

A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE BETWEEN RURAL AND URBAN STUDENTS OF PHYSICAL EDUCATION

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Abstract

Emotional Intelligence is the ability to recognize, manage, and handle our own emotions and those of the people around us. Emotional Intelligence is very important in one's development. The current study aims to compare the level of emotional intelligence among rural and urban students of physical education, using a random sampling technique 60 (30 rural,30 urban) students of physical education were taken. The emotional intelligence scale developed by S. Sarkar and S. Sarkar was used to measure the students' emotional intelligence. The result obtained from this study shows there is no significant difference in emotional intelligence between rural and urban students of physical education.

Keywords: Emotional Intelligence, Physical Education, Rural & Urban.

1. INTRODUCTION:

Peter Salovey and John D. Mayer first proposed the emotional intelligence theory in 1990. Daniel Goleman expanded on it in his book, Emotional Intelligence: The Ability to Manage Emotions and Express Them Effectively. He claimed that emotional intelligence was the most significant predictor of success in the workplace. It consisted of five essential components: self-awareness, self-regulation, motivation, empathy, and social skills.” **Bar-On (1997)**, defined emotional intelligence as the ability to relate to students, comprehend oneself and others, and adjust to and cope with one's immediate environment to better meet environmental expectations. It is commonly accepted that emotional intelligence (EI) is an important part of education that has a significant impact on a student's success, academic performance, and social relationships. Recent studies have shown that emotional intelligence (EI) is an important component of successful educational development that affects stress management, emotional resilience, academic achievement, and the development of relationships with teachers and other students. Students who possess strong emotional intelligence are more adept at managing stress, forming relationships, and focusing on their studies. A person's motivation and level of physical activity participation may be significantly influenced by their emotional intelligence (Noquez, 2019). Individuals with higher emotional intelligence may be better suited to

comprehend and regulate their own emotions, as well as the emotions of their colleagues or fellow athletes (Mayer et al., 2000). In high-stress settings, like competitive sports, where athletes must be able to properly handle the stress and anxiety that can emerge, this emotional regulation skill can be especially crucial. Furthermore, emotional intelligence can help foster the growth of critical social skills like empathy and communication, which are essential in team sports and physical activities (Rupande, 2015). In a 2021 study, **Estrada et al.** found that emotional intelligence (EI) promotes self-control, dedication, and compassion, all of which improve students' academic achievement and equity in a variety of contexts. (**Bhattacharjee, 2016**) High levels of emotional intelligence (EI) have also been linked to resilience and the ability to manage challenging (academic) demands. For example, high EI students have a greater ability to manage academic stress and tend to have fewer negative effects.

OBJECTIVE:

To compare the emotional intelligence of rural and urban students of physical education.

HYPOTHESIS:

Null Hypothesis(H₀): There will be no significant difference in emotional intelligence between rural and urban students of physical education.

Alternative Hypothesis(H₁): There will be significant differences in emotional intelligence between rural and urban students of physical education.

DELIMITATION:

1. The study was delimited to the age group of 18-21 only.
2. Further the study was delimited to the physical education students, department of PESS, DMU.

LIMITATION:

1. The mood of the students cannot be controlled.
2. During the administration of the questionnaire any motivational technique was not used.

2. REVIEW OF RELATED LITERATURE

Dhananjay B Vitalkar (2016) To achieve the study's goal, sixty participants—thirty from rural and thirty from urban areas—were randomly selected from among the intercollegiate basketball players at Sant Gadge Baba Amravati University in Amravati (MS). The ages of the people were 18 to 28 years old. For the current study, the emotional intelligence variable was used. Anukul Hyde, Sanjoyt Pethe, Upinder Dhar, and National Psychological Corporation Agra created and standardized the Emotional Intelligence Scale (EIS-HPD), which was used to gauge emotional intelligence. Managing relationships, self-awareness, empathy, self-motivation, emotional stability, integrity, self-development, value orientation, commitment, and altruistic behavior are the first ten components of this test. generating results for each of the ten emotional intelligence components as well as for the total. Consequently, the current test provides ten different emotional intelligence tests. The collected data was therefore statistically processed. To determine whether there are any differences between basketball players in rural and urban locations using the independent t-test. Moreover, a significance level

of 0.05 was applied. At Sant Gadge Baba Amravati University in Amravati, thirty volunteers from the rural area and thirty from the urban area took part in the experiment. to compare emotional intelligence. Following statistical analysis and the use of a standard questionnaire to collect responses, the findings show a statistically significant difference between basketball players in both urban and rural areas.

Raj, K.A. (2014) examined the differences in emotional intelligence among college students based on their program of study, gender, and locality. The sample consisted of 520 students from Tirupattur, Tamil Nadu, who attended Sacred Heart College. To choose the sample for this study, stratified random sampling was employed. To assess the emotional intelligence of college students, a questionnaire was employed. Statistical methods such as ANOVA and t-test were used to analyze the collected data. The results demonstrated that male and female students' emotional intelligence differed statistically significantly. The emotional intelligence of male pupils was higher than that of female students. Students in the science and arts courses differed statistically significantly in their emotional intelligence. Compared to students in the arts stream, those in the science stream had higher emotional intelligence. Where students reside has a big impact on their emotional intelligence. The emotional intelligence of children in urban regions was higher than that of children in rural and tribal communities. pupils in tribal regions demonstrated lesser emotional intelligence than pupils in urban and rural areas.

3. METHODOLOGY:

The sample was selected from the Department of Physical Education and Sports Science (PESS) DMU Imphal, Manipur, using a random sampling method. 60 students (30 each student from rural and urban) were used as the sample for the study. The age of the subjects ranged from 18-21 years. The students' responses were collected using the Emotional Intelligence Questionnaire developed by S. Sarkar and S. Sarkar. Descriptive statistics and t-tests were employed to compare the emotional intelligence levels of rural and urban students in physical education. The level of significance was set at 0.05 level. A Likert 5-point scale was used for scoring.

4. RESULT AND DISCUSSION:

Table: Comparison of emotional intelligence between rural and urban students of physical education.

| Emotional Intelligence | Mean | Standard Deviation |
|------------------------|--------|--------------------|
| Rural | 155.47 | 10.31 |
| Urban | 150.40 | 14.16 |
| p-value: 0.12 | | |

*Significant at $p < 0.05$

The mean scores on emotional intelligence of rural and urban physical education students are 155.47 and 150.40 and S.D. are 10.31 and 14.16 respectively. The differences were not statistically significant as the significance level was set at 0.05, and the obtained p-value (0.12) is greater than the set significance level. So, the null hypothesis was accepted.

DISCUSSION:

The findings of this study reveal that no differences in emotional intelligence were found between rural and urban students of physical education. This may be attributed to several factors, such as active participation and interaction in both the theoretical and practical classes, involvement in intramural and extramural programs, and greater exposure to diverse environments and activities like sports, team building, and social work, all of which contribute to broader experiences that could enhance emotional intelligence.

5. CONCLUSION AND RECOMMENDATION

From the statistical analysis and findings, the following conclusions have been drawn by the researcher the present study has found that there was no significant difference in emotional intelligence between rural and urban students of physical education. The statistical data were obtained after putting questionnaire and tests. Further, the researcher recommends that the same study be conducted with a large sample by analyzing all of the five components of Emotional Intelligence. And same study can also be carried out with different samples.

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