Chapter VI

INTERPRETATION AND CONCLUSION
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The present study was designed to see the effect of environmental setting (rural/urban localities) gender (boys and girls) and different grade levels on emotional intelligence, social and emotional competence and scholastic achievement of the subjects. The results unequivocally demonstrate that the effects of environmental setting on emotional intelligence and on its various associated demographic variables, determines the subsequent performance of the children. In the light of the present research, it can be asserted that the ability of social and emotional competence and the emotional accessibility is not only determined by the ability to understand and perceive emotions correctly but also by the environmental richness and age level/grade levels of the subjects. Furthermore, in view of the present results it can also be asserted that Scholastic achievement of the subjects are not only the product of his/her general/specific intelligence, but to the greater extent it is determined by the experiential background, eco-cultural differences and competence level. Thus, the findings of the present study with reference to the various dependent measures are discussed in detail with a view to support this assertion.

General Theoretical Framework:

There is no gainsaying the fact that emotional intelligence is largely generated and sustained by our feeling, ability to perceive accurately, appraise and express emotions, ability to perceive, regulate and promote emotions. It includes components like self-awareness, ability to manage feelings, moods, motivations, empathys and social skills. In
short, emotions and emotional intelligence enable human beings to respond appropriately to a variety of environmental situation. There are hundreds of emotions in an environmental situation along with their blends, variations, mutation and nuances.

Emotional Quotient (EQ) is used interchangeably with emotional intelligence. In simplest terms, this can be defined as knowing what feels, what feels bad, and how to get from bad to good. It means, unlike IQ, emotional intelligence can be improved throughout life and it increases as we advancing with age/grades. It has been observed that when it came to cultivate emotional competence, maturity remained in an advantageous situation. So, it is not unreasonable to assume here that we can improve and develop emotional intelligence with minimum effort with certain deliberations at increasing grades. It can be instrumental in many areas including educational setup for achieving educational goals, particularly in improving academic performance and in changing life-style, well-being, learning skills and general health. We experience too many emotions in our life. Two basic energetic impulses are fear and anger which form the bedrock of all other emotions. The other emotions which we experience are love, affection, hate, envy, happiness grief etc. and in fact all these have a certain use and function. These emotions actually determine our very survival, what to do and what not to do. It has been argued that culture differs in the degree to which they elaborate a particular emotion. There has been a number of studies showing that in all cultures, certain emotions are hyper-cognized and other emotions are hypo-cognized. In Indian context, distress is a hyper-cognized emotion and tolerance is a hypo-cognize (Sibia, Srivastava & Misra, 2003). Therefore, it is in this theoretical framework that the results of the present research may be fruitfully interpreted.
Here, it is necessary to make it clear that most of the dependent measures used in the present research, particularly, emotional intelligence, social and emotional competence, scholastic achievement, and emotion rating are interdependent. So, increase or decrease in the scores of any measure simultaneously determines the scores on other two measures and vice-versa. Thus, factors thought to be responsible for increase or decrease of scores on one measure may also be applicable to the other measures. Therefore, the obtained results are interpreted cohesively, representing all the dependent measures used in this present research.

**Rural/Urban Subjects and Emotional Intelligence:**

One of the major hypothesis of the current research was to see the effect of environmental setting (rural/urban locality) on emotional intelligence level of the subjects. Within the similar framework, it was also hypothesized that keeping in view the different experiential background due to child rearing practices and cultural variations, rural girls will be more emotionally intelligent than boys. The findings of the present study support the major hypothesis on more or less all dependent measures which have been used in the present research (1:1, 1:2). The findings also supports the specific predictions related to gender difference (2:1) and environmental setting (2:10) on the emotional intelligence. The rural and urban subjects differed on their emotional intelligence score. The group of rural girls has emerged as the highest scorer on the overall emotional intelligence score in contrast to their urban girls. However, in overall results certain subjects scored higher on emotional intelligence than rural subjects.

Overall results show that girls scored higher on emotional intelligence than boys, irrespective of the environmental setting. Thus, the
study shows the emotional intelligence of various eco-cultural groups reveal strong and significant association of emotional intelligence with sex and locality. This assertion is clear because girls as a group scored higher than that of the boys and thus, seems to be more emotionally intelligent than their boys counterparts. It also seems that rural girls are better at understanding and regulation of emotions. This finding is consistent with Shanwal's (2003) findings. Shanwal has reported that rural girls, as a group, emerged to be performing consistently high on almost all the measures of emotional intelligence except assimilation component. Girls from the very beginning of their life are being trained and reared differently, particularly in the rural localities. They receive different treatments from their parents, elders, relatives, friends and to all others who are considered to be significant persons for them. This sex-linked treatment from significant ones, with the girls provides opportunities to develop insight, understanding and how to face emotions in day to day life. This may be one of the possible explanation for the girls higher score on emotional intelligence. There are some other studies in which female have been reported higher on emotional intelligence measure than males (Pandey & Tripathi, 2004; Chauhan & Bhatnagar, 2003; Pant and Prakash, 2003; Shanwal, 2004).

The present finding may be interpreted in the line of following context. Experience is a very crucial and critical factor in the development of psychological functions. A number of studies have shown that the amount and kind of experiences affect the various psychological processes and determines human behaviour. The way rural girls are being reared in their family and the treatment they receive from their elders are quite different to the boys. Girls are assigned duties by their parents prior to their maturity level. In the course of these training girls,
become cognitively capable to recognize and understand emotions, competencies and social skills to cope with environmental demands and pressures more effectively than boys.

Social and Emotional Competencies:

The findings related to social and emotional competence reveal more or less the same pattern as it has been observed for rural/urban girls. Girls as a group, scored higher than the boys on social and emotional competence and thus, seems to be more socially and emotionally competent. This finding is in the accordance with the girls score on emotional intelligence, therefore, this result partially supports the hypothesis (4:v) that emotional intelligence and social emotional maturity/competence will be positively correlated to each other. The findings of the present study is in the consonance of the other findings. In a very recent study Boyatzis (2009) found that emotional, social and cognitive intelligence competencies predict performance more specifically in the emotional intelligence competencies cluster. He reported that in the social intelligence competency cluster, effective executives were more distinguished in networking, self confidence, persuasiveness and oral communication.

The findings of the present study lend support to the hypothesis (4:iii) that 10th graders will show more social and emotional competence than 6th and 8th graders. It not only confirms this hypothesis but also indicates that emotional intelligence and social and emotional competence are directly related to each other. Similarly the findings of the present study also support the hypothesis (4:iv) that gender will have no significant role on early grade levels, so far as the social emotional competence is concerned. It may be confirmed from the table that 6th
grader boys and girls have scored in a similar fashion on social emotional competence.

Many educational psychologists prefer speaking in terms of competencies rather than intelligences (Saarni, 1988; 1997). Because it is a learned capability that leads to outstanding performance at any work. Emotional intelligence is what determines ones potential for learning practical skills which are based on self-awareness, motivation, self regulation, empathy and adeptness in relationships. Similarly our social and emotional competence shows how much of this potential is translated into the own work, or in the case of the young children performance on their academic work. Thus, the positive correlation between emotional intelligence and social-emotional competence supports the above possible explanation for the girls higher scores on emotional intelligence and social emotional competence. Another possible explanation for the lower scores of 6th graders, irrespective of their environmental setting and gender, can be given with the help of distinct emotions which have been linked with early years of childhood when a child is in the learning stage and is not master of the various skills. Since social emotional competence is acquired through practice, training and guidance and a poor child at its early age is not in a position to acquire these competencies. So, as a result ultimately fails to become competent.

**Scholastic/Academic Achievements:**

The findings related to scholastic achievement reveal almost the similar patterns with a slight difference, which we have discussed earlier. Barring few exceptions the results of the present study lend support to the hypothesis (4:i) that scholastic/academic achievement will be positively related to social and emotional competence. The most interesting result is that urban girls have performed well at all grade levels in comparison to

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urban boys. Similarly, rural girls have performed well than rural boys. Urban girls are the only group in which all three grade level students have come out as a good academic achievers. Positive relationship between EI and school achievement has also been reported by some of the researchers (Shanwal, 2004; Sinha et.al., 2005). Thus, positive relationship between scholastic achievement and social competence shows that both dependent measures are interdependent to each other. Thus, one can assume that competent on social emotional competence will give rise to the higher academic performance and vice-versa. Thus, one can sketch a chain relationship between emotional intelligence, social emotional competence and scholastic achievement or in a reversed order such as, relationship between scholastic achievement, social emotional competence and finally with emotional intelligence. It can also work in a triangular framework.

Academic achievement represents what one has accomplished, and competency indicates that one's achievement meets a particular standard. Emotional intelligence is synonymous to such words and represents the ability to reason with emotions. Therefore, in this background, it can be assumed that, other things being equal, a persons emotional intelligence determines his/her social and emotional competence as well scholastic achievement.

**Grade Levels :**

F-ratio's for the grade levels have been found significant in most of the dependent measures barring few exceptions. In a primafacie it is very surprising, but logically not unsound, that effect of grade levels on emotional intelligence was not found significant. In this interpretation it is tacitly assumed that the cumulative effects of environmental setting (rural/urban localities) on subjects cognitive, motivational and emotional functions are linear and grow with growing grade/age. However, a close
scrutiny of the results unequivocally shows that the amount of emotional intelligence exhibited by the oldest grade (10th grade girls and boys) subjects, is quite high. With increasing grade there is apparent increase in the amount of emotional intelligence, as evinced from the graphical representation, though the F-ratio for grade level is not found to be significant. There are a number of studies which the researcher has referred in previous chapters which shows the growing tendency of emotional intelligence and competence at various age levels. Thus, it is not conjectured that optimum level of emotional intelligence and social emotional competence obtains at an early grades and subsequently with increasing grades/age it reaches to its maximum or to the ultimate level. Thus, the following grades/age help in the maintenance of emotional intelligence and competence levels.

Desirable/Undesirable Emotions:

One of the major aim of the present research was to investigate those emotions to which students, teachers and the parents think to be desirable and undesirable for the students/children. It was assumed that the present findings may provide some insight to the students, teachers, parents and above all educational psychologists, in developing the teaching skills and educational curriculum in such a way which would be able to inculcate desirable emotions among the students in a natural manner. Secondly, measures could be taken to restrict/check undesirable emotions to be developed among the students. The findings of the present research partially support the hypotheses framed in this direction (5:i; 5:ii; 5:iii). These results are in consonance with the Konwar & Ram's (2004) findings on anger emotion. They have investigated the influence of cultural context on anger emotion. These findings showed two groups

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belonging to different cultures differed on State anger (experience) and Anger expression, but not on Trait-anger.

The findings of the present research regarding desirable/undesirable emotions are very interesting and suggestive. Students, teachers, and parents all have given curiosity to their first preference as the most desirable emotions to be developed among students. It is suggested that the educational psychologists should plan curriculum in such a way that there should be plenty of opportunities before the students to express their curiosity regarding their studies in a natural manner. Because it is the emotion which directly related to creativity. It is a good sign that rural/urban boys and girls belonging to different grades have also given their first choice to curiosity. Similarly, anger and jealousy have been considered most undesirable emotions by the students, teachers, and parents with certain exceptions. After jealousy students prefer sadness as the most undesirable emotions. Similarly, parents also prefer sadness after anger as the most undesirable emotion to be checked among students. This finding is in consonance with the hypothesis (5:iii) that students preference will be close to the parental expectations. Further, students and parents preferences are almost similar on the choices of curiosity, Joy/happiness and affection lend support to hypothesis (5:iii). The findings of the present research are also in accordance with the hypothesis that teachers will prefer those emotions which are related to academic aspects while parents will prefer those one which are essential to the good/bad adjustment. Preference wise teachers have shown their choices for desirable emotions as under: Curiosity, Joy/happiness, sympathy, love, pride and delight. Parental preferences for the desirable emotions are as under.
Curiosity, love, Joy/happiness, sympathy, delight and pride. Similarly, teachers and parents also differ in their preferences for undesirable emotions which are in the consonance of the hypotheses (5:i; 5:iii). On the basis of this finding it is reasonable to suggest that emotional instability seen among the students might be due to inconsistencies of emotions among the teachers and parents. Adequate child-rearing practices at home and teachers training at the school level are the key which can promote varieties of desirable/undesirable (pleasant/positive and unpleasant/negative) emotions among the students. So, it is again reasonable to assume that orientation programmes for teachers and parents should be run in this direction to help the students from the very beginning of their education.

However, the researcher is very well aware that aforesaid statement is more conjectural than empirically verified. The obtained results in this respect is more suggestive than conclusive. More emphatic assertions can be made only after the systematic studies regarding desirable/undesirable emotions and its development.
SHORTCOMINGS OF THE PRESENT RESEARCH

In the context of the present findings and their interpretation, the researcher has no hesitation in accepting the fact that this piece of research has a number of shortcomings which have become apparent in hind-sight.

In the present research Schutte et.al., (1998) measure of Emotional Intelligence Scale has been used to determine the subjects emotional intelligence level that is also based on ability model of EI. This scale measures EI basically in three domains of EI. However, Mayer & Salove EI measure (MSCEIT) covers the four basic domains of EI and is a more exhaustive measure of EI. The researcher feels that MSCEIT would have been more effective in exploring the developmental trend of EI among the various grades of the students than Schutte's et.al. scale.

The second shortcoming concerns with the population from which the rural and urban students were drawn for the study. It is realized that, though all considerations were kept in mind in drawing the samples from these two localities but it is felt that the researcher should have been more strict in her consideration particularly in the case of rural localities.

The third drawback is concerned with the grade levels. In the present study three grades, i.e., 6th, 8th and 10th have been taken into consideration. However, it is realized that findings would have been more illustrative and self-advocating had the primary level been also included in the study as a fourth grade.

The fourth limitation is concerned with the some other relevant variables to whom the investigator feels are of paramount importance and were not part of the present study due to time constraint and unfeasibility, such as child-rearing practices, trained/untrained teachers, teaching skills, home and school environment, culture etc. If these variable had been the
part of this present research, it would have helped the researcher to make some conclusive remarks regarding the developmental trend of emotional intelligence in Indian context, specifically in the backward part of eastern U.P. It would have also helped the researcher to make stronger assertions about the developmental trend of emotional intelligence in rural/urban settings.

The fifth limitation is concerned with the statistical techniques used in the present study. The researcher feels that some of the inconclusive findings would have been more demonstrative and conclusive, had some other higher statistical techniques been used to analyse the obtained data.

However, researcher feels that the constraints of time, resources, scope and of course above all the human factor itself did not permit the investigator to comprehend these limitations before the research was completed as it is.

**SUGGESTIONS FOR FURTHER RESEARCH**

The finding of the present research clearly demonstrates that rural and urban setting subjects differ along with the various measures including their emotional intelligence. It is also evident that 10th grader students significantly differ with 6th grader on their social emotional competence level. Similarly, it is also interesting to note that irrespective of the environmental setting, students, teachers and parents have clearly shown their preference to the curiosity as a most desirable emotion for them and anger and jealousy as a most undesirable emotions. Some other findings also show somehow similar trend. However, this assumption is more conjectural unless it is empirically verified with further research. Thus, researcher feels that if an investigator is interested in knowing the developmental trend of emotional intelligence among rural/urban locality
students, he/she should systematically use MSCEIT as a measure of emotional intelligence from primary level to the 10th grader boys and girls students as a function of rural/urban setting.

The investigator also feels that a systematic and sincere effort should be made to develop a new measure of emotional intelligence in Indian context keeping in view the diverse culture, child-rearing practices, traditions and various demographic variables related to emotional intelligence. Then only, more emphatic assertions can be made about the rural and urban settings boys and girls students. Furthermore, after these assertions, one could be in a position to delineate whether higher scores of girls than boys on emotional intelligence is the result of gender difference or it is because of predisposed (emotionally mature) attitude of girls. We hope that future research will focus on this problem.