

Vol 4 Issue 3 Sept 2014

ISSN No :2231-5063

International Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

Welcome to GRT

RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pintea, Spiru Haret University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Anurag Misra DBS College, Kanpur	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences AL. I. Cuza University, IasiMore
Titus PopPhD, Partium Christian University, Oradea,Romania		

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.net



GRT EMOTIONAL INTELLIGENCE AMONG RURAL AND URBAN STUDENTS

Mallikarjun H Krishnakar¹ and Shivkumar S Chengti²

¹ICSSR Doctoral fellow, Dept. of Psychology, Gulbarga University, Gulbarga.

²Professor, Dept. of Psychology, Gulbarga University, Gulbarga.

Abstract:-The major aim of the present study was to assess the Emotional intelligence among degree college student. The sample of 120 (60 Boys and 60 Girls) students was chosen from Gulbarga district on whom the Emotional intelligence Scales were administered. After scoring, the data were subjected to t – test. The results revealed that there is significant difference in Emotional intelligence of the sample subgroups. The study also revealed significant gender differences in the amount of Emotional intelligence.

Keywords:Emotional Intelligence , Urban Students ,Stress Resiliency .

1.INTRODUCTION

The term emotional intelligence was coined (1990) and defined EQ feelings, The concept was then popularized by Daniel Goleman in 1995 and defined Emotional Intelligence and Stress Resiliency 3 EQ as, “the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well ourselves and in our relationships.” More specifically, Mayer and Salovey (1990) divided emotional intelligence abilities into four areas in their four-branch model as: (i) perceiving and expressing emotions (ii) assimilating emotions in thought, (iii) understanding emotions, (iv) reflectively regulating emotions. On the other hand, Goleman divided emotional intelligence into five emotional competencies as: (I)awareness, self- (ii) mood management, (iii) self-motivation, (iv) empathy, and (v) managing relationships. Emotional Intelligence, Daniel Goleman described two of the pre-eminent programs, a class in some New Haven schools, and the Self-Science curriculum As the benefits of emotional intelligence have become more widely recognized and investigated, several implementation strategies have been designed. These include assessments, training programs, and educational curricula that assist educators to build emotional intelligence.

In the last decade or so, science has discovered a tremendous amount about the role of emotions play in individual’s life. Emotions are the root forces in the dynamics of human behaviour and personality. But it has been seen that within families, schools and society as a whole, this aspect has often been overlooked. Emotional intelligence is the efficiency of a person to deal with emotions effectively (Bhardwaj & Sharma, 1995). Mayer et al. (2000) in an attempt to clarify the plethora of definitions of emotional intelligence suggested that there are mixed and mental ability model of emotional intelligence. Mixed models encompass social and emotional competencies that include aspects of social skills and personality (Goleman, 1995, 1998), while mental ability model explore the interaction between emotion and cognition. Based on Goleman’s (1995, 1998) mixed model, motivation forms a subset of emotional intelligence. Other emotional intelligence researchers reject this notion, arguing that they are related, yet separate constructs (Jordon et al, 2003; Mayer & Salovey, 1997). The link between emotions and motivation has been explicitly stated in a broad range of research (Frijda, 1994; Zurbriggen & STurman, 2002). Goleman saw motivation as a prime antecedent of behaviour while formulating his concept of emotional intelligence. According to Mayer and Salovey (1997), motivation co-varies but is not a part of the emotional intelligence construct. Similarly Christie, Jordon, troth and Lawrence (2007) reported that motivation is a factor related to emotional intelligence but it is not a component part of it. Therefore, an attempt is made in this paper Degree College students selected from Gulbarga

2. OBJECTIVES:

- 1.To assess the impact of gender on emotional intelligence among degree college students.
- 2.To assess the impact of private and government on emotional intelligence among degree college students.
- 3.To assess the impact or rural and urban on emotional intelligence among degree college students.

3.HYPOTHESES:

- 1.There would be significant difference between boys and girls degree college students with regard to their emotional intelligence.
- 2.There would be significant difference between private and government degree college students with regard to their emotional intelligence.
- 3.There would be significant difference between rural and urban degree college students with regard to their emotional intelligence.

4.TOOLS:

Mangal Emotional intelligence scale.
The scale was adapted by Dr.S.K.Mangal & Mrs.Shubhra mangal. It consisted of 100 items and sub divided into four components having 25 items in each category.

- 1.Intra – personal Awareness (own emotions)
- 2.Inter- personal Awareness (other emotions)
- 3.Intra- personal management (own emotions)
- 4.Inter- personal management (other emotions)

In a two point rating scale varying from the response of yes or no, with regard to degree of emotional intelligence. The higher the value of the score in the more the emotional intelligence

5.STATISTICAL ANALYSIS:

The obtained data were subjected to statistical analysis such as means SD's, 't' values and analysis of variance to test the hypotheses.

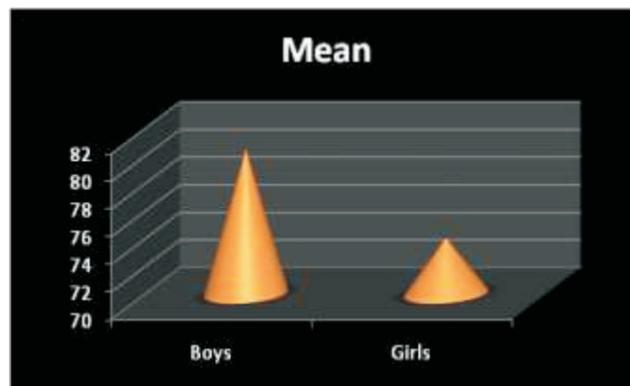
6.RESULTS AND DISCUSSION:

The major objective of the study is to examine the male and female degree college students. The sample was further classified into two groups of rural, urban, government and private. Emotional intelligence by administering mangal emotional intelligence inventory was administered. The emotional intelligence scores were analyzed with the help of t-test. Thus the means SD and t-values are presented in tables.

Table: No.1 shows the Mean, SD and t-value of Emotional Intelligence of total (N=120).

Gender	N	Mean	SD	t-value
Boys	60	80.48	28.72	6.62**
Girls	60	74.05	29.76	

**Significant at 0.01 level.



Graph – 1: Total Mental Health of Male and Female Sample

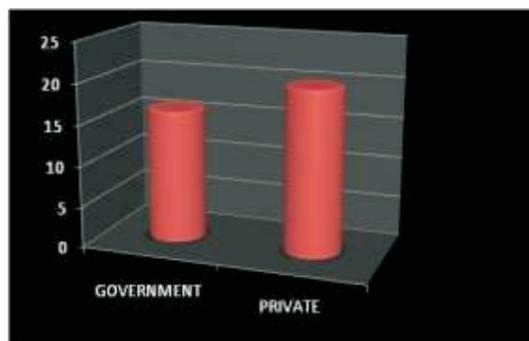
Emotional Intelligence Among Rural And Urban Students

Table -1 shows the mean, SD and t-value of Emotional intelligence of male and female degree college students. The mean scores of male is 80.48 and female is 74.05. The mean score of female is a lower than the male. The t-value of 6.62 is significant at 0.01 levels. This is clearly shows that male than female. The same is depicted in Graph 1.

Table: No.2 shows the Mean, SD and t-value of Emotional intelligence of the Government and private degree college student (N=120).

EMOTIONAL INTELLIGENCE	N	Mean	SD	t-value
GOVERNMENT	60	16.36	3.20	8.81**
PRIVATE	60	20.20	2.22	

**Significant at 0.01 level.



Graph – 2: Total Emotional intelligence between Government and Private sample

Table- 2 shows the Mean, SD and t-value of Emotional Intelligence of Government and private degree college students. The means scores of Government is 16.36 and private is 20.20. The mean score of Government is a lower than the private. The t-value of 8.81 is significant at 0.01 levels. This is clearly shows that private college than Government. The same is depicted in Graph 2.

Table: No.3 shows the Mean, SD and t-value of Emotional intelligence of the rural and urban degree college student (N=120).

EMOTIONAL INTELLIGENCE	N	Mean	SD	t-value
RURAL	60	82.27	30.89	7.51**
URBAN	60	92.44	24.42	

**Significant at 0.01 level.



Graph – 3: Total Emotional intelligence between Rural and Urban Students

Table -3 shows the mean SD and t-value of Emotional intelligence of rural and urban degree college students. The mean scores of rural is 82.27 and urban is 92.44. The mean score of rural is a lower than the urban. The t-value of 7.51 is significant at 0.01 levels. This clearly shows that urban than rural. The same is depicted in Graph 3.

7. FINDINGS:

1. There is significant difference between boys and girls degree college students on their emotional intelligence.
2. There is significant difference between government and private degree college students on their emotional intelligence.
3. There is significant difference between urban and rural degree college students on their emotional intelligence.

BIBLIOGRAPHY:

1. Bharadwaj, R. & Sharma, A. (1995). Emotional competence among handicapped and
2. Frijda, N. H. (1994). Emotions are functional most of the time. In P. Ekman & R. J. Davidson (Eds.). *The Nature of Emotion: Fundamental Questions*. New York: Oxford University Press.
3. Goleman, D. (1995). *Emotional Intelligence at Work*. New York: Bantam Books.
4. Goleman, D. (1995). *Emotional Intelligence: Why it Matter More than IQ*. New York: Bantam Books.
5. Goleman, intelligence. In R. Sternberg (Ed.) *Handbook of Emotional Intelligence*. Cambridge University Press: New York.
6. Mayer, J. D., Salovey, p. & Caruso, D. R. (2000). Competing models of emotional intelligence. In R. Sternberg (Ed.) *Handbook of Emotional Intelligence*. Cambridge University Press: New York.
7. Mayer, J. D., Salovey, p. & Caruso, D. R. (2000). Competing models of emotional non-handicapped children. *Psychological Reviews*. 44(9-10); 1-6.
8. Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.



Mallikarjun H Krishnakar

ICSSR Doctoral fellow, Dept. of Psychology, Gulbarga University, Gulbarga.

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- * International Scientific Journal Consortium
- * OPEN J-GATE

Associated and Indexed, USA

- * EBSCO
- * Index Copernicus
- * Publication Index
- * Academic Journal Database
- * Contemporary Research Index
- * Academic Paper Database
- * Digital Journals Database
- * Current Index to Scholarly Journals
- * Elite Scientific Journal Archive
- * Directory Of Academic Resources
- * Scholar Journal Index
- * Recent Science Index
- * Scientific Resources Database
- * Directory Of Research Journal Indexing

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.aygrt.isrj.net