

A study on the Emotional Intelligence Levels of the urban students and rural students – with special reference to SVIM

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Abstract- Education is illumination. It plays extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, and thus paving way for enhancing the quality of life.

The students come from various backgrounds such as rural and urban regions. The students undergo a lot of pressure to withstand today's competition, mainly at the moment of their establishment stage in career. In order to cope up with the stress and pressure of today's competitive world, the students should have a balance in their emotional stability. Emotional Intelligence is a type of intelligence that has been heavily studied in social sciences, psychology and business sector, but not in educational arena.

The present study helps us to know about the emotional intelligence levels of students in the post graduation specifically the students coming from rural and urban regions. It is a comparative study of emotional intelligence levels of students belonging to rural and urban backgrounds, so that it is helpful to assess the student's emotionality, well-being, sociability and self control. By this which background students can easily cope up with the today's competition in the market can be identified which will help the faculties to have much concentration on the students depending on their backgrounds. Along with this the impact of EI on their academic performance is also studied so that it will be helpful for the faculties to develop the EI along with their academic performance.

I. INTRODUCTION

The 21st century has brought with it a new workplace with highly competitive environment, one in which everyone must adapt to a rapidly changing society with constantly shifting demands and opportunities.

The economy has become global which is driven by innovations and technology and Organizations have to transform themselves to serve new customer expectations. Today's economy is dramatically very uncertain with challenging opportunities. It is based on skill knowledge and performance driven. To be a successful leader the present scenario demands respect, participation, empowerment, teamwork and self management. With the above challenges a new kind of leader is needed to guide business through turbulence. Today's Managers in their organizations do this task.

A manager is someone who coordinates and oversees the work of other people so that organizational goals can be accomplished. It is not about personal achievement but helping

others do their job. Managers may also have additional work duties not related to coordinating the work of others. All the above have to be inculcated from the student stage through the education. Education plays a major role in the success of human in each and every aspect of the discipline. Education provides the platform to each and every student to enhance their skills, prepare them physically, and develop their confidence levels. The students come from various backgrounds like rural & urban. The students at this stage feel lots of problems like lack of communication skills, stage fear, not able to cope up with the faculties, lack of participative nature etc., incorporating social and emotional learning programs into colleges can be challenging, as programs must address a variety of topics in order to be successful.

Emotional intelligence quotient, or EQ, is the new term which is being used more and more in the human resources departments and it is also making its journey towards the executive board rooms. This article will give essential information on what EQ is how it is different from personality, and how it has proven to impact the rural and urban students in their academic performance.

Emotional Intelligence (EQ) is the emerging concept. There is a controversial question arising from many researchers whether the EI can be learned and taught and whether this EI will help the students' to succeed in school and in life.

EI is the concept which is very practical in nature and seems to be very essential for the development of the human life. The researchers still believe in the philosophy that intelligence and success are proportional to one another but now they are not viewed in the same way. The results of the students are not because of the deviations from the basics. The present day focus the success of the student not only on their reasoning capacities as well on the self awareness, emotions, and interpersonal skills.

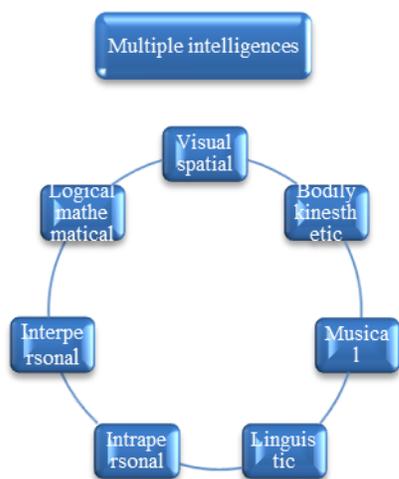
In the last two decades, Multiple Intelligences theory was introduced by Howard Gardner in 1983 and the Emotional Intelligence theory by Bar-On in 1988, Mayer and Salovey in 1990, and Goleman in 1995. This theory of emotional intelligence gave a new aspect that the intelligence quotient (IQ) is not the only measure for success. Emotional intelligence is the tamper of projections with the view point of education which brings out the best in students not only just in academic achievement. It specifies that the EQ competencies are needed to enhance the personal skills leading to success in academics. The students who are excellent academically seem that the education system has not provided them the subjects to lead their life happily and to shape them productive citizens. According to this

theory learning the skills which are necessary to function effectively in life are more important than achieving academically. Many of the EQ idealists believe that the students who achieve academically have not yet developed their emotional intelligence and are not likely able to achieve their full capacity. The students do perform well unless and until they are engaged in developing their emotions, learning styles, personality and motivation.

II. EMOTIONAL INTELLIGENCE AND ITS ORIGINS

The areas of interest which have been studied throughout the human history and found to be recursive are Human intelligence and logical thought. There were many various interpretations of these concepts (Mayer, Roberts, & Barsade, 2008). Taking into account the changing nature of these two concepts, the current definition of intelligence is “a mental ability (or set of mental abilities) that permits the recognition, learning memory for, and capacity to reason about a particular form of information” (Mayer, Roberts, & Barsade, 2008; p.509). There is no one single and unitary form of intelligence (Goleman, 1995), but a series of them, and part of these intelligences focuses on the way individuals see emotions and how they react to them; this is at the core interest of EQ (Mersino, 2007).

In 1920's the basic concept behind the EQ were developed by Eduard Thorndike while he was working with social intelligences; as an predecessor to the comprehensive idea of intelligence (McEnrue, Groves, & Shen, 2007;Dulewicz, Higgs, & Slaski, 2003). The social intelligence definition given by Thorndike (1920) was as “the ability to understand men and women, boys and girls – to act wisely in human relations”. These were the initial steps which paved the way for evolution of EQ. Thorndike did not create any theoretical concept of social intelligence; he used this as an illustration to reveal that the intelligence can be exposed in different ways. The idea of multiple intelligences was further developed by Gardner in 1980's.from the educational perspective he identified seven components to intelligence:



A. What Is Emotional Intelligence?

EQ 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 emotions; accurate recognition of one's own and others' moods; mood management or control over emotions; response with appropriate (adaptive) emotions and behaviours in various life situations (especially to stress and difficult situations); and balancing of honest expression of emotions against courtesy, consideration, and respect (i.e., possession of good social skills and communication skills). EQ is something which helps the people's to think or have a better choice than the other in making the appropriate judgement.

B. How Is EQ Different from Personality?

In psychology, personality refers to the attributes, ideas, skills, talents competencies and behaviour patterns unique to an individual. Personality refers to one's tendencies, such as a penchant for introversion or extroversion. Intelligence quotient can envisage EQ but the personality cannot do it. Nevertheless, EQ can identify both the prejudice and lucidity in one's thinking pattern allowing him to take perfect decisions, personality deals only with the individual behaviours.

C. EQ Competencies leading to Success

Apart from the technical skills, cognitive skills and standard personality traits there are five emotional intelligence competencies that contribute to the success of individuals in the workplace:

1. Intuition and empathy
2. Political acumen and social skills
3. Self-awareness
4. Self-regulation
5. Self-expectations and motivations

1).*Intuition and empathy*: This deals in knowing about other's feelings, requirements and concerns. This competency plays important role in the workplace due to the following reasons:

- Knowing and understanding others' feelings and perspectives
- To recognize and meet the requirements of customer's
- To know about what others need in order to develop and helping them in their growth
- Humanising opportunities with diverse people.

2).*Political Acumen and Social Skills*: This deals in expertness of stirring up of desired responses in others. It is important in the work place due to the following reasons:

- To influence by using tactics and techniques in attaining desired results
- To communicate effectively by giving clear and convincing messages
- To inspire and direct the individuals
- To negotiate and resolve the conflicts
- To enhance the interpersonal relationships for the success of business
- To create synergy in pursuing collective goals.

3). *Self-Awareness*: This deals in knowing about one self. It is important in the workplace for the following reasons:

- To know about one's own emotions and impact on others.
- To know about one's strengths and confines
- To know about self-worthiness and capabilities.

4). *Self-Regulation*: This deals in knowing how to control and manage one's own emotions. It is important in the work place for the following reasons:

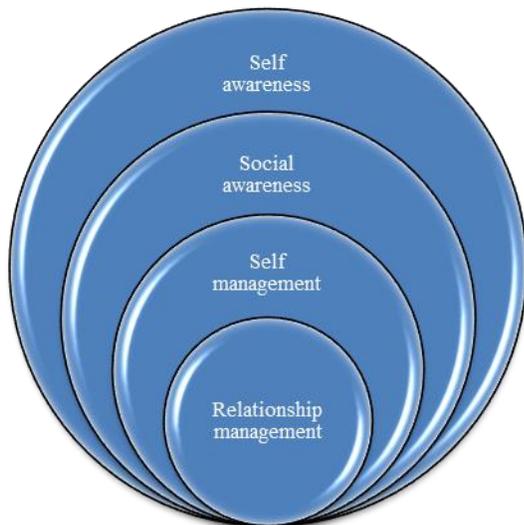
- To manage disruptive emotions
- To maintain honesty and integrity
- To have dynamism in handling change
- To take-up responsibility and accountability
- To inculcate innovativeness

5). *Self-Expectations and Motivation*: this deals in knowing the Emotional tendencies that help in reaching goals. It is important in the workplace for the following reasons:

- To drive ourselves towards the standard of excellence.
- To be committed towards the organisation
- To take up the initiation to act on the opportunities
- To be optimistic in nature in the achievement of goals

D. *Goleman's in his first book he identified five domains of EQ*:

- Knowing your emotions
- Managing your own emotions
- Motivating your self
- Recognising and understanding others emotions
- Managing relationships
-



Goleman (1999) wrote, "Evidence suggests that emotionally intelligent leadership is key to creating a working climate that nurtures employees and encourages them to give their best.

E. *Various definitions for Emotional Intelligence*

Presently this concept is widely used in the academic world. There is some controversy regarding the actual conceptualization

of EQ. This controversy has given the definition of EQ into conflicting theories (Giorgi, 2013; Silong, et al. 2012; Rosete & Ciarrochi, 2005):

- EQ as mixed model – In which EQ firmly sticks to mental abilities with other personal attributes, describing it as a "non-cognitive intelligence". This conceptualization is mainly supported by academics such as Bar-On and Goleman.
- EQ as an ability based model –in which EQ is identified as standard intelligence similar to that of Cognitive intelligence (i.e. IQ) and is supported by academics such as Salovey and Mayer.

1). *The Mixed Model*

Mersino (2007) and especially Bar-On (2006) have given similar definitions in the case of the latter, Bar-On cites the Encyclopedia of Applied Psychology which identifies the following conceptual layouts:

The Goleman model classifies EQ as a sequence with varied competencies that enhances managerial performance; defining it as "the abilities to recognize and regulate emotions in ourselves and in others." (Goleman & Cherniss, 2001 p.2).

According to Bar-On (2006) EQ is measured through multi-rates assessment methods.

The Bar-on model, defined as a model that describes "a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behaviour, measured by self-report within a potentially expandable multi-modal approach including interview and multi-ratter assessment" (Bar-On, 2006, p.2)

2). *The Ability Model*

The other definition of EQ which is supported by Salovey and Mayer is defined as "the ability to monitor ones and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action" (Salovey and Mayer, 1990, p.189). This is the definition which is supported and accepted by most academicians, even Goleman and Bar-on, since it does not get in the way with their model.

F. *Critiques to Emotional Intelligence and Due Diligence*

EQ is an excellent tool which can be applied to any sort of business solutions to attain much maximum benefits. To apply it meticulously in reality we should also know about the critics of EQ. There are many criticisms to EQ.

Some of the sceptics do not believe in the conceptualization of EQ as a valid form of intelligence because there is no term which clearly defines EQ as a valid form of intelligence.

Not even scientific evidence is provided by the authors supporting the idea of EQ as a form of intelligence.

Generally we use self report and 360 degree test for measuring. Because of the nature of EQ it is measured on self descriptions, where the individual has a chance of giving over positive description which may lead to wrong interpretations. Even then this can be avoided by giving sufficient anonymous testing and confidentiality to test subjects.

From the above discussion it is clear that the EQ has significant amount of criticism.

III. REVIEW OF LITERATURE

G. Studies conducted Abroad

Farooq in 2003 studied the effect of emotional intelligence on academic performance of 246 adolescent students. His analysis reports reveal that the students with high level of emotional intelligence perform well comparatively with that of the students having low level of emotional intelligence.

Drago in 2004 investigated the relationship between emotional intelligence and academic achievement in non-traditional college students. As the students have different cognitive abilities, the role of emotional intelligence can be better understood in their academic achievement. His analysed that emotional intelligence was significantly related with the students GPA, cognitive abilities and age.

Parker and others in 2005 examined the impact of emotional intelligence on the successful transition from high school level to university level. The results of their study revealed that academically successful students had tremendous higher levels of several different emotional and social competencies. From this study they identified the importance of emotional intelligence in the successful transition of students from high school to university.

Mestre and others in 2006 conducted a survey on 127 Spanish adolescents, the ability to understand and manage emotions, analysed by a performance measure of emotional intelligence (the MSCEIT), and correlated positively with teacher ratings of academic achievement and adaptation for both males and females. The study revealed that the emotional abilities are positively correlated among the females with peer friendship nominations and also found that EI is positively associated with teacher ratings of academic adaptation among boys and peer friendship nominations among girls.

Tamannaifar and others in 2010 examined 6,050 students at the University of Kashan to identify the relationship between emotional intelligence, self-concept and self esteem with academic achievement. The sample of students was randomly chosen. The result of the study was that emotional intelligence, self concept and esteem of the students was positively associated with their academic achievement.

Yahaya and others in 2011 studied the relationship between the five dimensions of emotional intelligence i.e., self awareness, emotional management, self-motivation, empathy, interpersonal skills and academic performance. The report revealed that there is significant relationship between self-awareness, emotional management and empathy with academic performance.

Studies conducted in India:

Malekari and Mohanty, in 2011 has conducted a study and viewed that how Emotional intelligence have important clinical and therapeutic implications as it is emerged from an amalgamation of research findings on how people appraise, communicate and use emotions.

Zeidner and others in 2004 has pointed out that there hasn't been sufficient research to clearly know the impact of Emotional intelligence on the academic success.

Kattekar (2010) conducted a survey on 500 IX standard students of Kannada language to know the impact of emotional intelligence on the academic achievement. His interpretations

revealed that a positive relationship exist between emotional intelligence and academic achievement of students.

Bai in 2011 examined the anxiety proneness and emotional intelligence in relation to the academic achievement of pre-university students. The study is exploratory, the performance of the students in the examination was considered very seriously to study the influence of anxiety proneness and emotional intelligence on their academic achievement. He involved 500 students belonging to Bangalore urban and rural areas from various education streams like science, arts and commerce. His analysis reported that there was significant difference in academic achievement and emotional intelligence.

IV. STATEMENT OF THE RESEARCH PROBLEM

An exhaustive review of related literature on emotional intelligence and academic achievement of students has been conducted in order to evolve a research study. The problem for research was based on the following research questions:

- (i) Does emotional intelligence affect academic performance of?
- (ii) Do the students from different backgrounds differ significantly in their emotional intelligence and academic achievement?

The major objectives of the study are as follows:

- To study the emotional intelligence levels of urban & rural students.
- To study the relationship between emotional intelligence and academic performance.
- To study the implications & recommend for developing the emotional intelligence in students at PG level

V. RESEARCH METHODOLOGY

Research in common parlance refers to a search for knowledge. Once can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation.

A. Population and Sample Characteristics

The target population for the present study is the students in **Sree Vidyanikethan Institute of Management** having rural & urban students. From the target population a sample of 78 students is being selected (34 rural & 44 Urban).

B. The parameters used for evaluating the EI levels of students are

- Emotionality
- Well- being
- Self-control
- Sociability

The criteria for measuring the academic performance of students is being calculated by using the percentage secured in 10th, 12th & UG.

C. The following hypothesis is framed:

Hypothesis 1 -There is no significant difference between urban and rural students on the scores of Emotional Intelligence.

Hypothesis 2 – Emotional Intelligence is positively associated with academic performance of students measured with the percentages secured in 10th, 12th & UG.

VI. DATA ANALYSIS AND DISCUSSION

For this study, I used the survey method for the collection of data. The questionnaire is designed and data is collected from SVIM students of I year MBA. Simple Random sampling technique is used. After the collection the data, data was filtered from typo errors and missing values. After the analysis, the conclusion remarks and recommendations are given.

The study analysis has been done by using the SPSS. The questionnaire has been tested for Cronbach’s alpha reliability test. Cronbach’s alpha is the most commonly used measure the internal consistency ("reliability") of the questionnaire. It is most commonly used when when we apply multiple Likert questions in the survey. The questionnaire has been found to be reliable.

TABLE I
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.486	.766	36

TABLE II
Item Statistics

	Mean	Std. Deviation	N
Region	1.5641	.49908	78
GPA	70.7587	8.31973	78
I can express my emotions with words freely	3.7308	.89258	78
I don't find difficulty in showing my affection to those who are close to me	4.1795	.90802	78
I can understand things from others point of view	4.0256	.82138	78
I am empathetic in nature	3.9359	.79511	78
I am self motive person	4.3974	.82713	78
I can acquaintance well with those who are close to me	4.3718	.82350	78
I usually stop and sense about my feelings	3.9359	.82713	78
I am familiar with the situations that elicit, my own emotions	3.5513	.84742	78
I Know how own feelings blow own act	4.1538	.83863	78
I regularly alter my life according to the conditions	4.1410	.73369	78

It is simple for me to keep myself stimulated	4.2436	.91433	78
I am active, I can admit new environment	4.3462	.77000	78
I trust I am full of personal potentiality	4.0000	.93974	78
I have a dim perception on many of the aspects	3.4872	.90802	78
I don't find life is pleasurable	3.3974	1.26224	78
I feel certain to work without the need for direct regulation	3.5128	.84889	78
I consider myself to be one among the most competent for a job and likely to be successful	4.2821	.71890	78
I speak out for a course of deeds I suppose in even when others disagree	3.8077	.89816	78
I act tranquilly in traumatic situations	3.8590	1.22447	78
I come across difficulty to control my opinions	2.3846	1.13081	78
I'm typically able to find ways to manage my emotions when I want to emotions when I want to	3.9744	.86751	78
I have a propensity to change my mind often	2.2436	1.05911	78
I would like to get out of effects which I have caught up in them earlier	2.3718	.99491	78
Finally I am talented to pact with the tension	3.7564	.92842	78
Others think highly of me for being cool and tranquil	3.8590	.94970	78
I forecast obstacles to a purpose in order to conquer them	3.9872	.91869	78
I have a tendency to step back in many situations even I know that I am true	2.6410	1.28906	78
ultimately I am a good diplomat	3.8462	.95451	78
I can knob successfully with the people	4.1538	.79081	78
I repeatedly stand up for my privileges	4.2179	.78372	78
I frequently sway the other people	3.5513	.98887	78
I articulate optimistic expectations about others potential	4.3077	.81077	78
I give instructions or demonstrations to grow others	4.0256	.75549	78
I distinguish specific strengths or development chances in others	4.1154	.78923	78

TABLE III
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Region	199.5536	184.71	.068	.414	.484
GPA	130.3590	106.20	.061	.424	.750
I can express my emotions with words freely	197.3869	182.91	.090	.413	.482
I don't find difficulty in showing my affection to those who are close to me	196.9382	182.78	.093	.485	.482
I can understand things from others point of view	197.0921	183.68	.068	.639	.484
I am empathetic in nature	197.1818	183.09	.100	.636	.482
I am self motive person	196.7203	175.92	.423	.616	.460
I can acquaintance well with those who are close to me	196.7459	177.52	.350	.551	.465
I usually stop and sense about my feelings	197.1818	181.93	.146	.621	.478
I am familiar with the situations that	197.5664	182.40	.121	.537	.480
I Know how own feelings blow own act	196.9638	179.52	.252	.541	.471
I regularly alter my life according to the conditions	196.9767	179.07	.319	.561	.469
It is simple for me to keep myself stimulated	196.8741	172.26	.533	.759	.448
I am active, I can admit new	196.7715	177.47	.381	.722	.464
I trust I am full of personal potentiality	197.1177	174.67	.416	.603	.457
I have a dim perception on	197.6305	183.50	.063	.583	.484
I don't find life is pleasurable	197.7203	175.04	.277	.692	.462

I feel certain to work without the need for direct	197.6049	187.08	-.083	.539	.494
I consider myself to be one among the most competent for a job and likely to be successful	196.8356	178.25	.371	.554	.466
I speak out for a course of deeds I suppose in even when others	197.3100	173.54	.487	.628	.453
I act tranquilly in traumatic situations	197.2587	179.676	.143	.541	.476
I come across difficulty to control my opinions	198.7331	178.83	.191	.502	.472
I'm typically able to find ways to manage my emotions when I want to emotions when I want to	197.1433	184.20	.039	.463	.486
I have a propensity to change my mind often	198.8741	183.86	.031	.645	.487
I would like to get out of effects which I have caught up in them earlier	198.7459	188.35	-.127	.556	.499
Finally I am talented to pact with the tension	197.3613	182.60	.096	.539	.481
Others think highly of me for being cool and tranquil	197.2587	182.36	.102	.489	.481
I forecast obstacles to a purpose in order to conquer them	197.1305	173.78	.465	.670	.454
I have a tendency to step back in many situations even I know that I am true	198.4767	184.87	-.019	.513	.493
ultimately I am a good diplomat	197.2715	183.15	.070	.550	.483
I can knob successfully with the people	196.9638	178.18	.335	.583	.466
I repeatedly stand up for my privileges	196.8997	174.93	.499	.645	.456

I frequently sway the other people	197.5664	177.48	.282	.595	.466
I articulate optimistic expectations about others potential	196.8100	182.98	.102	.465	.481
I give instructions or demonstrations to grow others	197.0921	182.94	.116	.561	.481
I distinguish specific strengths or development chances in others	197.0023	178.28	.331	.683	.467

From above table the cronbach's alpha value is 0.486 and the standard value is 0.766. Just observe the column values of Cronbach's alpha if deleted. All the item variables i.e., 36 seem to be reliable that is they are very nearer to the specified values.

Normality Test

The **normality test** has been conducted. The normality test is required to consider for validation of data presented in the literature as it shows whether correct statistical tests have been used. The following are the results. The items very found to be normally distributed. The sample of one question related to skewness and kurtosis is given below:

**TABLE IV
Descriptives**

	Region	Statistic	Std. Error	
I can express my emotions with words freely	Mean	3.6129	.16512	
	95% Confidence Interval for Mean	Lower Bound	3.2757	
		Upper Bound	3.9501	
	5% Trimmed Mean	3.6254		
	Median	4.0000		
	Variance	.845		
	Std. Deviation	.91933		
	Minimum	2.00		
	Maximum	5.00		
	Range	3.00		
	Interquartile Range	1.00		
	Skewness	-.218	.421	
	Kurtosis	-.638	.821	
I can express my emotions with words freely	Mean	3.7727	.12950	
	95% Confidence Interval for Mean	Lower Bound	3.5116	
		Upper Bound	4.0339	
	5% Trimmed Mean	3.8030		
	Median	4.0000		
	Variance	.738		
	Std. Deviation	.85898		

Minimum	2.00	
Maximum	5.00	
Range	3.00	
Interquartile Range	1.00	
Skewness	-.456	.357
Kurtosis	-.212	.702

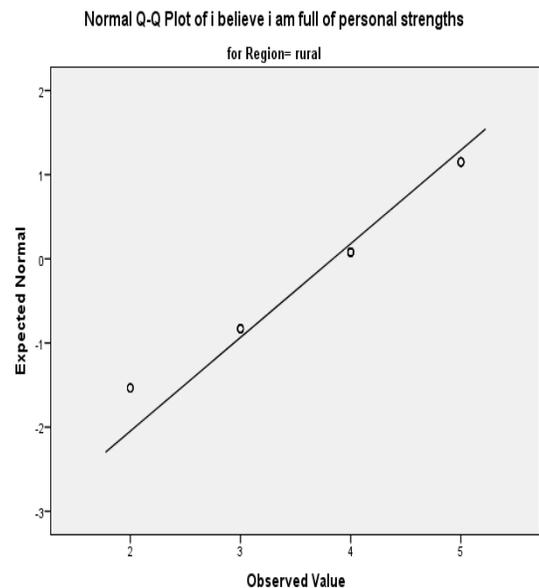
**TABLE V
Tests Of Normality**

	Region	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
I can express my emotions with words freely	rural	.244	31	.000	.879	31	.002
	urban	.286	44	.000	.856	44	.000
I don't find difficulty in showing my affection to those who are close to me	rural	.316	31	.000	.774	31	.000
	urban	.265	44	.000	.787	44	.000
I can understand things from others point of view	rural	.415	31	.000	.675	31	.000
	urban	.295	44	.000	.817	44	.000
I am empathetic in nature	rural	.211	31	.001	.809	31	.000
	urban	.283	44	.000	.819	44	.000
I am self motive person	rural	.294	31	.000	.768	31	.000
	urban	.353	44	.000	.692	44	.000
I can can acquaintance well with those who are close to me	rural	.311	31	.000	.777	31	.000
	urban	.364	44	.000	.710	44	.000
I usually stop and sense about my feelings	rural	.354	31	.000	.764	31	.000
	urban	.269	44	.000	.852	44	.000
I am familiar with the situations that elicit, my own emotions	rural	.305	31	.000	.837	31	.000
	urban	.249	44	.000	.875	44	.000
I Know how own feelings blow own act	rural	.257	31	.000	.816	31	.000
	urban	.245	44	.000	.816	44	.000
I regularly alter my life according to the conditions	rural	.274	31	.000	.841	31	.000
	urban	.256	44	.000	.787	44	.000
It is simple for me to keep myself stimulated	rural	.251	31	.000	.796	31	.000
	urban	.293	44	.000	.748	44	.000
I am active, I can	rural	.234	31	.000	.824	31	.000

admit new environment	urban	.341	44	.000	.708	44	.000
I trust I am full of personal potentiality	rural	.281	31	.000	.854	31	.001
	urban	.259	44	.000	.792	44	.000
I have a dim perception on many of the aspects	rural	.283	31	.000	.863	31	.001
	urban	.279	44	.000	.843	44	.000
I don't find life is pleasurable	rural	.218	31	.001	.899	31	.007
	urban	.256	44	.000	.866	44	.000
I feel certain to work without the need for direct regulation	rural	.293	31	.000	.827	31	.000
	urban	.235	44	.000	.877	44	.000
I consider myself to be one among the most competent for a job and likely to be successful	rural	.251	31	.000	.806	31	.000
	urban	.278	44	.000	.764	44	.000
I speak out for a course of deeds I suppose in even when others disagree	rural	.279	31	.000	.849	31	.000
	urban	.222	44	.000	.863	44	.000
I act tranquilly in traumatic situations	rural	.251	31	.000	.803	31	.000
	urban	.225	44	.000	.827	44	.000
I come across difficulty to control my opinions	rural	.297	31	.000	.852	31	.001
	urban	.233	44	.000	.862	44	.000
I'm typically able to find ways to manage my emotions when I want to	rural	.272	31	.000	.817	31	.000
	urban	.303	44	.000	.824	44	.000
I have a propensity to change my mind often	rural	.209	31	.001	.872	31	.002
	urban	.232	44	.000	.873	44	.000
I would like to get out of effects which I have caught up in them earlier	rural	.339	31	.000	.813	31	.000
	urban	.309	44	.000	.835	44	.000
Finally I am talented to pact with the tension	rural	.324	31	.000	.830	31	.000
	urban	.293	44	.000	.828	44	.000
Others think highly of me for being cool and tranquil	rural	.256	31	.000	.841	31	.000
	urban	.249	44	.000	.878	44	.000
I forecast	rural	.222	31	.000	.858	31	.001

obstacles to a purpose in order to conquer them	urban	.236	44	.000	.834	44	.000
I have a tendency to step back in many situations even I know that I am true	rural	.295	31	.000	.860	31	.001
	urban	.239	44	.000	.855	44	.000
ultimately I am a good diplomat	rural	.274	31	.000	.841	31	.000
	urban	.321	44	.000	.809	44	.000
I can knob successfully with the people	rural	.255	31	.000	.820	31	.000
	urban	.302	44	.000	.770	44	.000
I repeatedly stand up for my privileges	rural	.269	31	.000	.797	31	.000
	urban	.311	44	.000	.722	44	.000
I frequently sway the other people	rural	.232	31	.000	.878	31	.002
	urban	.202	44	.000	.903	44	.001
I articulate optimistic expectations about others potential	rural	.267	31	.000	.773	31	.000
	urban	.315	44	.000	.742	44	.000
I give instructions or demonstrations to grow others	rural	.239	31	.000	.860	31	.001
	urban	.291	44	.000	.794	44	.000
I distinguish specific strengths or development chances in others	rural	.306	31	.000	.831	31	.000
	urban	.250	44	.000	.797	44	.000

Lilliefors Significance Correction



The skewness is calculated by dividing the static value by its standard error which gives the value lying between +/-1.96 (as we have considered the confidence level of 95%). The kurtosis is calculated by dividing the static value by its standard error which again gives the value lying between +/- 1.96 (as we have considered the confidence level of 95%).

From the above Shapiro-Wilk table it is clear that the P value is less than the 0.05 where the null hypothesis should be rejected and Kolmogorov-Smirnov^a the data is approximately normally distributed. Regarding skewness and kurtosis the data little skewed and kurtotic for both rural and urban students, but it doesn't differ significantly from normality. From this we can assume that the data are approximately normally distributed in terms of skewness and kurtosis.

H₁ has been tested by applying the non parametric test chi-square by considering the significant level of 0.05 i.e, 95% of confidence level.

**TABLE VI
Test Statistics**

	Region	I express positive expectations about others potential
Chi-Square	1.282 ^a	75.590 ^b
df	1	4
Asymp. Sig.	.258	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 39.0.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.6.

From the above it is clear that the significance value is 0.000 which is less than the 0.05 so the null hypothesis is to be rejected and it is clear that there is significant difference between urban and rural students on the scores of Emotional Intelligence.

H₂ is being tested by using the statistical tool T- test

**TABLE VII
Levene's Test for Equality of Variances**

		F	Sig.	t	df	Sig.(2-tail)
E1	Equal variances assumed	1.895	.173	-.261	76	.795
	Equal variances not assumed			-.291	12.817	.776
E2	Equal variances assumed	.037	.849	-.821	76	.414
	Equal variances not assumed			-.875	12.364	.398

E3	Equal variances assumed	1.479	.228	.516	76	.608
	Equal variances not assumed			.438	10.781	.670
E4	Equal variances assumed	.700	.405	1.005	76	.318
	Equal variances not assumed			.975	11.582	.349
E5	Equal variances assumed	5.302	.024	2.080	76	.041
	Equal variances not assumed			1.292	9.704	.226
E6	Equal variances assumed	1.334	.252	1.120	76	.266
	Equal variances not assumed			1.226	12.629	.242
E7	Equal variances assumed	2.579	.112	.554	76	.581
	Equal variances not assumed			.458	10.647	.656
E8	Equal variances assumed	1.464	.230	-.193	76	.847
	Equal variances not assumed			-.158	10.589	.878
E9	Equal variances assumed	.936	.336	.619	76	.538
	Equal variances not assumed			.508	10.617	.622
E10	Equal variances assumed	1.561	.215	1.114	76	.269
	Equal variances not assumed			.850	10.312	.415
E11	Equal variances assumed	1.933	.168	1.278	76	.205
	Equal variances not assumed			1.003	10.426	.338
E12	Equal variances assumed	.170	.681	-.674	76	.502

	Equal variances not assumed			-.727	12.466	.481
WB1	Equal variances assumed	.477	.492	1.082	76	.282
	Equal variances not assumed			.974	11.095	.351
WB2	Equal variances assumed	.002	.966	.696	76	.489
	Equal variances not assumed			.672	11.548	.515
WB3	Equal variances assumed	.465	.497	1.067	76	.289
	Equal variances not assumed			.922	10.868	.376
WB4	Equal variances assumed	.071	.791	-.745	76	.459
	Equal variances not assumed			-.678	11.161	.512
WB5	Equal variances assumed	1.225	.272	.384	76	.702
	Equal variances not assumed			.430	12.853	.674
WB6	Equal variances assumed	3.452	.067	.781	76	.437
	Equal variances not assumed			.618	10.458	.550
WB7	Equal variances assumed	4.229	.043	1.275	76	.206
	Equal variances not assumed			1.015	10.487	.333
SC1	Equal variances assumed	9.195	.003	.851	76	.397
	Equal variances not assumed			1.194	16.665	.249
SC2	Equal variances assumed	2.644	.108	.678	76	.500
	Equal variances not assumed			.499	10.182	.629

SC3	Equal variances assumed	.930	.338	.139	76	.890
	Equal variances not assumed			.115	10.673	.911
SC4	Equal variances assumed	1.769	.187	1.623	76	.109
	Equal variances not assumed			2.052	14.532	.059
SC5	Equal variances assumed	.134	.715	-1.636	76	.106
	Equal variances not assumed			-1.635	11.804	.128
SC6	Equal variances assumed	.238	.627	.564	76	.574
	Equal variances not assumed			.476	10.742	.644
SC7	Equal variances assumed	.001	.980	.320	76	.750
	Equal variances not assumed			.300	11.353	.770
S1	Equal variances assumed	.188	.666	-1.480	76	.143
	Equal variances not assumed			-1.370	11.264	.197
S2	Equal variances assumed	.074	.786	-.190	76	.850
	Equal variances not assumed			-.184	11.583	.857
S3	Equal variances assumed	.001	.974	.656	76	.514
	Equal variances not assumed			.565	10.846	.584
S4	Equal variances assumed	.192	.663	1.834	76	.071
	Equal variances not assumed			1.800	11.666	.098
S5	Equal variances assumed	.774	.382	.516	76	.608

	Equal variances not assumed			.591	13.138	.564
S6	Equal variances assumed	2.238	.139	-1.657	76	.102
	Equal variances not assumed			-2.455	18.184	.024
S7	Equal variances assumed	.010	.921	-.331	76	.741
	Equal variances not assumed			-.340	12.011	.740
S8	Equal variances assumed	.519	.473	-.361	76	.719
	Equal variances not assumed			-.435	13.795	.670

Observe the values in the column sig (2 tailed). All the values are greater than the 0.05 (confidence level is 95%).so we keep the null hypothesis that is Emotional Intelligence have no significant relationship with academic performance of students measured with the percentages secured in 10th, 12th & UG.

Chi-square test has also been applied to find the significant difference between the EI parameters and the regions (Rural & Urban). The following table represents the result.

TABLE VIII
Sample Table Of Analysis

REGION			
	Observed N	Expected	Residual
Rural	34	39.0	-5.0
Urban	44	39.0	5.0
Total	78		

I articulate optimistic expectations about others potential			
	Observed N	Expected	Residual
strongly disagree	1	15.6	-14.6
disagree	1	15.6	-14.6
neutral	8	15.6	-7.6
agree	31	15.6	15.4
strongly agree	37	15.6	21.4
Total	78		

Test Statistics

	Region	I articulate optimistic expectations about others potential
Chi-Square	1.282 ^a	75.590 ^b
df	1	4

Asymp. Sig.	.258	.000
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a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 39.0.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.6.

It is found that the significance at the 0.05 significance level is 0.000 which is less than the specified value. From this it can be interpreted that there is significant difference in the EI levels of the students who come from rural and urban regions.

The ANNOVA has been applied to find the significance level between the subsets of emotionality and region as well between the subsets of EI and GPA for this purpose Mean EI values of the four parameters have been calculated. The results are depicted in the Table IX and X. The F value for the parameter Emotionality is 0.198. The value of F for the parameter well-being is 0.042. The value of F for the parameter self control is 0.520. The F value for the parameter sociability is 0.723. the results indicate that there exist difference among the rural and urban students on the four dimensions of the EI Parameters, which leads to reject the H₁ i.e., there is no significant difference between the EI levels of Rural and Urban students.

TABLE IX
Anova

		Sum of Squares	df	Mean Square	F	Sig.
emotionality	Between Groups	.234	1	.234	1.685	.198
	Within Groups	10.564	76	.139		
	Total	10.799	77			
wellbeing	Between Groups	.821	1	.821	4.271	.042
	Within Groups	14.601	76	.192		
	Total	15.422	77			
self-control	Between Groups	.058	1	.058	.19	.520
	Within Groups	10.535	76	.139		
	Total	10.593	77			
sociability	Between Groups	.022	1	.022	.127	.723
	Within Groups	13.219	76	.174		
	Total	13.241	77			

TABLE X
Anova

		Sum of Squares	df	Mean Square	F	Sig.
emotionality	Between Groups	10.121	74	.137	.606	.815
	Within Groups	.677	3	.226		
	Total	10.799	77			
wellbeing	Between Groups	14.146	74	.191	.450	.908
	Within Groups	1.276	3	.425		
	Total	15.422	77			
self-control	Between Groups	10.154	74	.137	.938	.631
	Within Groups	.439	3	.146		
	Total	10.593	77			
sociability	Between Groups	12.890	74	.174	1.486	.429
	Within Groups	.352	3	.117		
	Total	13.241	77			

The table XI shows the ANNOVA application to find the Relation between the GPA of students with their EI levels. The GPA Mean of the rural students is 71.21 and the GPA mean of the urban students is 70.40. It is clear that the GPA is high among the rural students than that of the urban students. The table XII reveals the EI levels of the rural and urban students related to the four parameters i.e., emotionality, well-being, self-control, sociability.

TABLE XI

GPA * region			
GPA			
region	Mean	N	Std. Deviation
rural	71.2144	34	6.86711
urban	70.4066	44	9.35237
Total	70.7587	78	8.31973

TABLE XII
Report

region		emotionality	wellbeing	self-control	sociability
rural	Mean	4.0221	3.6471	3.2563	3.8382
	N	34	34	34	34

	Std. Deviation	.39318	.41499	.36511	.48022
urban	Mean	4.1326	3.8539	3.2013	3.8722
	N	44	44	44	44
Total	Std. Deviation	.35643	.45540	.37774	.36117
	Mean	4.0844	3.7637	3.2253	3.8574
	N	78	78	78	78
	Std. Deviation	.37449	.44753	.37090	.41469

From the above it is clear that the emotionality level in rural (4.022) is less than the urban region (4.013). The EI parameter well being is also less in the rural (3.64) than the urban (3.85). The EI parameter self-control is greater in the rural region students (3.25) than that of the urban region students (3.20). The EI parameter sociability is less among the rural region students (3.83) than that of the urban region students (3.85). The GPA is high among the rural students when compared to that of the urban students.

VII. CONCLUSION

From this study it is clear that the EI levels of the urban students is high to that of the rural students and the GPA is high among the rural students than that of the urban students. It can be analysed that there is no impact of EI on the academic performance since the EI levels of urban students is high even though their GPA is less than the rural students. The Faculties teaching to the PG students specifically to management need to have much concentration on the rural students than that of the urban students to develop their EI levels which is much essential for them to compete in the present situations.

Questionnaire

A study on the Emotional Intelligence Levels of the Urban students and Rural students – with special reference to *SVIM*
Name:: _____
: _____
Region:: _____ GPA:: _____

Sl. No	Labels	S A	A	N	D	S D
1.	I can express my emotions with words freely					
2.	I don't find difficulty in showing my affection to those who are close to me					
3.	I can understand things from others point of view					
4.	I am empathetic in nature					
5.	I am self- motive person					

6.	I can acquaintance well with those who are close to me					
7.	I usually stop and sense about my feelings					
8.	I am familiar with the situations that elicit, my own emotions					
9.	I Know how own feelings blow own act					
10.	I trust I am full of personal potentiality					
11.	I have a dim perception on many of the aspects					
12.	I don't find life is pleasurable					
13.	I feel certain to work without the need for direct regulation					
14.	I consider myself to be one among the most competent for a job and likely to be successful					
15.	I speak out for a course of deeds I suppose in even when others disagree					
16.	I act tranquilly in traumatic situations					
17.	I come across difficulty to control my opinions					
18.	I'm typically able to find ways to manage my emotions when I want to					
19.	I have a propensity to change my mind often					
20.	I would like to get out of effects which I have caught up in them earlier					
21.	Finally I am talented to pact with the tension					
22.	Others think highly of me for being cool and tranquil					
23.	I forecast obstacles to a purpose in order to conquer them					
24.	I have a tendency to step back in many situations even I know that I am true					
25.	ultimately I am a good diplomat					
26.	I can knob successfully with the people					
27.	I repeatedly stand up for my privileges					
28.	I frequently sway the other people					

29.	I articulate optimistic expectations about others potential					
30.	I give instructions or demonstrations to grow others					
31.	I distinguish specific strengths or development chances in others					
32.	I regularly alter my life according to the conditions					
33.	It is simple for me to keep myself stimulated					
34.	I am active, I can admit new environment					

SIGNATURE OF THE RESPONDENT

Likert scale is being used with the values strongly agree, agree neutral, disagree, strongly disagree. They have been rated as 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, 1 for strongly disagree for the positive type of questions and the values are reversed for the negative type of questions. The questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 32, 33, 34 belong to the parameter emotionality, 10 to 16 belong to the parameter well being, 17 to 23 belong to the parameter self-control, and the questions from 24 to 31 belong to sociability.

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