

# A COMPARATIVE ANALYSIS OF EMOTIONAL INTELLIGENCE AMONG HIGHER SECONDARY STUDENTS

Dr. Priyanka Datta <sup>1</sup>✉

<sup>1</sup> Assistant Professor, Department of Education Bidhannagar College, Kolkata, West Bengal, India



## Corresponding Author

Dr. Priyanka Datta,  
[priyankasunshine.d@gmail.com](mailto:priyankasunshine.d@gmail.com)

## DOI

[10.29121/shodhkosh.v3.i2.2022.6373](https://doi.org/10.29121/shodhkosh.v3.i2.2022.6373)

**Funding:** This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

**Copyright:** © 2022 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



## ABSTRACT

The present study attempted to compare the Emotional Intelligence of urban and rural Higher Secondary students. Descriptive Survey research method was used to collect data from 540 Higher Secondary students randomly selected from different undergraduate colleges of Kolkata and its suburbs using the Mangal Emotional Intelligence Inventory (2011). The results of the study showed no significant difference between urban and rural students. The findings indicate that habitat does not significantly influence Emotional Intelligence. The study suggests that environmental and socio-cultural exposure in urban settings may play a facilitating role in enhancing Emotional Intelligence. The study highlights the importance of nurturing Emotional Intelligence among the students through educational and parental practices to promote academic achievement and interpersonal development, psychological and societal well-being.

**Keywords:** Emotional Intelligence, Urban-Rural Comparison, Higher Secondary Education

## 1. INTRODUCTION

The 21st century, with its rapid technological and societal changes, has created a highly competitive and challenging environment influencing students' personal and academic life. Overuse of technology and reduced personal interaction have further created a debilitating effect on natural social development, making it difficult for adolescents to manage emotions and adjust effectively in real-life situations. In this context, emotional intelligence emerges as a vital factor for students' personal growth, interpersonal relationships, and academic achievement. Research across contexts has consistently highlighted the role of Emotional Intelligence in education. For instance, Opatye (2014) found that emotionally intelligent students with lower stress and anxiety achieved higher academic success in Chemistry. Similarly, Tamannaifar et al. (2010, as cited in Chamundeswari, 2013) reported significant relationships between Emotional Intelligence, self-concept, self-esteem, and academic achievement among university students, while Ayooluwa et al. (2009) confirmed emotional intelligence has significant influence on need for achievement and interpersonal relations among undergraduate students. Defined by Mayer and Salovey (1997), Emotional Intelligence is the ability to perceive, understand, and regulate emotions, its influence enables learners to navigate both academic and social challenges

effectively. In the Indian context, socio-cultural and environmental differences between urban and rural settings raise important questions about the role of habitat on Emotional Intelligence if any. While some studies indicate higher influence among urban students due to greater exposure (Kumra, 2013), others report rural students having stronger emotional capacities (Shanwal, 2003). Given these contradictory findings, the present study seeks to compare the Emotional Intelligence of urban and rural Higher Secondary students in Kolkata and its suburbs, thereby attempting to contribute to a deeper understanding of how habitat may shape emotional development and academic potential of students who are at the verge of adolescence, completing Higher Secondary education and taking admission in Undergraduate Colleges.

## 2. OPERATIONAL DEFINITION OF IMPORTANT TERMS

### Emotional Intelligence

Mayer and Salovey (1997) defined Emotional Intelligence as “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (p. 10). In the present study Emotional Intelligence can be operationally defined as the ability of the students to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion of one’s own and of other members in the society.

**Higher Secondary Students** can be operationally defined in the present study as the students whose age ranges from 17-19 years and have passed the public examination at the end of Standard XII viz., the West Bengal Higher Secondary Examination (2014) and also have just taken admission in the First year in Humanities Department in General Degree Colleges affiliated to the University of Calcutta.

**Habitat** can be operationally defined in the present study as the urban and rural Higher Secondary students.

The students (in the present study) coming to study in the colleges of Kolkata and its suburbs have their dwelling places-

- in the four districts viz., South 24 Parganas, North 24 Parganas, Howrah and Hooghly, and
  - places located in and around Kolkata.
- 1) **Urban Students** can be operationally defined in the present study as the students residing in the Kolkata Corporation area & Municipal areas of the above mentioned four districts.
  - 2) **Rural Students** can be operationally defined in the present study as the students dwelling in the Panchayat areas of the aforementioned four districts.

## 2.1. OBJECTIVE OF THE STUDY

The present study attempted to compare the Emotional Intelligence of Higher Secondary students under Habitat (Urban & Rural).

### Hypotheses of the Study

In light of the above objective of the study, the following hypothesis was formulated-

H01: There would be no significant difference in Emotional Intelligence between urban and rural Higher Secondary students

## 3. METHODOLOGY

The present study used the Descriptive Survey research method keeping in view the objective of the study.

### Population

All the students with age ranging from 17-19 years who have passed the Standard XII public examination viz., the West Bengal Higher Secondary Examination conducted by the West Bengal Council of Higher Secondary Education (WBCHSE) and have just taken admission in First year in the General Degree Colleges affiliated to the University of Calcutta and belonging to the Humanities Department constituted the population of the present study.

### Sampling Technique

The researcher first collected the list of General Degree colleges affiliated to the University of Calcutta from the official website of the University of Calcutta and from the West Bengal Higher Education Report (2012-2013). Then she randomly selected 15 colleges, three each from North, South, Central, East and West Kolkata and its suburbs (50 km around Kolkata) following the pin code list of Kolkata. After obtaining nominal rolls of the students from the First year Humanities Department of each of the colleges the researcher then randomly selected the students from these colleges respectively.

### Sample

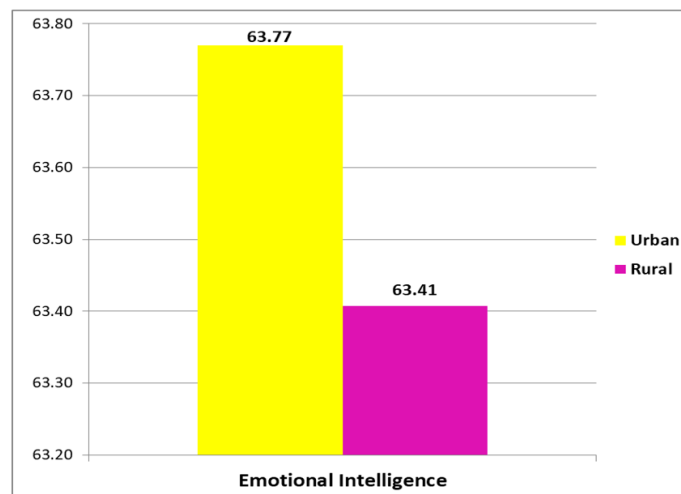
The sample of the study comprised 540 Higher Secondary students out of which 356 were urban and 184 were rural students.

### Tools of the Study

Mangal Emotional Intelligence Inventory (MEII) (2011) by Dr. S. K. Mangal and Mrs. Shubhra Mangal. National Psychological Corporation was used for the study.

**Table:** Descriptive Statistics of Emotional Intelligence of Urban and Rural Higher Secondary Students

Variables	Habitat	N	Mean	Median	Std. Deviation	Std. Error Mean	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Emotional Intelligence	Urban	356	63.77	65	10.439	.553	-.097	.105	-.337	.210
	Rural	184	63.41	64	10.880	.802	-.092	.105	-.764	.210
	Total	540	63.65	64.50	10.582	.455	-.097	.105	-.500	.210



**Figure 1** Graphical representation of the Mean scores of Emotional Intelligence of Urban and Rural Higher Secondary Students

Fig. i shows that the mean scores of the Urban students are found to be higher than the Rural Higher Secondary students in Emotional Intelligence (Urban= 63.77, Rural= 63.41)

## 4. ANALYSIS AND INTERPRETATION

The detailed analysis of the collected data has been provided as per the objective stated earlier. The hypothesis was also tested based on the findings of the study and the interpretations are reported respectively.

### Software Used

The analysis of the study was done using the computer software “Statistical Package for the Social Sciences” IBM SPSS Version 21.00.

## 5. RESULTS OF THE STUDY

The results of the study are presented below.

**Objective i:** To compare the Emotional Intelligence of Higher Secondary students under Habitat (Urban and Rural)

To fulfil this objective the H01 was formulated and tested which was as follows: -

**H01:** There would be no significant difference in Emotional Intelligence between urban and rural Higher Secondary students

**Testing of H01:**

**Groups:** Emotional Intelligence of Urban and Rural Higher Secondary students

**Table 1:** Descriptive and Inferential Statistics of Independent Sample Test of the Emotional Intelligence \_ Habitat of Higher

Variables	Habitat	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2 tailed)
Emotional Intelligence	Urban	356	63.77	10.44	0.55	0.377**	538	0.707
	Rural	184	63.41	10.88	0.80			

\*\*not significant at 0.05 level of significance

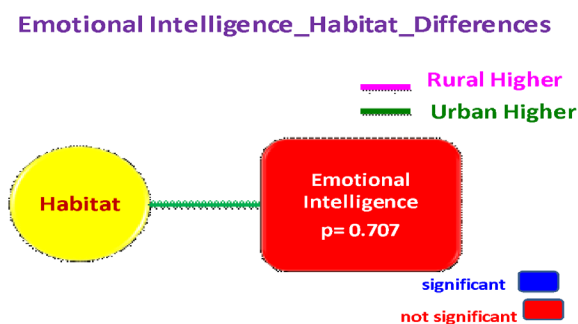
### Interpretation

The analysis in Table 1 shows that in comparing the Emotional Intelligence between Urban and Rural Higher Secondary students the calculated t(538) value is 0.377 and ‘p’ value is 0.707 ( $p > 0.05$ ). Hence, t is not significant at 0.05 level. So, H01 is not rejected and it can be safely said that the Urban Higher Secondary students (Mean= 63.77) were not significantly different from the Rural Higher Secondary students (Mean= 63.41) with respect to their Emotional Intelligence.

## 6. FINDINGS ON EMOTIONAL INTELLIGENCE

From the analysis of data on Emotional Intelligence, the following findings were observed which is presented in the following diagram and reported subsequently.

ii: Diagrammatic Presentation of the Findings on Emotional Intelligence\_Habitat\_Differences



**Figure 2** Differences between Urban and Rural students in Emotional Intelligence

- The Urban Higher Secondary students (Mean= 63.77) were not significantly different from the Rural Higher Secondary students (Mean= 63.41) with respect to their Emotional Intelligence (Fig. ii).

## 7. DISCUSSION

The results of the study indicated that the Urban Higher Secondary students were not significantly different from the Rural Higher Secondary students with respect to their Emotional Intelligence. The findings of the study are in congruence with the studies of Gakhar and Manhas (2005) who also found no significant difference between urban and rural students. The present finding also shows that the urban students have slightly higher Emotional Intelligence than the rural students although the difference is not significant. The finding is supported by the finding of Kumra (2013) who found the emotional intelligence of students of urban areas was greater than that of students of rural areas. However the finding contradicted the results of Shanwal (2003) who found that rural children were found to have higher Emotional Intelligence in comparison to their urban counterparts. The reason for the urban students having better emotional intelligence than the rural students might be that since they are living in and around the metropolitan city of Kolkata, the urban students are getting greater scope of exposure to urban life, engagements and entertainment and better communication with different types of people in different situations and larger range of experiences, greater introduction to the latest technological advancements and amenities in city life than the rural students whose lives in rural society are relatively simpler than the urban students. This might have posed an influence in their interpersonal skills and management. The urban students are more dynamic, self aware, highly motivated, persistent, and confident. They are high in impulse control, empathy, compassion, intuition, integrity, motivation and have good leadership qualities. The urban students are also better in handling relationships and regulating themselves and coping with challenging and exigent situations in life than the rural students who probably have less exposure to such circumstances and lack the above qualities which enhance their emotional intelligence like the urban students. Hence, this might have resulted in the rural students having lower emotional intelligence than the urban students in the current study.

## 8. CONCLUSION

To conclude, the present study thus provides a vivid picture to the stakeholders of education that emotional intelligence influences personal adjustment and academic success, hence, it should be deliberately nurtured in all learners. Teachers can integrate reflective and collaborative activities in classrooms, parents can model positive emotional expression and communication, and students can engage in practices that build self-awareness, empathy, and resilience. By fostering emotional intelligence across both school and home contexts, all stakeholders can contribute to students' holistic development. In essence, nurturing emotional intelligence in students is not just an educational goal but a lifelong investment in their academic excellence, and interpersonal development, psychological and societal well-being.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

None.

## REFERENCES

- Ayooluwa, A. O., Abayomi, O., & Edosa, O. (2009). Influence of Emotional Intelligence and Need for Achievement on Interpersonal Relations and Academic Achievement of Undergraduates. *Educational Research Quarterly*, 33(2), 15. Retrieved from <http://connection.ebscohost.com/c/articles/54575522/influence-emotment-undergraduates>
- Chamundeswari, S. (2013). Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level. *International Journal of Academic Research in Economics and Management Sciences*, 2(4), 178-187. Retrieved from [http://hrmars.com/hrmars\\_papers/Emotional\\_Stuecondary\\_Level.pdf](http://hrmars.com/hrmars_papers/Emotional_Stuecondary_Level.pdf)

- Gakhar, S. C., & Manhas, K. D. (2005). Cognitive Correlates of Emotional Intelligence of Adolescents. *Ram – Eash Journal of Education*, 2(2), 78-83.
- Kumra, J. (2013). A Study of Relationship between Emotional Intelligence and Academic Achievement of Senior Secondary School Students. *Educational Quest*, 4(1), 63. <http://connection.ebscohost.com/c/articles/110370738/study-relationship-between-emotional-intelligence-academic-achievement-senior-secondary-school-students>
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey, & D. Sluyter (Ed.). *Emotional development and emotional intelligence: Educational implications*, 3-34. New York, USA: Basic books, Inc.
- Opateye, J. A. (2014). The Relationship between Emotional Intelligence, Test Anxiety, Stress, Academic Success and Attitudes of High School Students towards Electrochemistry. *FE Psychologia*, 22(1), p. 239. Retrieved from: <http://connection.ebscohost.com/c/articles/95292622/relationship-between-emotional-intelligence-test-anxiety-stress-academic-success-attitudes-high-school-students-towards-electrochemistry>
- Shanwal, V. K. (2003). A Study of Correlates and Nurturance of Emotional Intelligence in Primary School Children (Ph.D. Jamia Millia Islamia). *Indian Educational Abstract*, 4(1), 50.
- Tamannaifar, M. R., Sedighi, A. F. & Salami, M. F. (2010). Correlation between Emotional Intelligence, Self-concept and Self-esteem with Academic Achievement. *Iranian Journal of Educational Strategies*, 3(3): 121-126.