

A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE AND INTELLIGENCE QUOTIENT IN BETWEEN RURAL AND URBAN UNDER GRADUATE BOYS AND GIRLS

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ABSTRACT

The study was conducted to explore the comparison of emotional quotient and intelligence quotient rural urban and gender (boys and girls). The study was conducted in N.M.V. Lalitpur (U.P.). The data were collected from 100 students. Emotional Intelligence Inventory (EII) by S. K. Mangul and ShubhraMangal (2005), and Test of General Intelligence (TGI) by K. S. Mishra and S. K. Pal (2005) were used to collect data. Data were analyzed by using analysis of variance (ANOVA). The main conclusion is that, the effect of rural urban and gender were found on emotional intelligence and intelligence quotient. Higher differences are found in between boys, girl's IQ and EQ.

KEYWORDS: Emotional Quotient, Intelligence Quotient, Rural, Urban and Gender (Boys & Girls)

INTRODUCTION

Emotional intelligence is defined as a set of competencies demonstrating the ability one has to recognize his or her behaviours, moods and impulses and to manage them best according to the situation typically "Emotional Intelligence" is considered to involve emotional empathy attention to and discrimination of one's emotional, accurate recognition of one's own and other's mood ,mood management or control over emotions response with appropriate (adaptive) emotions and behaviours in various life situations (especially to stress and difficult situations and blaming of honest expression of emotions against courtesy, consideration and respect (i.e. possession of good social skills and communication skills).

The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate Emotions to promote personal growth (Mayer & Salvoes, 1997).

Emotional Intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened while others claim it is an inborn characteristic.

Emotional intelligence (EI) is the area of cognitive ability involving and social skills that facilitate interpersonal behaviour. Intelligence can be broadly defined as the capacity for goal oriented adaptive behaviour , emotional intelligence focuses on the aspects of intelligence that govern self-know-ledge and social adaptation. A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salvoes & Mayer, 1990).

Emotional intelligence (EI), a concept rooted in the theory of social intelligence (Redfield, 2002) is defined in a number of ways. One definition denotes EI as the combination of factors that allow a person to feel, be motivated, regulate mood, control impulse, persist in the face of frustration, and thereby succeed in day-to-day living (Goleman, 1995). EI is a

"different way of being smart" (Goleman, 1995). EI has also been identified as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions (Salvoes and Mayer, 1990). Emotional Intelligence (EI) is taken as a predictor of success in a number of life domains, including work (Goleman, 1998). Emotional Intelligence has adopted for the purposes of this research we will treat Emotional Intelligence as an ability to recognize the meanings of emotions and their relationships, and to reason and solve problems on the basis of them (Mayer, Caruso and Salvoes, 2000). Emotional Intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life. In a concise definition, EI is the collection of a person's success oriented traits.

Intelligence quotient the study and measurement of intelligence has been an important research topic for nearly 100 years IQ is a complex concept, and researchers in this field argue with each other about the various theories that have been developed. There is no clear agreement as to what constitutes IQ or how to measure it. There is an extensive and continually growing collection of research papers on the topic. Howard Gardner (1983, 1993), Robert Sternberg (1988, 1997), and David Perkins (1995) have written widely sold books that summarize the literature and present their own specific points of view.

Intelligence quotients (I.Q.'s) were developed and used during the initial part of the 20th century as measures of intelligence. French psychologist Alfred Benet pioneered the modern intelligence testing movement in developing a measure of mental age in children, a chronological age that typically corresponds to a given level of performance (Myers, 1998). More modern studies linked a person's I.Q. with their potential for success in general (Weschler, 1958) as well as with elements such as leadership success (Lord, DeVader, &Alliger, 1986).

It has said that while IQ ensure your success in school EQ ensure your success in life. It works in this way. Suppose you find out about a problem at your office. You know the facts and the reason behind the failure. That is your IQ. When you use these to motivate your employee's that's your EQ. If you know the fact but are unable to empathise with your employees, berate and de motivates them. You have a kiwi EQ. When you try to convince someone by facts alone, it shows your IQ, but when you appeal to his emotions and reason together with the use of facts, that's your EQ.

- "Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment." (Wechsler, 1939).

Objective of the Study

- To find out Emotional intelligence rural urban under graduate girls and boys.
- To find out intelligence quotient rural urban under graduate girls and boys.

HYPOTHESIS

- H.1. There will be significant difference in between boys and girls IQ
- H.2. There will be significant difference in between boys and girls EQ
- H.3. There will be significant difference in between rural and urban IQ
- H.4. There will be significant difference in between rural and urban EQ

METHODS

Type of Research and Design

The present study is an exploratory research. There are two IV and two DV, and this is a two way ANOVA. It is regarded exploratory as it attempts to examine various dimensions of Emotional Intelligence and Intelligence Quotient between rural and urban students. Exploratory studies attempt to identify important variables in the field situation, discover the difference among these variables and lay the ground work for systematic and rigorous testing of hypothesis in future.

The present study is as it attempts to assess and discover inter- relationship among variable rural and urban graduate students girls and boys.

Sample

The sample consist of 100 students,50 rural and 50 urban students,25 rural girls 25 urban girls, 25 rural boys and 25 urban boys.

Criterion for Sample Selection

Only those rural and urban students boys and girls included in the sample who were living in Lalitpur city and nearest villages (Rural aria) and without any major diagnosed chronic physical or mental illness.

Procedure

For recording they were given EQ test and IQ test. EQ test EII (Emotional intelligence inventory) and IQ test TGI (test of general intelligence).EQ test has four categories and it has 100 questions 25 in these. And the second test IQ six categories and sixty question, 10 in each categories.

Data Collection

A verbal consent was taken from the respondents after informing them the purpose for collecting the data of study. They were assured that the information they provide will be kept confidential and used only for research purposes. Each subject was briefly interviewed to find out whether they met the criteria for inclusion in the sample. Thus **a sample of 100 respondents between Rural and urban students girls and boys graduate level** was selected. They were then emotional intelligence and intelligence quotient written test paper response pages to respond. They were helped if they had any difficulty regarding understanding or responding to the response pages items. Respondents were requested to respond honestly and to answer all the items. After they had completed all items they were thanked and the complete questionnaires were collected.

Tools

In the present study following tools are used: Emotional Intelligence Inventory (EII) by S.K. Mangul and Shubhra Mangal (2005), and Test of General Intelligence (TGI) by K... S. Misra and S. K. Pal (2005).

Instruction

To make the subject acquainted with testing paper of emotional intelligence and intelligence quotient applied on rural and urban graduate students and asking for right response that they feel in their daily life style.

In **Emotional Intelligence Inventory (EII)** test paper, as you can see it is a test booklet and an answered sheet. This question is related our daily life, which you experience in your daily life. In test paper, the question are related Emotional Intelligence. It has two answer were **Yes** or **No**, you give right answer which is suitable with you. There is not any one answer were right or wrong.

In **Test of General Intelligence (TGI)** test paper, as you see it includes six distinct abilities, each distinct ability has 10 questions and time 4 minute on 10 questions. You give limited time of 24 minute for 60 questions. It has logical question.

RESULTS AND DISSCUTIONS

Descriptive Analysis

Table 1: Mean and SD of EQ, IQ and Gender (Boys and Girls)

| | Gender | EQ | IQ |
|--------------|-----------------------|---------------|---------------|
| Boys | Mean | 79.180 | 84.900 |
| | std. deviation | 10.815 | 11.827 |
| | N | 50 | 50 |
| Girls | Mean | 75.320 | 76.100 |
| | std. deviation | 8.471 | 7.013 |
| | N | 50 | 50 |
| Total | Mean | 77.250 | 80.500 |
| | std. deviation | 9.857 | 10.636 |
| | N | 100 | 100 |

Table 1 shows the means and SD of gender. The table shows the mean value of EQ and IQ with reference to gender. The mean table shows that in EQ of boys is higher in comparison to girls (boys M = 79.18 and girls M = 75.32). In IQ boys is higher in comparison to girls (boys M = 84.90 and girls M = 76.10). The mean of boys' EQ is greater than girls' EQ and the mean of boys' IQ is greater than girls' IQ.

Table 2 shows the main and interaction fact of gender, the first interaction gender x EQ ($F = 3.947$ and $p < .05$) and gender x IQ ($F = 20.478$ $p < .05$). The interaction effect between gender x EQ and gender x IQ is found significant. This suggests that boys and girls have difference level of EQ and IQ. In this ANOVA table we get significant differences in gender.

Table 2: ANOVA of Boys and Girls

| | Sum of Squares | DF | Mean Square | F | Sig |
|-------------------------|----------------|----|-------------|--------|------|
| EQ Gender | 372.490 | 1 | | | |
| Between groups | 9248.260 | 98 | 372.490 | 3.947 | .050 |
| (combined) within group | | | 94.370 | | |
| Total | 9620.750 | 99 | | | |
| IQ Gender | 1936.000 | 1 | | | |
| Between group | 9265.000 | 98 | 1936.000 | 20.478 | .000 |
| (combined) within group | | | 94.541 | | |
| Total | 11201.00 | 99 | | | |

Table 3: Mean and SD of EQ, IQ and Region

| | Region | EQ | IQ |
|-------|----------------|--------|--------|
| Urban | Mean | 77.680 | 97.680 |
| | Std. deviation | 9.510 | 11.292 |
| | N | 50 | 50 |
| Rural | Mean | 76.880 | 81.320 |
| | Std. deviation | 10.277 | 9.984 |
| | N | 50 | 50 |
| Total | Mean | 77.250 | 80.500 |
| | Std. Deviation | 9.857 | 10.636 |
| | N | 100 | 100 |

Table 3 shows the means and SD of region. The table shows the mean value of EQ and IQ with reference to region. The mean table shows that in EQ of urban is higher in comparison to rural (urban M = 77.68 and rural M = 76.88). In IQ of urban is higher in comparison to rural (M = 97.68 and rural M = 81.32). The mean of urban EQ is greater than rural EQ and the mean of urban IQ is greater than rural IQ.

Table 4 shows that there are no significant difference in rural and urban student's EQ and IQ. The interaction effect between IQ x Region (F = .592 P<.05) and EQ x Region (F = .140 P<.05) are not found significant.

Table 4: ANOVA of Rural and Urban

| | Sum of Square | Df | Mean Square | F | Sig |
|----------------------------------|---------------|----|-------------|------|------|
| EQ Region | 13.690 | 1 | 13.690 | | |
| Between groups (combined) | 9607.060 | 98 | 98.031 | .140 | .709 |
| within group | 9620.750 | 99 | | | |
| Total | | | | | |
| IQ Region | 67.240 | 1 | 67.240 | | |
| Between groups (combined) | 11133.760 | 98 | 113.610 | .592 | .444 |
| within group | 11201.000 | 99 | | | |
| Total | | | | | |

H.1: There will be Significant Difference between Boys and Girls Intelligence Quotient (IQ)

The findings related gender our hypothesis, mean score of boys is higher than girls' Intelligence Quotient (M = 79.1800 and 75.3200, F = 20.47<.05.). In this research we get significant difference in IQ between boys and girls. We saw in this research that boys is better than girls and boys IQ level is high and girls IQ level low.

H.2: There will be Significant Difference between Boys and Girls Emotional Quotient (EQ)

In the present study we get significant difference of EQ between boys and girls. Emotional intelligence (M= 79.18 and 75.32 F = 3.94). This research we found that girls EQ is better than boy because girls our emotions expressed freely but boys do not this that his emotions expressed freely pressured of society, culture, and gender difference etc. So we get the result this research that girls EQ is strong and boys EQ poor.

H.3: There will be Significant Difference between Rural and Urban Intelligence Quotient (IQ)

In the present study saw the result that no significant difference of IQ in rural and urban students. Intelligence quotient (M = 97.6800 and 81.3200 F = .59<.05.). Rural and urban students have similar IQ level. We get in this research that not effect in region of IQ and we get some minor difference in rural and urban students but not significant difference.

H.4: There Will be Significant Difference between Rural and Urban Emotional Quotient (EQ)

In this research we get that no significant difference of EQ in rural and urban students but some minor difference that's not significant. Rural and urban students have similar EQ so not differ to each other EQ. Emotional intelligence (M = 77.6800 and 76.8800 F = .140).

CONCLUSIONS

In this research we have two IV and two DV, IV is rural urban and girls and boys, DV is emotional intelligence (EQ) and intelligence quotient (IQ). We focused at that what difference in rural and urban EQ IQ and we focused that what difference in girl and boy EQ IQ. This research we used Mean table and two ways ANOVA in strategically analysis for the result. We used two test paper emotional intelligence inventories (EII) and Test of journal intelligence (TGI).

For recording they were given EQ test and IQ test. EQ test EII (Emotional intelligence inventory) and IQ test TGI (test of general intelligence).EQ test has four categories and it has 100 questions 25 in these. And the second test IQ six categories and sixty question, 10 in each categories.

The sample consist of 100 students , 50 rural and 50 urban students, 25 rural girls 25 urban girls, 25 rural boys and 25 urban boys. Only those rural and urban students boys and girls included in the sample who were living in Lalitpur city and nearest villages (Rural Area) and without any major diagnosed chronic physical or mental illness. Data were collected from the graduate students; subject has to respond on their daily experiences on the basis of appraisal dimension, by line and number estimation techniques, In-depth interview with respondent's generated descriptive data. The data were analysed with the help of statistical tools.

In the present study effect of rural urban and gender were found on emotional intelligence and intelligence quotient. Differences are found in rural urban and gender, higher differences are found in boys, girls IQ and EQ. Gender condition also too much effective responses, Higher differences are found in gender. And the rural and urban are not effective for the subject responses.

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