

A Study Of Emotional Intelligence Among Rural And Urban Adolescents In Relation To Gender And Type Of School

Varun Kumar¹, Dr. Kalpana Randhawa²

¹Research Scholar Dept. of Psychology, Suresh Gyan Vihar University Jaipur Rajasthan.

²Assistant Professor Dept. of Psychology, Suresh Gyan Vihar University Jaipur Rajasthan.
DOI: 10.47750/pnr.2022.13.S07.566

Abstract

The purpose of study was to explore influence of demographic variables viz. gender, type of school and area-rural-urban on emotional intelligence and its various components. The sample of the present study consisted of 400 male and female adolescents belonging to rural and urban areas studying in convent and privately aided schools. Emotional intelligence Scale developed by Ekta Sharma was used which measures self-awareness, managing emotions, motivating oneself, empathy and handling relations components of emotional intelligence. Result indicated that gender had a significant effect on emotional intelligence. Though Type of school and area showed no significant effect on emotional intelligence, but on various components of EI significant interaction effect were found.

Key words: Emotional Intelligence, Adolescents, Gender

Introduction:

The capacity to interpret, regulate and measure emotions refers to emotional intelligence. It is a person's ability to handle and monitor his or her feelings and also have the ability to control other's feelings. In other words, they will affect other people's emotions too. Some studies say that it is possible to acquire and reinforce emotional intelligence, while others believe it is an inborn trait. In leadership, emotional intelligence is a very important ability. It is said to have five key components, such as self-awareness, self regulation, motivation, empathy, and social skills. It is the capacity of people to identify their own emotions and those of others, to distinguish between different feelings

and to properly mark the musing emotional information to direct thought and actions, and to control and/or change emotions to adapt or achieve environments. By Peter Salovey and John Mayer, emotional intelligence has been described as skills having perceiving, using, recognizing, and manipulating emotions. Such skills are distinct but related. In order to develop thinking and comprehension of interpersonal dynamics, emotional intelligence often represents the ability to incorporate intelligence, empathy and emotions. Different EI models have led to the creation of different methods for evaluating the development of various instruments for the assessment of the construct. While some of these measurements can overlap, most researchers believe that various structures tap different constructs.

A recent area of research exploring the effectiveness of the emotional quotient intervention program in the West has prompted the implementation of emotional intelligence and social emotional learning curriculums. Results in the area show that emotions understand the human need for social and emotional skills to be established. Results in different studies have shown that addressing children's social and emotional needs is an effective way to improve academic achievement. An efficient way to enhance academic performance is to meet the social and emotional needs of children. As a mediator of positive school performance, emotional intelligence has extraordinary potential. In an age where children often feel isolated from peers and family, rapid social change is the norm where emotional maturity has become more necessary for media and sports stars to exhibit bad behavior. Studies to research the relationship between emotional intelligence and academic retention have been performed. Students with higher emotional intelligence have been shown to be less likely than their peers to drop out of school. Research has shown how EQ can greatly reduce anti-social behavior and violence, school suspensions, and issues of discipline, while increasing personal and social skills, attendance at school, satisfaction, and academic achievement. An efficient way to enhance academic performance is to meet the social and emotional needs of children. As a mediator of positive school performance, emotional intelligence has extraordinary potential. In an age where children often feel isolated from peers and family, rapid social change is the norm where emotional maturity has become more necessary for media and sports stars to exhibit bad behavior. Studies to research the relationship between emotional intelligence and academic retention have been performed. Studies to research the relationship between emotional intelligence and academic retention have been performed. Students with higher emotional intelligence have been shown to be less likely than their peers to drop out of school. Research has shown how EQ can greatly reduce anti-social behavior and violence, school suspensions, and issues of discipline, while increasing personal and social skills, attendance at school, satisfaction, and academic achievement.

In some studies, an attempt has been made to research the relation between different components of emotional intelligence viz self-awareness, emotional management, empathy, self-motivation and interpersonal skills on academic performance of the students.

In their research, Parker et al (2004) concluded that emotional intelligence variables are used as predictors of academic performance. On three subsets of emotional intelligence- interpersonal capacity, stress management and adaptability- they found that highly successful earners scored higher than unsuccessful community. Rode et al (2007) predicted in our view that emotional intelligence was linked to academic success. Students with high emotional intelligence performed better academically. Emotional stability is central part of effective learning according to Johnson (2009). He stressed that for such students to have an understanding of how to learn is the most important aspect of a student's performance.

Students who have the potential to be self-aware and naturally inspired would undoubtedly have high academic results. Since students with poor self-awareness and lack of intrinsic motivation appear to have a low academic score. Dweck et al (1995) found in a study that students are often able to achieve academic goals when they are able to control emotions. Empathy for the creation of learning relationships and achievement has been found to be more effective. It was concluded in a study by Chow (2006) that the level of empathy students has a positive relationship with their academic motivation, thus helping to boost their academic performance. One of the main variables of emotional intelligence is self-motivation, which gives boost to the academic performance of learners. There is a considerable link between academic achievement and self-motivation, according to Sikwari (2014). Tella (2007) also found that students with high motivation typically performed better academically than those with low motivation. Johnson (2009) suggested on the basis of research that interpersonal skills, a component of emotional intelligence, allow students to build good relationships and have social support, which also help students perform well in their exams. But the result, contrary to previous studies, was found in a study conducted by Ebinagbome and Nizam (2016). It has been shown that the emotional intelligence concepts of self-awareness, emotional management and interpersonal skills have no significant influence. Ahmad, Bangash and Khan (2009) found major variations in gender and also concluded that, as opposed to women, males have high emotional intelligence. Emotional intelligence

among students was investigated by Hassan, Sulaiman and Ishak (2009) and substantial gender differences were found among students. Naghavi and Redzuan (2011) claimed that girls were higher than boys in emotional intelligence, while Shin (2011) concluded that men had a higher EQ level than women. Rahman Ferdausy and Uddin (2012) examined the disparities between men and women in relation to emotional intelligence and found no substantial differences between male and female students in emotional intelligence. In their emotional intelligence, Lawrence and Deepa (2013) have found no important differences between male and female high school students. In male female learners, Jennabadi and Tripatahi (2015) found major gender gaps in emotional intelligence. Farooq analyzed the impact on 246 students in order to research the correlation between emotional intelligence and academic achievement and found that students with high emotional intelligence demonstrate higher academic performance than students with low emotional intelligence. Parkeretal (2004) stated that many dimensions of emotional intelligence were closely correlated with academic performance. Kattekar (2010) conducted are part on the academic achievement of 500 standard IX students in the state of Karnataka to examine emotional intelligence. Results have shown that students have an important positive relationship between emotional intelligence and academic achievement. An important positive relationship between emotional intelligence and academic achievement was discovered by Chamundesari (2013). Are search was conducted by Bakhsi Gupta and Singh (2016) to find out the connection of emotional intelligence to secondary school students academic achievement. A selection of 80 male and 80 female students was the basis for their search. There were no major gender differences among students in emotional intelligence, but significant positive relationship were found among secondary school students between emotional intelligence and academic achievement. Tyagi and Gautam (2017) conducted a research to find out the connection of emotional intelligence with academic achievement. The findings showed that there was a strong link between emotional intelligence and academic achievement. In addition given their academic performance, no substantial difference was noticed between males and females.

The present study is focused on emotional intelligence components: self-awareness, emotion control, self-motivation, empathy and handling relationship. Attempts have been made in the present study to investigate the effect of certain demographic variables on different components of emotional intelligence.

Review of researches revealed that gender is a demographic factor influencing emotional intelligence but the obtained results were not conclusive. Though academic achievement was considered as main factor to see the influence of emotional intelligence, but how the emotional intelligence has been influenced by other educational factors, is less known.

Objectives of Study:

1. To study whether male and female adolescents differ significantly on various components of emotional intelligence.
2. To study whether adolescents studying in convent and aided private schools will differ significantly on the various dimensions of emotional intelligence
3. To study whether a difference will be observed among adolescents belonging to rural and urban areas.

Hypotheses:

1. There will significance of difference in male and female adolescents on various dimensions of emotional intelligence.
2. Adolescents studying in convent and aided private schools will differ significantly on different aspects of emotional intelligence.
3. Adolescents belonging to rural areas will differ significantly on various dimensions of emotional intelligence.

Methodology

Sample:

Study is based on a sample of 400 adolescents in which there are 200 male and 200 female students. Similarly 200 adolescents studying in convent and 200 in private aided schools, among these 100 students were from rural convent schools and 100 privately aided schools. Likewise 100 belonged to urban convent and 100 privately aided schools, were conveniently selected for study.

Tools:

Emotional Intelligence Scale:

Emotional Intelligence Scale developed by Ekta Sharma (2011) was used. The test constitutes 60 items from five domains of Emotional Intelligence i.e. Self- Awareness, Managing Emotions, Motivating Oneself, Empathy, and Handling Relationships. The response pattern in the scale is of Likert Type i.e. on a five point continuum from always, most often, occasional, rarely to never. To control social desirability positive and negative statements have been used. According to manual of the test, The EIS is a reliable and valid instrument. The test retest reliability was high as revealed by significant correlations. Internal consistencies among into-item total correlations were found to be significant which shows the test a reliable one. Content and criterion related validity were high construct validity was also calculated which had a significant value.

Data Collection and Analysis:

Data was collected after visiting the institutions and the respondents were seated in small group and they were given proper instructions and then the test booklets were administered. After completing the administration of the test, the test booklets were subjected to data analysis and SPSS was used to analyze the data.

Analysis of Emotional Intelligence with Demographic Variables

Table-1 Between-Subjects Factors

		Value Label	N
Gender	1.00	Male	200
	2.00	Female	200
School	1.00	Aided School	200
	2.00	Convent School	200
Area	1.00	Rural	200
	2.00	Urban	200

Table-2 Analysis of Variance

Dependent Variable: Emotional Intelligence

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
GENDER	3448.442	1	3448.442	7.351	.007
SCHOOL	9.382	1	9.382	.020	.888

AREA	587.869	1	587.869	1.253	.264
GENDER * SCHOOL	83.914	1	83.914	.179	.673
GENDER * AREA	234.327	1	234.327	.500	.480
SCHOOL * AREA	2262.961	1	2262.961	4.824	.029
GENDER * SCHOOL * AREA	95.199	1	95.199	.203	.653
Error	183893.105	392	469.115		
Total	8443537.000	400			

The results presented in table-1 reveals that in the present study there are 200 male and female adolescents, 200 studying in convent and 200 aided private schools and 200 rural and 200 urban students. The study is based on a total sample of 400 students. Table-2 represents the results of analysis of variance showing the influence of gender, school and area on emotional intelligence. Result given in above table exhibits that gender has a significant effect on emotional intelligence as the obtained F ratio 7.351 is significant at .01 level of significance. F values of School and Area were not found to be significant and thus these variables have no effect on emotional intelligence. When the interaction among variables is observed, the interaction of gender and area and gender and school was not significant while the interaction between area and school with F value 4.824 was significant at .05 levels. No significant effect of gender, school and area were found.

To observe the significant effect of the demographic variables on the various components of emotional intelligence, analysis of variance was calculated. The results are presented in following tables:

Table-3 Analysis of Variance

Dependent Variable: Self-Awareness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
GENDER	21.387	1	21.387	.510	.476
SCHOOL	13.669	1	13.669	.326	.569
AREA	49.625	1	49.625	1.182	.278
GENDER * SCHOOL	12.177	1	12.177	.290	.590
GENDER * AREA	24.385	1	24.385	.581	.446
SCHOOL * AREA	112.703	1	112.703	2.686	.102
GENDER * SCHOOL * AREA	1.311	1	1.311	.031	.860
Error	16450.785	392	41.966		
Total	584679.000	400			
Corrected Total	16690.678	399			

In table-3 influence of gender, school and area was presented using analysis of variance. The perusal of results presented in the above table shows that no F values were significant revealing the fact that these variables do not influence the emotional intelligence significantly. Even interactions were also not significant.

Table-4 Analysis of Variance

Dependent Variable: Managing Emotions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
GENDER	84.545	1	84.545	1.286	.258
SCHOOL	512.962	1	512.962	7.800	.005
AREA	1000.290	1	1000.290	15.210	.000
GENDER * SCHOOL	33.098	1	33.098	.503	.478
GENDER * AREA	31.011	1	31.011	.472	.493
SCHOOL * AREA	1335.980	1	1335.980	20.314	.000
GENDER * SCHOOL * AREA	357.868	1	357.868	5.441	.020
Error	25780.805	392	65.767		
Total	502727.000	400			
Corrected Total	29176.578	399			

The results presented in the table -4 reveal that F value of the variable gender, is only 1.286 and it is not significant showing no significant effect of gender on the component of managing emotions. The F values for school and area were 7.80 and 15.210 which are significant at .05 and .01 level of significance respectively. It shows that school and area are significant variables which influence the emotional intelligence component managing emotions. So far as the interaction among these variables is concerned it was found that gender and area do not interact significantly but school and area had significant interaction with the F value 20.314 which is significant at .01 level of significance. Though gender had no effect, but the interaction with, school and area was significant at .05 level of significance on the component managing emotions.

Table-5 Analysis of Variance

Dependent Variable: Motivating Oneself

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
GENDER	449.372	1	449.372	11.028	.001
SCHOOL	18.049	1	18.049	.443	.506
AREA	10.988	1	10.988	.270	.604
GENDER * SCHOOL	5.098	1	5.098	.125	.724
GENDER * AREA	18.422	1	18.422	.452	.502
SCHOOL * AREA	190.973	1	190.973	4.687	.031
GENDER * SCHOOL * AREA	2.949	1	2.949	.072	.788
Error	15973.451	392	40.749		
Total	184226.000	400			
Corrected Total	16699.510	399			

In table-5, the result of EI component motivating oneself has been presented. It is found that gender is only factors which is significant. The obtained F value (11.028) for this component is significant at .01 level of significance .But the F value (.506) for School and F value (.604) for area had no significant effect on this dimension. These F values are not significant on required level. The interaction effect is only visible between school and area. It is significant with F value (4.687) at .05 level of significance. But the interaction effect between gender and school and gender and area was not significant. The interaction among gender, school, and area was also not found significant.

Table-6 Analysis of Variance

Dependent Variable: Empathy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
GENDER	18.998	1	18.998	.861	.354
SCHOOL	89.599	1	89.599	4.062	.045
AREA	88.914	1	88.914	4.031	.045
GENDER * SCHOOL	29.569	1	29.569	1.341	.248
GENDER * AREA	21.028	1	21.028	.953	.329
SCHOOL * AREA	184.977	1	184.977	8.386	.004
GENDER * SCHOOL * AREA	106.642	1	106.642	4.835	.028
Error	8646.674	392	22.058		
Total	119735.000	400			
Corrected Total	9211.998	399			

Result presented in the above table indicates that except gender, school and area have exerted a significant effect on the EI dimension empathy. The F value (4.062) for school and (4.031) for area were significant at .05 level of significance. Only F value .861 for gender was not significant. The interaction between gender and school and gender and area were non significant. But the interaction between school and area and when combining all three factors together F value 4.835 showed significance at .05 level.

Table-7 Analysis of Variance

Dependent Variable: Handling Relations

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
GENDER	150.929	1	150.929	1.977	.160
SCHOOL	424.761	1	424.761	5.565	.019
AREA	415.655	1	415.655	5.446	.020
GENDER * SCHOOL	27.441	1	27.441	.360	.549
GENDER * AREA	6.811	1	6.811	.089	.765
SCHOOL * AREA	7.351	1	7.351	.096	.756
GENDER * SCHOOL * AREA	1.747	1	1.747	.023	.880

Error	29919.639	392	76.326		
Total	576982.000	400			
Corrected Total	31008.790	399			

On handling relations component of emotional intelligence, result given in table-7 shows gender having no significant effect with F value (1.977) while the F value of 5.56 and 5.446 for school and area respectively were found to be significant on .05 level of significance. No significant effect was found in the variables gender, school and area.

To compare the performance of respondents on various components of emotional intelligence, t test was used as Post Hoc test. The results are presented in following tables:

Table- 8 Significance of Difference between Means on various components of EI

Gender

EI Components	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	p
Emotional Intelligence	Male	200	140.6550	19.71623	1.39415	-2.750	398	.006
	Female	200	146.6200	23.50335	1.66194			
Self-Awareness	Male	200	37.4700	6.07070	.42926	-.657	398	.512
	Female	200	37.8950	23.50335	1.66194			
Managing Emotions	Male	200	33.8550	8.49380	.60060	-1.293	398	.197
	Female	200	34.9600	8.59405	.60769			
Motivating Oneself	Male	200	19.3900	5.75792	.40715	-3.366	398	.001
	Female	200	21.5400	6.95993	.49214			
Empathy	Male	200	16.7500	5.12139	.36214	.530	398	.596
	Female	200	16.4950	4.47550	.31647			
Handling Relations	Male	200	36.2700	8.83956	.62505	-1.534	398	.126
	Female	200	37.6200	8.76182	.61955			

The Results presented in Table-8 show that how male and female respondents differ significantly on emotional intelligence and on its various dimensions. On emotional intelligence male and female respondents differ significantly as it is represented by the obtained t Value 2.750 which is significant at .01 level The t value .657 for self-awareness and 1.293 for managing emotions are not significant and thus showing no significant difference between male and female respondents. A significant difference is found between male and female respondents because their t value 3.366 is significant at .01 level. No significant difference is observed between male and female respondents in empathy and handling relations dimensions as it is evident from t values .530 and 1.534 respectively.

Table- 9 Significance of Difference between Means on various components of EI

Area

EI Components	Area	N	Mean	Std. Deviation	Std. Error Mean	t	df	p
Emotional Intelligence	Rural	200	142.6000	21.81074	1.54225	-.949	398	.343
	Urban	200	144.6750	21.93502	1.55104			

Self-Awareness	Rural	200	37.3400	6.36924	.45037	-1.059	398	.290
	Urban	200	38.0250	6.56275	.46406			
Managing Emotions	Rural	200	32.9250	7.70364	.54473	-3.516	398	.000
	Urban	200	35.8900	9.10232	.64363			
Motivating Oneself	Rural	200	20.6800	6.83897	.48359	.664	398	.507
	Urban	200	20.2500	6.08710	.43042			
Empathy	Rural	200	17.1300	5.25559	.37163	2.122	398	.034
	Urban	200	16.1150	4.26058	.30127			
Handling Relations	Rural	200	35.9350	8.74547	.61840	-2.304	398	.022
	Urban	200	37.9550	8.79144	.62165			

The perusal of table-9 reveals that area has no effect on the emotional intelligencet value (.949). Rural and urban respondents do not differ significantly on self-awareness dimension as its t value is 1.059 but on managing emotions dimensions both differ significantly at .01 level of significance (t value 3.516). Further Empathy is found to be showing a significance of difference between rural and urban respondents as is evident from t value 2.122. The t value .664 for motivating oneself is not significant on .05 level of significance. But the t value 2.304 on handling relations dimensions is significant at .05 level of significance for rural and urban respondents.

Table- 10 Significance of Difference between Means on various components of EI

School

EI Components	School	N	Mean	Std. Deviation	Std. Error Mean	t	df	p
Emotional Intelligence	Aided School	200	144.1350	23.82783	1.68488	.455	398	.650
	Convent School	200	143.1400	19.76750	1.39777			
Self-Awareness	Aided School	200	37.5300	6.50157	.45973	-.471	398	.638
	Convent School	200	37.8350	6.44636	.45583			
Managing Emotions	Aided School	200	35.6500	8.80541	.62264	2.934	398	.004
	Convent School	200	33.1650	8.12266	.57436			
Motivating Oneself	Aided School	200	20.3600	6.30071	.44553	-.324	398	.746
	Convent School	200	20.5700	6.64801	.47009			
Empathy	Aided School	200	17.1100	5.24265	.37071	2.037	398	.042
	Convent School	200	16.1350	4.28117	.30272			
Handling Relations	Aided School	200	38.0450	9.28840	.65679	2.512	398	.012
	Convent School	200	35.8450	8.19247	.57930			

Results presented in table-10 exhibit significance of difference between means of adolescents studying in aided school or convent schools. It has been found that group of students studying in aided or convent schools do not differ significantly in emotional intelligence as it is evident from the t value .455. This situation is also found on

self-awareness and motivating oneself dimensions because their t values are .471 and .324 respectively. A significant difference is observed between both the groups on managing emotions dimensions t being 2.934 which is significant at .01 level of significance. Likewise empathy with t value 2.037 and handling relations with t value 2.512 among rural and urban students studying in aided schools and convent schools are significant at .05 and .01 level respectively.

Discussion

The present study aims at investigating the significant influence of some demographic variables- gender, school and area on emotional intelligence. The analysis of data conducted reveals varied results. Some findings have exhibited results in consonance of results obtained in earlier studies and some are not supporting the results.

Gender:

One of the important demographic variables was gender. The results presented in data analysis part, exhibit significant influence of gender on emotional intelligence but on some components of emotional intelligence gender had no effect. Similar is the case with interaction effect. The gender has significant effect on emotional intelligence but only on the component of motivating others it has a significant effect while on other components gender has no significant effect. So far as the interaction effect is concerned, only interaction among gender, area and school are significant on two components- managing emotions, and empathy. To compare the differences between male and female respondents on various components, t test was calculated. This part of result reveal that male and female differ significantly on emotional intelligence but no significant difference between both the groups was found on other dimensions. When the review of researches done with this component, the results are not very conclusive. Lawrence and Deepa (2013) who conducted a study in Kanyakumari District had no effect of gender on emotional intelligence. Chandel and Chopra (2017) conducted a study on emotional intelligence and academic achievement of adolescents with reference to gender. The results obtained in this study revealed that there exists a significant difference in emotional intelligence of male and female adolescents. The mean emotional intelligence of female adolescents was better than of male adolescents. On the dimensions of emotional intelligence, it was found that there was no significant difference between male and female adolescents on understanding emotions, empathy and handling relations dimensions of emotional intelligence; while it was reported that there was significant difference between male and female adolescents on understanding motivation dimension of emotional intelligence. On the other hand, it was found that there existed significant difference in academic achievement of female adolescents and male adolescents. Rekha Rani (2017) conducted a study the Emotional Intelligence among Sr. Sec School Students in relation to their Gender, Type of School and Academic Achievement. Result showed no significant difference in mean scores of Emotional Intelligence among Sr. Sec. School Students in relation to their Gender. Nishar Ahmad Kumar and Alpana Verma (2019) in a study with secondary school male and female students found that gender significantly influence the emotional intelligence. The results are in conformity with the findings of Nadeem & Ahmad(2016), . However, the findings by Mir (2019a) revealed that female secondary school students have higher emotional intelligence than male secondary school students. Joshi and Dutta (2014) studied emotional intelligence among secondary students in relation to gender and type of school. The study was conducted in the urban setting on 226 students from public and private –funded institutions. The result indicated that female students have higher emotional intelligence in comparison the male counterparts whereas the type of school does not act as a significant factor in differentiating emotional intelligence. According to Joshi and Dutta (2014) competing evidence exists surrounding whether or not males and females differ significantly in general levels of emotional intelligence. On one hand studies carried out by Goleman(1998), Tyagi(2004), Mathur, Malhotra and Dubey (2005) Depape, Hakim-Larson and Voelker (2006) an Singh, Chaudhary and Asthana (2008) asserts that no gender differences in emotional intelligence exist, admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of EI are equivalent. On the other hand studies done by Uma Devi and Rayal (2004), Hunt and Evans (2004), Brackett, Warner and Bosco (2005) Mishra and Ranjan(2008), CARR

(2009) have revealed that gender difference affects emotional intelligence. Their results showed that males were found to be significantly higher on emotional intelligence than the females.

On other components of emotional intelligence – self awareness, managing emotions, motivating oneself, empathy, and handling relations no significance of difference was found between male and female respondents.

Area:

In the present study attempt was to find out the effect of area on emotional intelligence and its various components. The calculated t test for studying the differences between rural and urban adolescents, result indicated that no significant difference exists between rural and urban adolescents on emotional intelligence. But significant difference between rural and urban adolescents was exhibited in the dimensions of managing emotions, empathy, and handling relations. Urban adolescents were found to be more efficient in managing emotions as compared to their rural counterparts as it is evident from the mean differences. But on empathy dimension rural adolescents scored higher than urban adolescents. On handling relations urban adolescents are more efficient than rural adolescents. Previous researches show inconsistent findings on this issue. Some researchers have found significant differences on some dimensions of emotional intelligence and some did not. Kumar (2016) conducted to investigate emotional intelligence of rural and urban higher secondary students in relation to certain demographic variables. Findings of the study revealed that there is no significant difference between emotional intelligence of both rural and urban higher secondary students. In a study to compare the emotional intelligence between rural and urban girls students of Haryana, Singh, (2015) found that there was no statistically significant difference of self-awareness, empathy and significant difference of self-motivation of rural and urban students. Rural girls students were found to have got more self-motivation, emotional stability, managing emotional intelligence, commitment intelligence, value orientation as compared to urban girls students.

School:

School is also one of the important demographic variables influencing the emotional intelligence. The present study concentrated on adolescents studying in convent and aided private schools. It was presumed that both types of schools have different environment and thus it would influence the behavioral patterns and cognitive functions of the adolescents. The analysis of data revealed school having no significant effect on emotional intelligence but the interaction between school and area-rural urban was found to be significant which shows that the school located in rural or urban area exert a significant effect. Results have exhibited that adolescents studying in convent and aided private schools differ significantly on the dimension of managing emotions component of emotional intelligence. It is followed by interaction effect of school and area. The demographic variables under study gender, school and area have shown significant interaction effect. Therefore schools located in rural and urban areas have found to be a very important variable on this component. Though school having no effect on the component of EI motivating oneself, but again schools interact significantly located in rural and urban areas. On the empathy component of emotional intelligence obtained result has shown again school having significant and the interaction between school and area was also significant. The interaction between gender, school and area were also found to be significant. It reveals that adolescents studying in convent and aide private schools of rural and urban areas have differences in empathy. Schools have also significant effect on handling relations.

When comparison between aided school and convent school was made, it was found that both type of school do not differ significantly on emotional intelligence but significant difference was found on the component of managing emotions, empathy and handling relations.

Some researchers have attempted to find out differences in different type of institutions on various components of emotional intelligence. (Kumar, 2016) while investigating the emotional intelligence of rural and urban higher secondary students, selected nature of institutions as one of the variables among other variables. No significant difference was observed on any variable selected for study. Rekha Rani (2017) designed a study to investigate the emotional intelligence among senior secondary school students in relation to their gender, type of

school and academic achievement. No significant difference was observed in mean scores of students of different type of school. A study was undertaken by Kumar and Verma (2019) to know about the emotional intelligence of higher secondary students on the basis of gender, stream and type of school. It was found that government and private secondary schools students do differ on emotional intelligence and private students have higher emotional intelligence than governments. Joshi and Dutta(2014) found that the type of school does not act as a significant factor in differentiating emotional intelligence. Reviews of studies done to explore the influence of type of school on emotional intelligence, results of these studies are not conclusive. But the findings of present study reveal that Type of School and location in urban and rural areas have a significant effect on emotional intelligence and its various dimensions.

The educational implications of present study are: to conduct awareness program to the students about different dimensions of emotional intelligence; innovative modern teaching strategies should be incorporated to develop interpersonal and intrapersonal intelligence; training must be given to students regarding language laboratory, digital library and e library; teaching strategies should be developed by using different dimensions of intelligence; workshops and seminars may be conducted for students.

References

1. Ahmad, S., Bangash, H and Khan, S. A. (2009). Emotional Intelligence and Gender Differences, *Sarhad Journal of Agriculture*, 25 (1), 127-130.
2. A.Mali, and Parmod Kumar(2017) Emotional intelligence among secondary school students in relation to their socio-demographic variables as the element for enhancing the development of personality Volume 2; Issue 4; July 2017; Page No. 120-124
3. Bakhsi,A,Gupta K. and Singh D (2016) Emotional Intelligence in Relation to Academic Achievement of Secondary School Students Shrinkhla Ek Shodhparak VaicharikPatrika Vol-III Issue-VIII April-2016
4. Brackett, M. A., Warner, R. M., & Bosco, J. S. (2005). Emotional intelligence and relationship quality among couples. *Personal Relationships*, 12(2), 197–212.
5. Chamunsesari,S. (2013) Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level *International Journal of Academic Research in Economics and Management Sciences*
6. Chandel N and Chopra S(2017)Emotional intelligence and academic achievement of adolescents with reference to gender. *SRJ's for Humanity Science and English Language*, vol 4, No.24, 6675-6668.
7. Chow, R. (2006) *Age of the World Target*. Durham and London: Duke University Press.
8. Depape, A. R., Hakim-Larson, J., Voelker, S., Page, S., Jackson, D. L. (2006). Self-talk and emotional intelligence in university students. *Canadian Journal of Behavioural Science*, 38, 250-260.
9. Dweck, C. S., Chiu, C., & Hong, Y. (1995). Implicit theories and their role in judgments and reactions: A world from two perspectives. *Psychological Inquiry*, 6(4). 267-285.
10. Ebinagbome M.E. and Nizam I(2016) The Impact of Emotional Intelligence on Student's Academic Performance A Study on Malaysian Tertiary Institution.*International Journal of Accounting, Business and Management*. Vol4 (1) 2016
11. Ghosh and Syiem (2018) Emotional Intelligence of the High School Students inJorhat District of Assam *International Journal of Humanities & Social Science Studies(IHSSSS)* Volume-IV, Issue-IV, January 2018, Page No. 101-107
12. Hassan, A., Sulaiman, T. and Ishak, R. (2009) Philosophy Underlying Emotional Intelligence in Relation to Level of Curiosity and Academic Achievement of Rural Area Students. *Journal of Social Sciences*, 5, 95-103.
13. Jenaabadi, H. (2014). Studying the Relation between Emotional Intelligence and Self Esteem with Academic Achievement. *Procedia - Social and Behavioral Sciences*, 114, 203–206.
14. Joshi, D., Dutta, I. (2014). Emotional intelligence among secondary students: Role of gender and type of school. *MIER Journal of Educational Studies, Trends & Practices*, 4, 167-182
15. Katoch A. A Study of Emotional Intelligence of Adolescent Students in relation to the type of school *International Journal of Behavioral Social and Movement Sciences*. 2013; 2(3):28-36.
16. Kattakar, S. S. (2010): A Comparative Study of Intelligence Quotient and EmotionalQuotient on Academic Achievement in Kannada Language. *Research Analysis andEvaluation*; 1(5): 43-44.
17. Kumar A C Lal (2016)Emotional intelligence of rural and urban higher secondary students *International Journal of Advanced Education and Research* Volume 1; Issue 7; July 2016; Page No. 99-103

18. Lawrence, A.S.A and Deepa, T. (2013): Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District. *International Journal of Physical and Social Science*; 3 (2), 101-107
19. Mathur, M., Malhotra, B., & Dube, S. (2005). Gender differences of emotional intelligence and scholastic achievement, *Indian Psychological Review*, 64(3), PP. 133-136.
20. Mayer, J. & Salovey, P. (1997). What is Emotional Intelligence? In P. Salovey and D. J. Shyer (Eds.), *Emotional Development and Emotional Intelligence*, New York: Basic Books
21. Mir, S.A. (2019a). Study of school climate, emotional intelligence, style of learning & thinking and academic achievement of secondary school students. Doctorate thesis, Central University of Kashmir.
22. Mishra, R. and Ranjan P. 2008. Emotional Intelligence as related to Self-esteem of adolescents. *Indian Journal of Human Relation*, 34, 13-17.
23. Mishra, R. and Ranjan P. 2008. Emotional Intelligence as related to Self-esteem of adolescents. *Indian Journal of Human Relation*, 34, 13-17
24. Nadeem, N.A., Ahmad, I. (2016). A study on the emotional intelligence and academic achievement of higher secondary students. *International Journal of Scientific Research and Education*, 4(2), 4963-4972.
25. Naghavi, F., Redzuan, M. (2011). The relationship between gender and emotional intelligence. *World Applied Sciences Journal*, 15, 555-561.
26. Niegel Hunt and Dee Evans (2004) *Behaviour Research and Therapy* 42(7):791-8
27. Parker, J.D.A., Duffy, J.M., Wood, L.M., Bond, B.J. and Hogan M.J. (2005). Academic Achievement and Emotional Intelligence: Predicting the Successful Transition from High School to University. *Journal of the First-Year Experience and Students in Transition*, 17(1): 67-78.
28. Rahman, M., Ferdousy, S. & Uddin, M. (2012). Examining the Relationships between Emotional Intelligence and the Components of Transformational Leadership, *The ABAC Journal*, 32(1), 45-59.
29. Rekha Rani (2017) Emotional intelligence among secondary school students in relation to their gender, type of school and academic achievement. *Bhartiyam International Journal of Education and Research* Volume 6, Issue II, March 2017,
30. Rode, J.C., Mooney C H, Arthaud-day HL, and Near J. (2007) Emotional intelligence and individual performance: Evidence of direct and moderated effects *Journal of Organisational Behaviour* ,28,4,399-421
31. Singh, M., Chaudhary, O.P. and Asthana, M. 2008. Impact of locale and gender on emotional Intelligence of adolescents. *Psycholinguia*, 38(1), 52-56.
32. Singh, M., Chaudhary, O.P. and Asthana, M. 2008. Impact of locale and gender on emotional Intelligence of adolescents. *Psycholinguia*, 38(1), 52-56.
33. Tripathi, I. (2015). Emotional Intelligence and Gender: Comparison Special Reference to Ranchi District, Jharkhand. *Indian Journal of Applied Research* 5, (10), 654-656.
34. Tyagi, S.K. (2004). Emotional intelligence of secondary teachers in relation to gender and age. *Indian Educational Abstracts*, New Delhi: NCERT.
35. Tyagi G. and Gautam A (2017) An Impact of Emotional Intelligence on the Academic Achievement of the student: A case study on students of Career Point University *International Journal of Advanced Scientific Research and Management*, Vol. 2 Issue 7, July 2017.
36. Uma Devi, L. and Rayal, U.T.R. (2004) Adolescent's Perception about family environment and emotional intelligence. *Indian Psychological Review*, 62, 3, 157-167.