scale constructed by Hyde and Pethe (2001) entitled "Emotional Intelligence Scale" was administered on the sample. 100 girl students were selected from rural and urban areas of Kashmir region, through random sampling technique. The result shows that majority of girls from urban area agree that they should encourage people to take initiatives. It is found that majority of girls in rural area disagree that they should continue to do what they believe in, even under severe circumstances.

* Assistant professor, Extension and communication, Institute of Home Science, University of Kashmir

** Research student, Extension and communication, Institute of Home Science, University of Kashmir

*** Principal, GDC, Berwah.

INTRODUCTION AND RELATED LITERATURE

Emotional intelligence is the ability to be aware to understand and express oneself. It is the ability to be aware of, to understand, and to relate to others, it is the ability to deal with strong emotions and control one's impulses; and it is the ability to adapt to change and to solve problems of a personal or a social nature (Bar-On, 1988). Importance of emotional intelligence is increasingly being recognized and assess across various professions. Managing emotions in social contexts are clearly important for success in a variety of interpersonal: as well as career related domains. According to much recent academic work, a good deal of our successes and failures in life are not attributed to our abilities to form and measured by tests of IQ, but rather are attributed to our abilities to form and maintain social relationships, portray ourselves positively, and maintain how others perceive us. Those who lack such understanding may be said to lack emotional intelligence, a type of intelligence that may be more important in reaching one's goals than traditional intelligence as measured by tests of IQ (Richburg, 2002). Buck (1985) has defined emotion as the process by which motivational potential is realized or read out when activated by the challenging stimuli. In other words, emotion is seen as a read out mechanisms carrying information about motivational systems. Emotions are inherently neither positive nor negative rather they serve as the single most powerful source of human energy. In fact each feeling provides us with vital and potentially profitable information every minute of the day. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term "Emotional Intelligence".

RELATED LITERATURE

Petrides (2000) indicated that females scored higher than males on the social skills factor of measured traits of emotional intelligence. Trinidad et al. (2002) found that adolescents with high emotional intelligence may possess a greater mental ability to read other well and detect unwanted peer pressure. Brackett (2003) studied emotional intelligence and its relation to every day behaviour. 330 college students took an ability test of emotional intelligence, a measure of big 5 personality traits, and provide information on life scales that assessed an array of self-care behavior, leisure pursuits, academic activities and interpersonal relations. The results revealed women scored significantly higher in emotional intelligence than men and it was more predictive

of life space criteria for men, than for women. It was more predictive of life space criteris for men, than for women. Liau et al. (2003) indicated that emotional literacy served as a moderating factor between the parental monitoring and externalizing problem behaviour. Faghirpour et al. (2011) studied the relationship between components of emotional intelligence of students with mental health. It also concluded that people with high emotional intelligence have better mental health.

Objectives

The present study was conducted with following objectives in view:

- 1) To assess the emotional intelligence among female students studying in professional colleges.
- 2) To compare emotional intelligence of urban and rural female students studying in professional colleges.

MATERIAL AND METHODS

The study was based on primary data. It was investigated through simple random sampling technique. The information for the study was gathered from girls studying in professional colleges in urban area of district Srinagar in Kashmir region of J&K state in India. For the purpose, 100 sample were selected from five different colleges i.e. medical college, B.ed college, business school, law college, and engineering college. 20 girl students were selected from each college. Equal representations were given to urban and rural girl students i.e. 50 girl students from urban area and 50 from rural area. A readymade scale constructed by Hyde and Pethe (2001) entitled “emotional intelligence scale” was administered on the sample. The data obtained was carefully scrutinized, categorized and coded in order to fulfill the objectives.

Result and Discussion:

Figure 1 shows that girls belonging to urban area (59.26 per cent) strongly disagree that they should encourage others to work even when things are not favourable. While as girls in rural area (100 per cent) strongly agree that they should encourage others to work even when things are not favourable.

Figure 2 depicts that girls in urban area (64.29 per cent) feel uncertain that they are an inspiration

for them. While as girls in rural area (100 per cent) strongly agree that they are an inspiration for them.

Figure 3 reveals that girls from urban area (100 per cent) agree that they should encourage people to take initiatives. While as girls in rural area (76.92 per cent) feel uncertain that they should encourage people to take initiatives.

Figure 4 shows that girls belonging to urban area (54.06 per cent) disagree that they should make intelligent decisions using a healthy balance of emotions and reasons. While as girls in rural area (100 per cent) strongly agree that they should make intelligent decisions using a healthy balance of emotions and reasons.

Figure 5 depicts that girls in urban area (55.56 per cent) feel uncertain that they should not depend others encouragement to do their work well. While as girls in rural area (75 per cent) strongly agree that they should not depend others encouragement to do their work well.

Figure 6 reveals that girls from urban area (81.81 per cent) feel uncertain that they should continue to do what they believe in, even under severe circumstances. While as girls in rural area (75 per cent) strongly agree that they should continue to do what they believe in, even under severe circumstances.

Figure 7 shows that girls belonging to urban area (66.42 per cent) feel uncertain that they should assess the situation and then behave. While as girls in rural area (78.27 per cent) strongly disagree that they should assess the situation and then behave.

Figure 8 depicts that girls in urban area (85.71 per cent) feel uncertain that they should concentrate on the task at hand inspite of disturbances. While as girls in rural area (77.78 per cent) strongly agree that they should concentrate on the task at hand inspite of disturbances.

Figure 9 reveals that girls from urban area (87.5 per cent) feel uncertain that they should pay attention to the worries and concerns of others. While as girls in rural area (100 per cent)

strongly agree that they should pay attention to the worries and concerns of others.

Figure 10 shows that girls belonging to urban area (65.39 per cent) strongly disagree that they should listen to someone without the urge to say something. While as girls in rural area (100 per cent) strongly agree that they should listen to someone without the urge to say something.

Figure 11 depicts that girls in urban area (83.33 per cent) agree that they should be perceived as friendly and outgoing. While as girls in rural area (61.70 per cent) disagree that they should be perceived as friendly and outgoing..

Figure 12 reveals that girls from to urban area (75 per cent) agree that they have their priorities clear. While as girls in rural area (100 per cent) strongly agree that they have their priorities clear.

Figure 13 shows that girls belonging to urban area (77.73 per cent) agree that they should handle conflicts around them. While as girls in rural area (53.84 per cent) strongly disagree that they should handle conflicts around them.

Figure 14 depicts that girls in urban area (81.81 per cent) feel uncertain that they should not mix unnecessary emotions with issues at hand. While as girls in rural area (83.33 per cent) strongly agree that they should not mix unnecessary emotions with issues at hand.

Figure 15 reveals that girls from urban area (55.56 per cent) feel uncertain that they should try to see other person's point of view. While as girls in rural area (100 per cent) strongly agree that they should try to see other person's point of view.

Figure 16 shows that girls belonging to urban area (100 per cent) agree that they should stand up for their believes. While as girls in rural area (60 per cent) feel uncertain that they should stand up for their believes.

Figure 17 depicts that girls in urban area (52.94 per cent) disagree that they should see the brighter side of their situation. While as girls in rural area (100 per cent) strongly agree that they

should see the brighter side of their situation.

Figure 18 reveals that girls from urban area (66.67 per cent) feel uncertain that they should believe in themselves. While as girls in rural area (100 per cent) strongly agree that they should believe in themselves.

Figure 19 shows that girls belonging to urban area (71.42 per cent) agree that they should stay composed in both good and bad situations. While as girls in rural area (100 per cent) strongly agree that they should stay composed in both good and bad situations.

Figure 20 depicts that girls in urban area (60.87 per cent) feel uncertain that they should stay focused even under pressure. While as girls in rural area (66.67 per cent) strongly agree that they should stay focused even under pressure.

Figure 21 reveals that girls from urban area (62.50 per cent) feel uncertain that they should maintain the standards of honesty and integrity. While as girls in rural area (54 per cent) strongly disagree that they should maintain the standards of honesty and integrity.

Figure 22 shows that girls belonging to urban area (61.90 per cent) feel uncertain that they should be able to confront unethical actions of others. While as girls in rural area (58.33 per cent) disagree that they should be able to confront unethical actions of others.

Figure 23 depicts that girls in urban area (56.81 per cent) disagree that they should meet commitments and keep promises. While as girls in rural area (66.67 per cent) agree that they should meet commitments and keep promises.

Figure 24 reveals that girls from urban area (64.29 per cent) feel uncertain that they should be organized and careful in their work. While as girls in rural area (100 per cent) agree that they should be organized and careful in their work.

Figure 25 shows that girls belonging to urban area (62.50 per cent) feel uncertain that they

should handle multiple demands. While as girls in rural area (75 per cent) strongly agree that they should handle multiple demands.

Figure 26 depicts that girls in urban area (71.42 per cent) agree that they should be comfortable and open to novel; ideas and new information. While as girls in rural area (66.67 per cent) strongly agree that they should be comfortable and open to novel; ideas and new information.

Figure 27 reveals that girls from urban area (57.44 per cent) disagree that they should pursue goals beyond what is required and expected of them. While as girls in rural area (100 per cent) strongly agree that they should pursue goals beyond what is required and expected of them.

Figure 28 shows that girls belonging to urban area (60 per cent) agree that they should maintain personal friendship with their work associates. While as girls in rural area (100 per cent) strongly agree that they should maintain personal friendship with their work associates.

Figure 29 depicts that girls in urban area (54 per cent) disagree that they should be persistent in pursuing goals despite obstacles and set backs. While as girls in rural area (100 per cent) strongly agree that they should be persistent in pursuing goals despite obstacles and set backs.

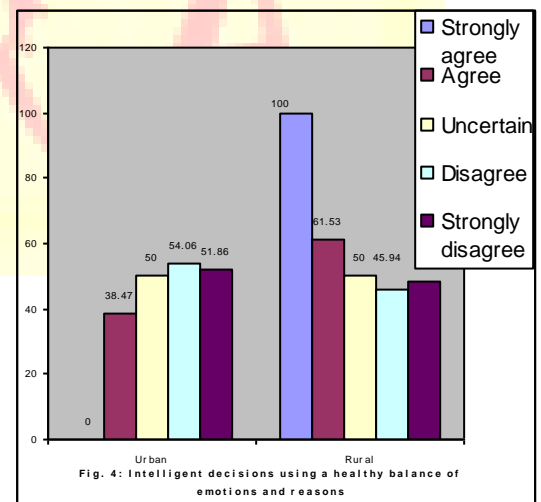
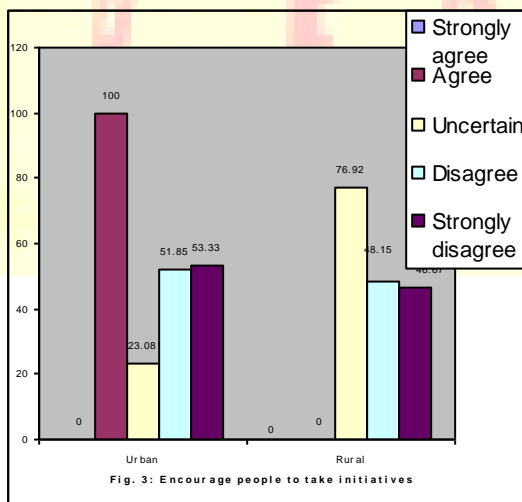
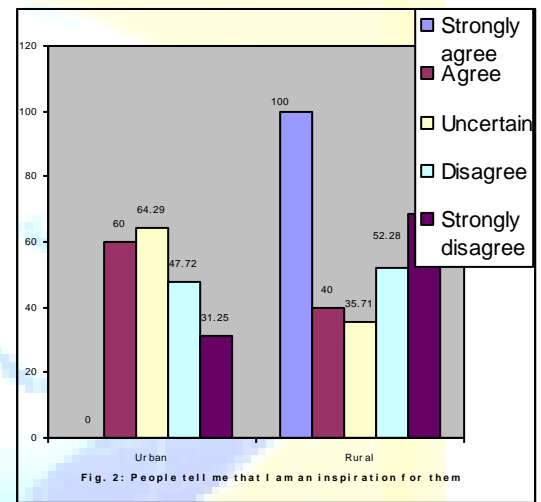
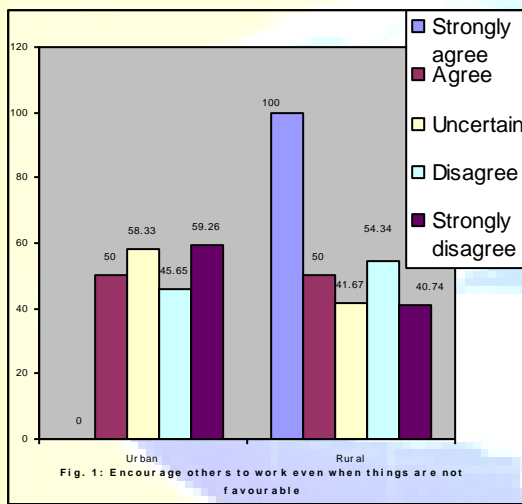
Figure 30 reveals that girls from urban area (63.04 per cent) disagree that they should identify and separate their emotions. While as girls in rural area (70.83 per cent) strongly disagree that they should identify and separate their emotions.

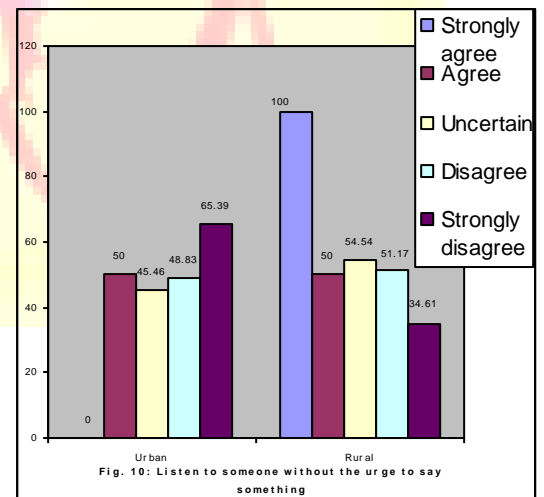
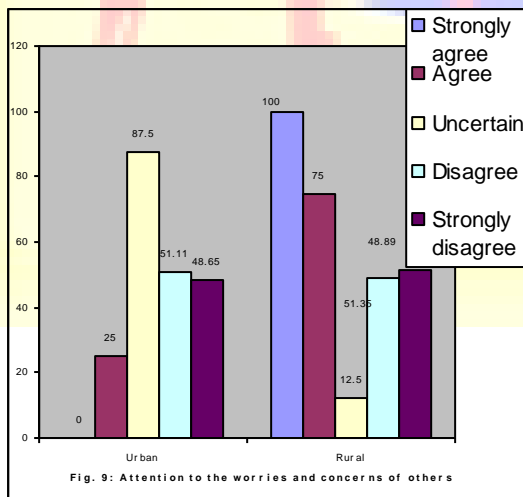
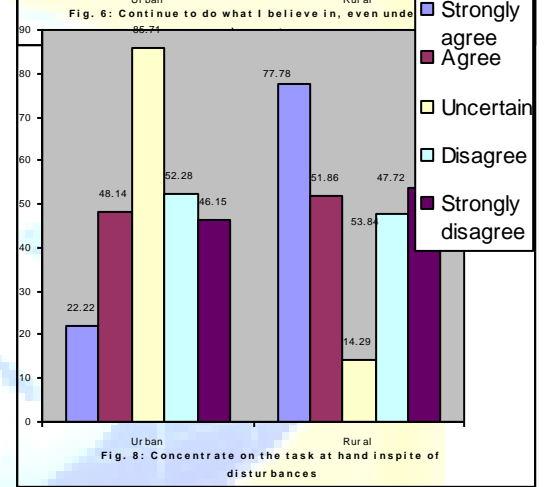
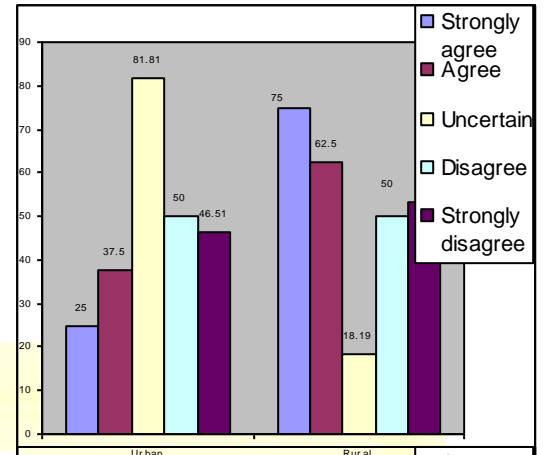
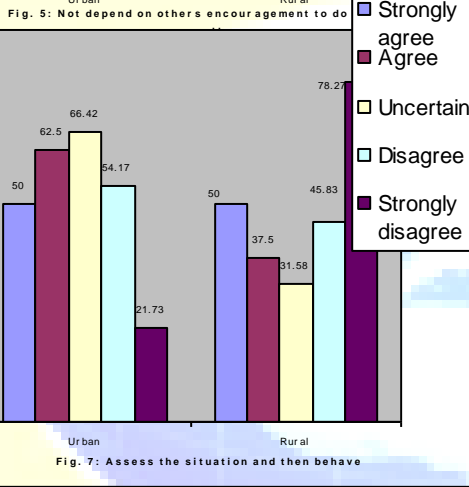
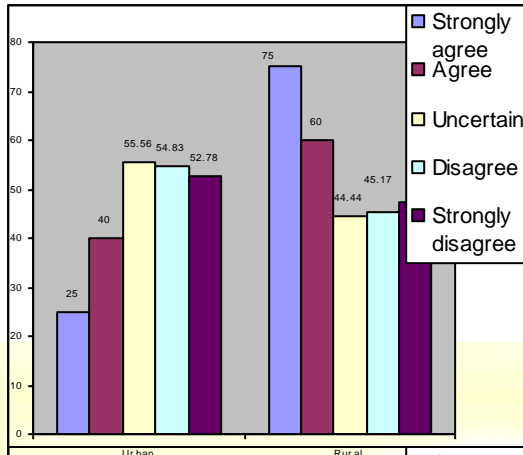
Figure 31 shows that girls belonging to urban area (75 per cent) feel uncertain that their feelings should be managed. While as girls in rural area (100 per cent) strongly agree that their feelings should be managed.

Figure 32 depicts that girls in urban area (66.67 per cent) agree that they should be aware of their weaknesses. While as girls in rural area (100 per cent) strongly agree that they should be aware of their weaknesses.

Figure 33 reveals that girls from urban area (66.67 per cent) feel uncertain that they should develop themselves even when their job does not demand it. While as girls in rural area (53.66 per cent) strongly disagree that they should develop themselves even when their job does not demand it.

Figure 34 shows that girls belonging to urban area (100 per cent) feel uncertain that they should believe that happiness is a positive attitude. While as girls in rural area (61.11 per cent) disagree that they should believe that happiness is a positive attitude.





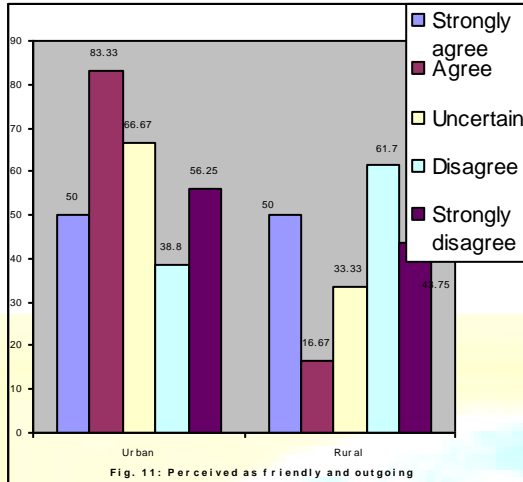


Fig. 11: Perceived as friendly and outgoing

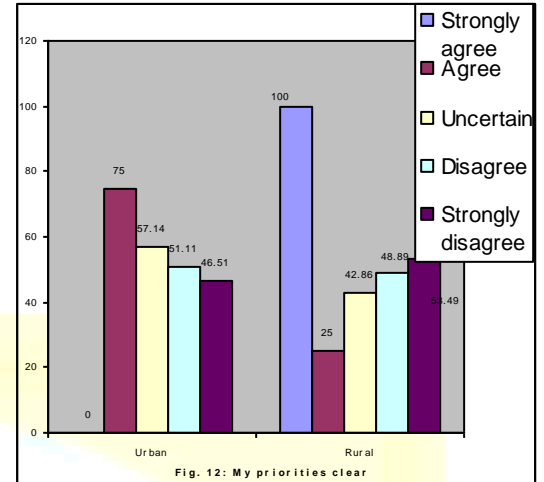


Fig. 12: My priorities clear

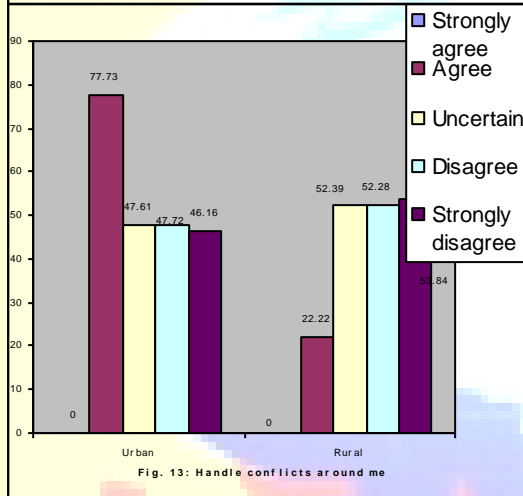


Fig. 13: Handle conflicts around me

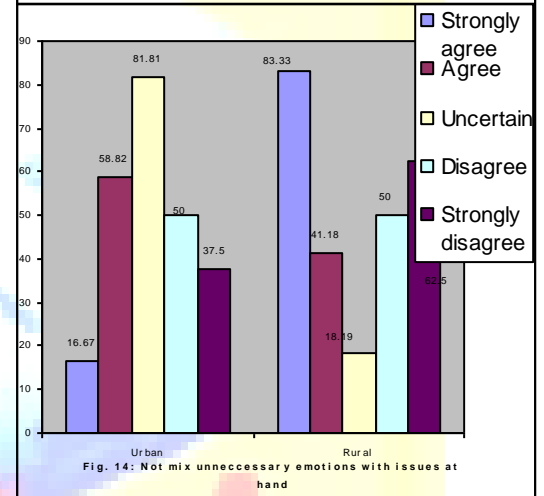


Fig. 14: Not mix unnecessary emotions with issues at hand

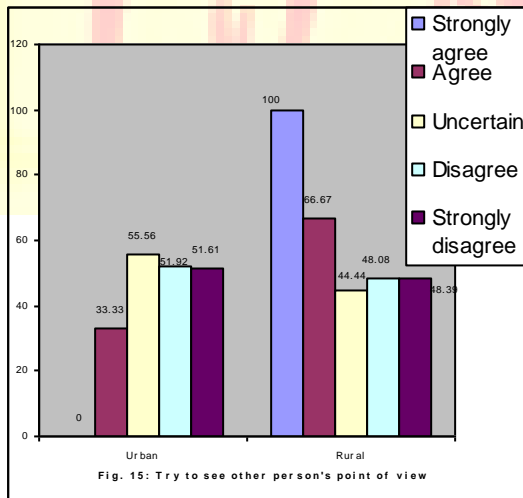


Fig. 15: Try to see other person's point of view

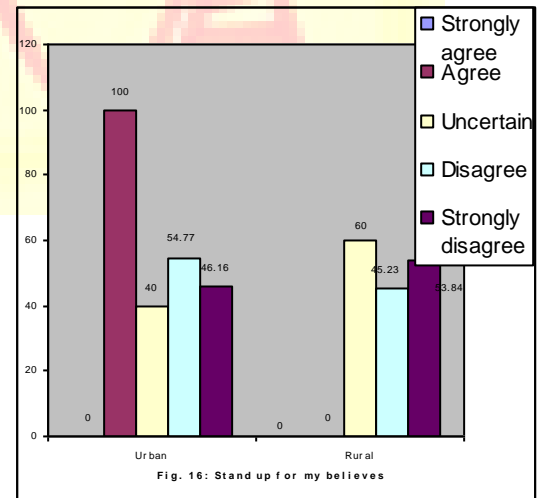


Fig. 16: Stand up for my believes

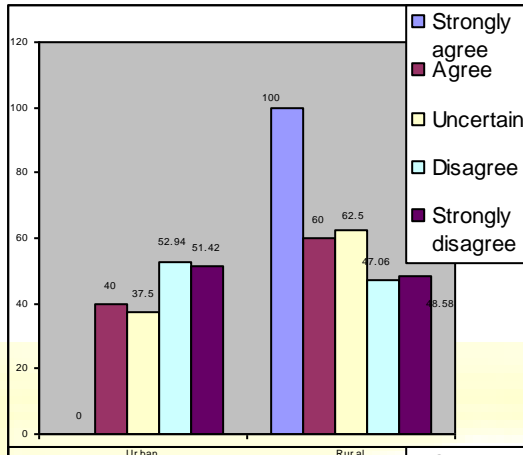


Fig. 17: See the brighter side of my situation

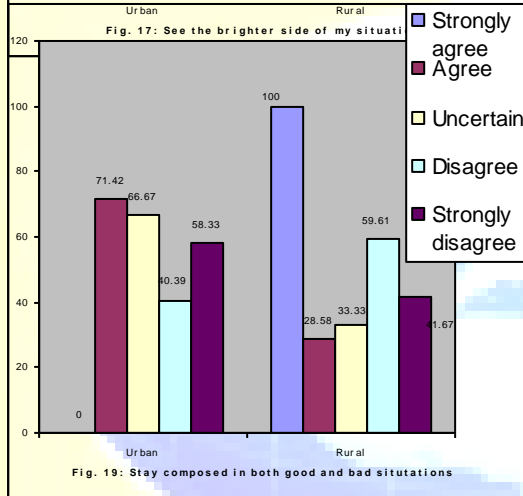


Fig. 19: Stay composed in both good and bad situations

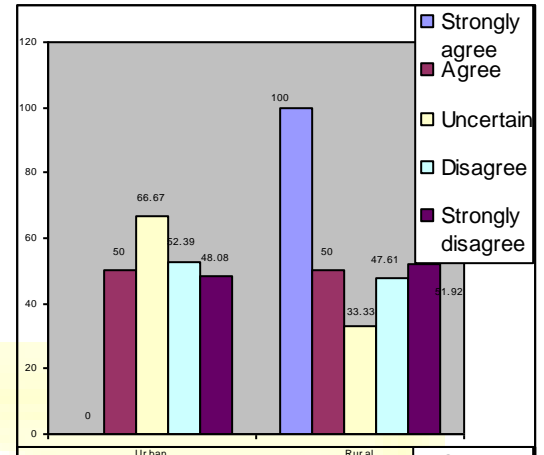


Fig. 18: Believe in myself

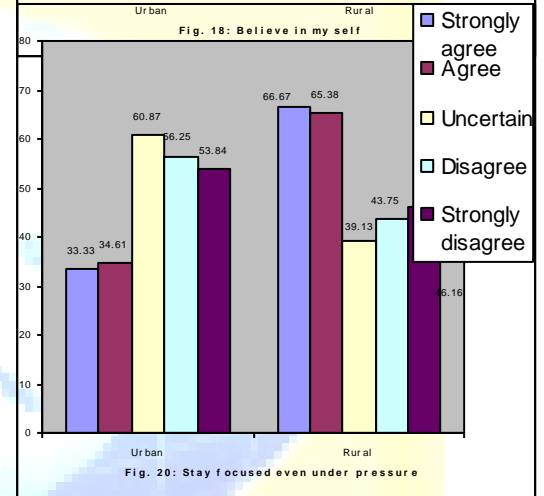


Fig. 20: Stay focused even under pressure

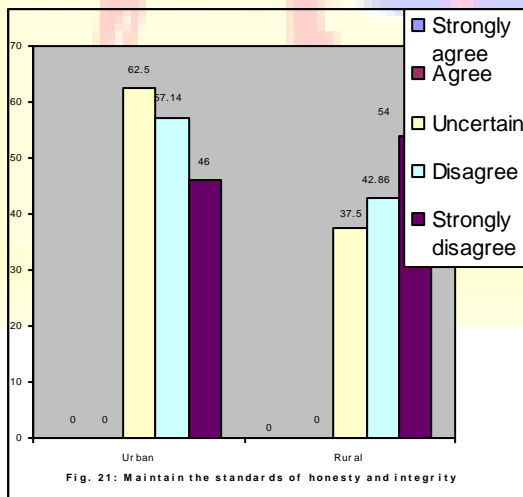


Fig. 21: Maintain the standards of honesty and integrity

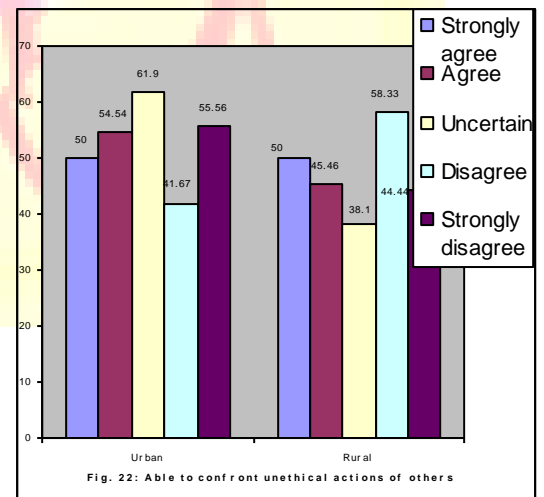
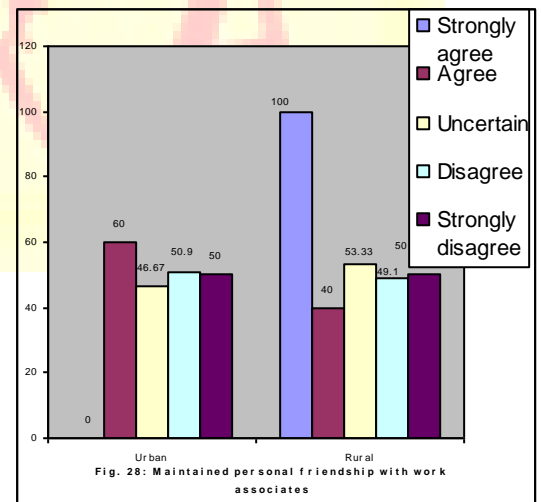
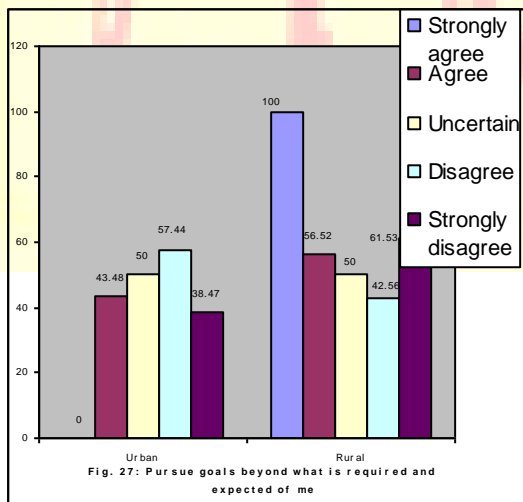
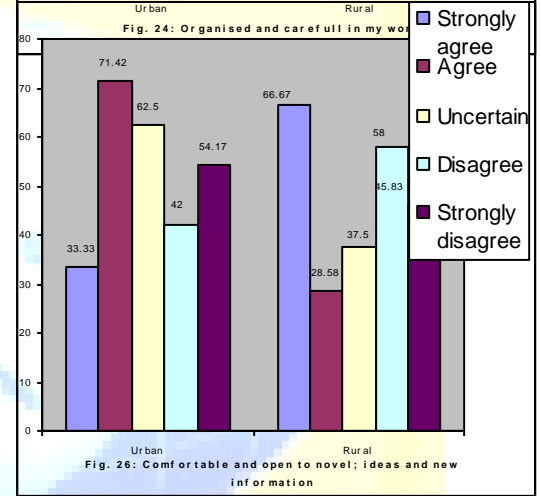
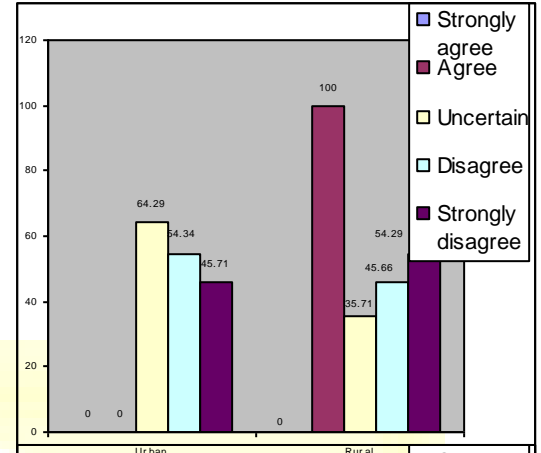
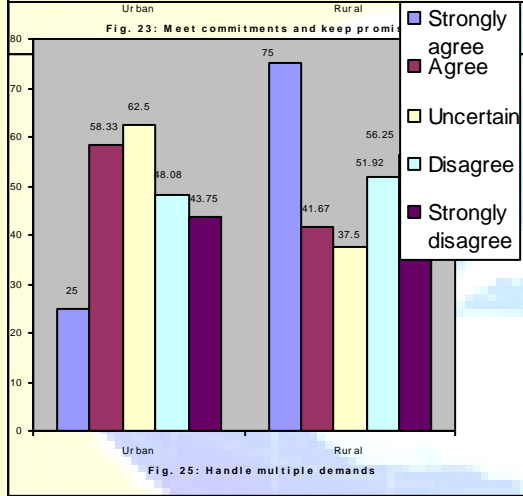
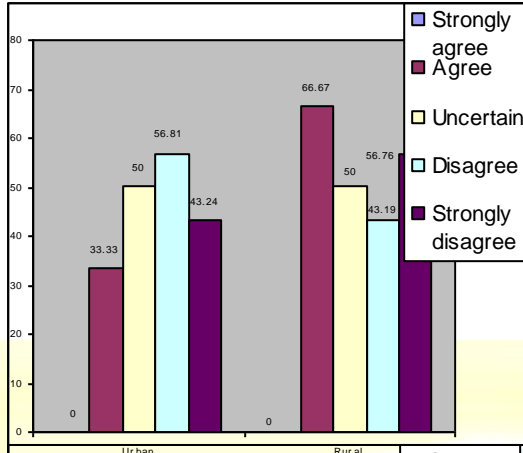


Fig. 22: Able to confront unethical actions of others



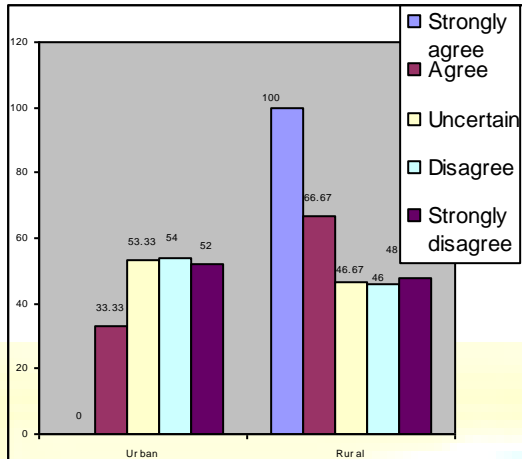


Fig. 29: Pursuing goals despite obstacles and set backs

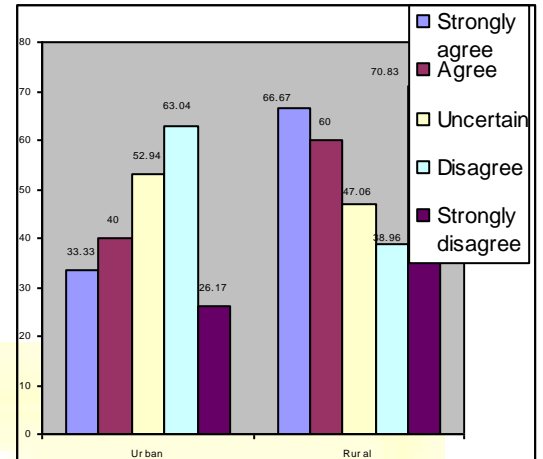


Fig. 30: Identity and separate my emotions

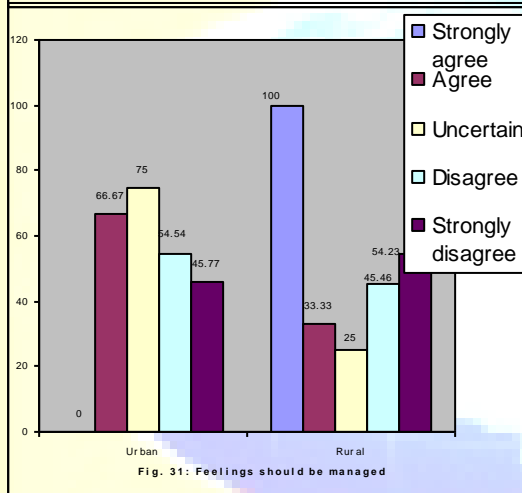


Fig. 31: Feelings should be managed

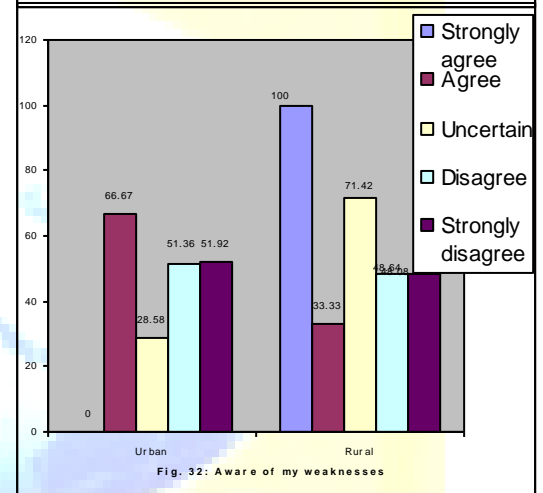


Fig. 32: Aware of my weaknesses

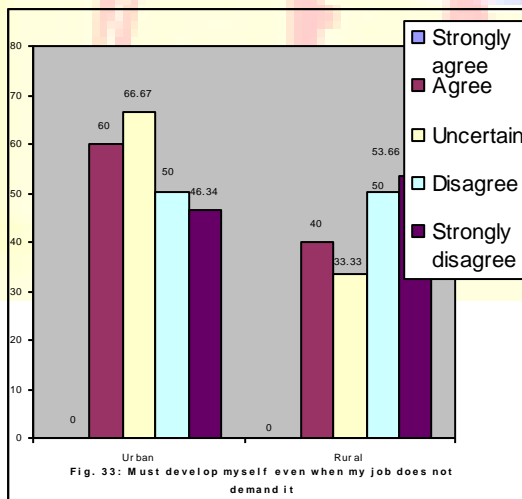


Fig. 33: Must develop myself even when my job does not demand it

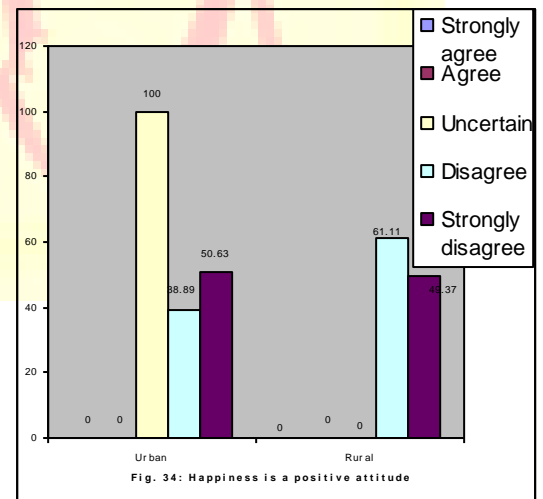


Fig. 34: Happiness is a positive attitude

CONCLUSION:

Emotional intelligence is the ability to perceive emotions to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers. It's being widely believed by the public that emotional and social competence is as important, or even more important, than traditional dimension of intellectual ability and personality. The present study shows that majority of girl belonging to rural area strongly agree that they should encourage others to work even when things are not favourable and majority of girls belonging to rural area strongly disagree that they should assess the situation and then behave.

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