A Comparative Study on Emotional Intelligence of Adolescents in Urban and Rural Settings

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Abstract
Emotional intelligence is the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. The world Health Organization (WHO) defines adolescence as the period of life between 10 to 19 years of age. In the study of child development, adolescence refers to the second decade of the life span, roughly from ages 10 to 20. The purpose of this study was to compare the emotional intelligence of rural and urban adolescents. Total 300 participants were assigned randomly from the population. 150 adolescents from rural areas of villages in Rajasthan including Sangasni, Birami, Sajara and Peshawas. 150 adolescents from Jodhpur rural area. The age range between 16 to 18 years. The sample included equal number of boys and girls. It was hypothesised that urban and rural adolescents may differ on emotional intelligence. Environmental setting and sex of the sample were independent variables and emotional intelligence was dependent variable. For data collection Emotional Intelligence Test by Dr. S. Mathur was used. The author constructed 40 statements based on five areas. Results showed significant difference between emotional intelligence of urban and rural adolescents.

Key Words: Emotional Intelligence, Adolescence, Urban and Rural.

Introduction:
Emotional Intelligence
Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotion and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one’s goal(s). (Colman, 2008) Although the term first appeared in a 1984 paper by Michael Beldoch, it gained popularity in the 1995 book by that, written by author and science journalist Daniel Goleman. Since this time, EI, and Goleman’s 1995 analysis, have been criticized within the scientific community, (Murphy, 2014) despite prolific of its usefulness in the popular press. Empathy is typically associated with EI, because it relates to an individual connecting their personal experiences with those of others. However, several models exist that aim to measure levels of (empathy) EI. There are currently several models of EI. Goleman's original model may now be considered a mixed model that combines what has since been model separately as ability EI and trait EI. Goleman defined EI as the array of skills and characteristics that drive leadership performance (Goleman D., 1998). The trait model was developed by Konstantinos V. Petrides in
2001. It encompasses behavioural dispositions and self perceived abilities and is measures through self report(Petrides & Furnham, 2001). The ability model, developed by Peter Salovey and John Mayer in 2004, focuses on the individual’s ability to process emotional information and use it to navigate the social environment(Salovey, Mayer, & Caruso, 2004) Studies have shown that people with high EI have greater mental health, job performance and leadership skills although no casual relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct. For example Goleman indicated that EI accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or IQ (Goleman D., 1998). In addition , studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence (Cvazotte, Moreno, & Hickmann, 2012)

Adolescents
Adolescence (from Latin adolescere, meaning ‘to grow up’) is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (Puberty and Adolescence, 2013). Adolescence is usually associated with the teenage years but its physical, psychological or cultural expressions may begin earlier and end later. For example, puberty now typically begins during preadolescence, particularly in females (Zkauskaite S., 2005)(L.D & F.M, 2011) Physical growth (particularly in males) and cognitive development can extend into the early twenties. Thus, age provides only a rough marker of adolescence and scholars have found it difficult to agree upon a precise definition of adolescence. (Finley, 2007)(Cooney)
The formal study of adolescent psychology began with the publication of G. Stanley Hall’s “Adolescence in 1904”. Hall, who was the first president of the American Psychological Association, viewed adolescence primarily as a time of internal turmoil; and upheaval. This understanding of youth was based on two then new ways of understanding human behaviour: Darwin’s evolutionary theory and Freud’s psychodynamic theory. He believed that adolescence was a representation of our human ancestor’s phylogenetic shift from being primitive to being civilized. Hall’s assertions stood relatively uncontested until the 1950s when psychologists such as Erik Erikson and Anna Freud started to formulate their theories about adolescence. Freud believed that the psychological disturbances associated with youth were biologically based and culturally universal while Erikson focused on the dichotomy between identity formation and role fulfilment. Even with their different theories these three psychologists agreed that adolescence was inherently a time of disturbance and psychological confusion. The less turbulent aspects of adolescence, such as peer relations and cultural influence, were left largely ignored until the 1980s. from the 50s until the 80s, the focus of the field was mainly on describing patterns of behaviour as opposed to explaining them(Lerner & Steinberg, 2004)
Adolescence is also a time for rapid cognitive development(Handler, 2007). Piaget describes adolescence as the stage of life in which the individual’s thoughts start taking more of an abstract form and the egocentric thoughts decrease. This allows the individual; to think and reason in a wider perspective. A combination of behavioural and MRI studies have demonstrated development of executive functions, that is, cognitive skills that enable the control and coordination of thoughts and behaviour which are generally associated with the prefrontal cortex(Choudhary, Blakemore, & Charman). The thoughts, ideas and concepts developed at this period of life greatly influence one’s future life, playing a major role in character and personality formation (Pedersen, 1961)
Rural and Urban Areas

There is a big difference between urban and rural India. One of the major differences that can be seen between rural India and Urban India is their standards of living. An urban area is characterized by higher population density and vast human features in comparison to the areas surrounding it. Urban areas may be cities, towns or conurbations. Typical rural areas have a low population density and small settlements. Agricultural areas are commonly rural, though so are others such as forests.

Hypothesis:

There will be significant difference between urban and rural adolescents on emotional intelligence.

Methodology:

Sample:
The present study was conducted on the sample of 300 adolescents- 150 from rural and 150 from urban areas. The sample included equal number of boys and girls. Their age range between 16 to 18 years. Adolescents were from urban area of Jodhpur district and rural areas of village Sangasni, Birami, Sajara and Peshawas.

Tools:
The social intelligence scale was developed by Dr S. Mathur in 2009. There were 40 statements. 20 were positive statements showing high EI while other 20 are negative statements showing low EI. The author constructed 40 statements based on five areas namely:-

1) Self-awareness: Know your feelings, emotion and attitudes, one should be aware about himself, his inner feelings and outward behaviour.

2) Self-regulation: Feel happy and make others happy, self-responsible, control of feelings and emotions, confident, self-control, let anger to express in constructive way.

3) Self-motivation: Attentive, sincere, self-activity, initiative confidence, achievement drive and inspire for higher achievement.

4) Empathy: Understanding the feelings of others, sensitive to others feelings, emotions, suffering, sympathetic to others.

5) Social skills: Social, friendly, helpful, inspire, encourage, motivate, popular, ongoing, cooperative, democratic in dealing, use humour, playful and social competence.

This test enabled us to measure their EI and helped to develop it through proper education and activities. The reliability coefficient of the EI was computed by test retest method and correlation coefficient was found 0.81. Validity coefficient was tested against. Emotional Intelligence Scale constructed Hyde, S. Pathe and U. Dhar and validity coefficient was found 0.72.

For statistical analyse, obtained data analysed for determining significance of mean difference t-test applied between groups.

Procedure:

This is a non-experimental type of research therefore a field approach taken for such a problem. Adolescents taken as sample. Environmental setting and sex of the sample are independent variables and social intelligence is dependent variable.
The main objectives of this study is to accurately specify characteristics, to determine the frequencies of significant variables and to find out the association of variables. The research design of this study is carefully planned so that subjective bias can be done away with. The collected data was then properly processed and analysed, this process consists of several steps like scoring the data, tabulating the data and performing statistical computation. The data collection was a manual process.

Result and Discussion:

Table No. 1 Showing Mean, S.D. and t between the Rural Adolescents and Urban Adolescents on Emotional Intelligence

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Adolescents</td>
<td>71.33</td>
<td>13.67</td>
<td>2.9726</td>
</tr>
<tr>
<td>N= 150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Adolescents</td>
<td>75.59</td>
<td>11.05</td>
<td></td>
</tr>
<tr>
<td>N=150</td>
<td></td>
<td></td>
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</tbody>
</table>

It is clear from Table 1, fig. 1 that on Emotional Intelligence Scale scores revealed significance difference between both the groups (t = 2.9726, p < 0.01). Mean of urban adolescents was higher than rural sample, which meant that urban adolescents were highly emotional intelligent than rural adolescents.

Emotionally intelligent people of urban areas were fascinated by human behaviour. They noticed things like body language, dialect, and personal tics. Being a people-watcher helps them find clues about what makes each individual special. It was observed that emotionally intelligent people didn’t had time for regret. They dropped their baggage and move forward into the present, because that’s where progress happens. Emotionally intelligent people knew that “hearing” and “listening” are two different things. They re-phrase a person’s statements in the form of a question to make sure nothing got lost in translation. Emotionally intelligent people don’t let a chorus of negative self-talk take over their brain. They are detectives who explore their environment, searching for clues that reveal why they feel the way they do and (most importantly) what they can do to make it better.
Rural adolescents who found to be low on EQ struggle to understand the emotions of others, they often found themselves arguing without considering how others are feeling. Low EQ people were often completely oblivious to the feelings of other people.

Saikia, Anshu and Mathur found that majority of adolescents of urban culture projected more capacities in all the dimensions of emotional intelligence than the adolescents of rural culture barring interpersonal management. Majority of adolescents were least competent in the abilities pertaining to the dimension of intrapersonal management. Majority of adolescents of urban culture were found to have more skills in all the dimensions of emotional intelligence than the adolescents of rural culture barring interpersonal management. The adolescents of tribal culture possessed considerably low level in all the dimensions of emotional intelligence. (Saikia, 2015)

Low E.Q

Friends, family, co-workers and even random strangers find themselves embroiled in disputes with these argumentative individuals. Because low EQ individuals struggle to understand the emotions of others, they often find themselves arguing without considering how others are feeling. Low EQ people are often completely oblivious to the feelings of other people. They don’t get that their spouses might be angry at them or that their co-workers are irritated. Not only that but they also feel very annoyed that other people expect them to know how they are feeling. Emotions, in general, tend to exasperate people with low EQ. Low EQ individuals feel that they are right and will defend their position with great vigour, yet refuse to listen to what others have to say. This is particularly true if other people are critical of how the individual does not understand what others are feeling. They are often pessimistic and overly critical of other people’s feelings. People with low emotional intelligence have little insight into how their own emotions might lead to problems. When things go wrong, their first instinct is to blame others. They often blame characteristics of the situation or the behaviours of other people for their actions. They might suggest that they had no other choice for what they did and that other people are simply not understanding their situation. This tendency to not take responsibility often leaves them feeling bitter and victimized. Strong emotions, whether their own or those of others, are difficult to comprehend for those with low emotional intelligence. These individuals will often walk away from such situations to avoid having to deal with the emotional fallout. Hiding their true emotions from others is also very common. Because low EQ people often come off as abrasive and unfeeling, they have difficulty maintaining friendships. Close friendships require a mutual give-and-take, sharing of emotions, compassion, and emotional support, all of which low EQ individuals struggle with because people with low emotional intelligence do not understand the emotions of others, they experience little empathy for other people. They do not get what others are feeling, so it is impossible for them to place themselves in another person’s shoes. Poor emotional intelligence can wreak havoc in multiple areas of a person’s life. School, work, family, friendships, and romantic relationships are just a few areas where a person with low EQ will encounter major problems. If you think that your emotional skills could use a little work, start by learning more about the five major components of emotional intelligence.
References


