

Emotional Intelligence of the Young Adolescent in Relation to Some Environmental Factors in Rajshahi Region

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Abstract:

Background: The purpose of this study was to compare the emotional intelligence of rural and urban adolescents of Rajshahi.

Materials and Methods: The adolescent students were chosen on the basis of readily available from various high schools in the Rajshahi region. To gather data regarding emotional intelligence, the Bangla version of the Emotional Intelligence Scale was used. The data was analyzed using an independent samples t-test.

Results: On the test of emotional intelligence, the results revealed a considerable difference between rural and urban, private and public school, favorable and unfavorable family environment adolescents.

Conclusion: Rural adolescent emotional intelligence was higher than urban adolescent emotional intelligence. In addition, the study found that adolescents in private schools had stronger emotional intelligence than those in public schools. Favorable family adolescents, on the other hand, had higher emotional intelligence than unfavorable family adolescents.

Key Word: Emotion; Intelligence; Emotional Intelligence and adolescent.

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I. Introduction

To grasp the concept of emotional intelligence, it's necessary to first define the two terms that make up emotion and intelligence.

Over the last few years, science has learned a great deal about the function emotions play in people's lives. Emotions are the driving forces behind human personality and conduct. However, this component is frequently disregarded within families, schools, and society as a whole.

First and foremost, we must define emotion. It is defined as a happy or bad experience connected to a certain pattern of physiological activity (Schechter, 2011). Emotions are a highly complicated topic in human life. They are states of sensation that result in bodily and psychological changes that influence our behavior, according to certain theorists. Emotion is also linked to proclivity for certain behaviors. Extroverts are more likely to be social and express their feelings, whereas introverts are more likely to be socially aloof and keep their feelings hidden. (Barrett et al., 2015; Gaulin et al., 2003).

So, what exactly is intelligence? Human intelligence is defined as a level of cognition, motivation, and self-awareness that distinguishes humans from other animals. Human intelligence allows them to remember descriptions of things and employ them in future actions. It's a mental activity. It provides individuals with the cognitive abilities to learn, develop thoughts, comprehend, and reason, as well as the abilities to identify patterns, comprehend ideas, plan, solve problems, and communicate through language. Human intelligence allows them to feel and think (Tirri, Nokelainen).

Emotional intelligence is defined as the ability to recognize emotion, assess and generate emotions to aid thought, comprehend emotions and emotional knowledge, and reflectively control emotions in order to foster emotional and intellectual progress (Salovey and Mayer, 1997).

As a result, we may state that emotional intelligence entails the ability to control emotions, empathy, and self-awareness, as well as the ability to motivate people and manage relationships in our daily lives.

The purpose of this study is to look at emotional intelligence in relation to several environmental elements such as home environment, living place (rural vs. urban), and the educational environment of a young adolescent. Without a question, adolescence is the most crucial stage of life. G. Stanley Hall (1904), an American psychologist, classified early adolescence as a distinct stage of development.

Many studies have shown that this stage has a significant impact on a person's entire life span. According to Patel (2015), there is a significant gap in emotional intelligence between urban and rural adolescents. Adolescents in rural areas exhibited higher levels of emotional intelligence than those in metropolitan areas. The study also found that gender and place of residence have a substantial interaction effect on emotional intelligence. Males have higher emotional intelligence than females in both urban and rural areas.

According to Sambrani (1997), a bad family environment enabled the occurrence of emotional disruption to normal distribution substantially more frequently. Each of the four vertices represents one of the four general combinations acceptance-autonomy, acceptance-control, rejection-autonomy, and rejection-control in the psychological environment of the home.

II. MATERIAL AND METHODS

A total of 168 respondents were chosen from the Rajshahi, Bangladesh, for the study. The samples were chosen with care. Emotional Intelligence Scale is developed by Hyde et al. (2002). In this study the adapted Bangla version (Uzzaman & Karim, 2017) of Emotional Intelligence Scale is used. The adapted EIS scale contains 33 items.

Study Design:

Study Location: The respondents were chosen from the Rajshahi Zilla, Bangladesh, for the study.

Study Duration: October 2020- August 2021.

Sample size: 168 Adolescents.

Sample size calculation: A total of 168 respondents were chosen on the basis of readily available.

Subjects & selection method: On the basis of readily available, the sample was selected.

Inclusion criteria:

1. Teachers and local guardian's positive feedback about the respondent's mental health.
2. The adolescent who were readily available for the study.
3. The adolescent who were able to read and write.
4. The adolescent who wanted to attend the study voluntarily.

Exclusion criteria:

1. Teachers and local guardian's negative feedback about the respondent's mental health.
2. The adolescent who were absent on that time.
3. The adolescent who were unable to read and write.
4. The adolescent who refused to attend the study.

Procedure methodology

After the sample was chosen and the procedures for collecting it were perfected, the scale was administered to students in 9th and 10th grades in a classroom environment. Other responders' responses could not be read since there was enough space between two individuals.

The importance and purpose of the study were explained to the participants after they had taken their seats. Through informal conversation, a good connection was established with the respondents, and they were assured that their identities and responses would be kept completely confidential and would not be shared elsewhere. They were given the questionnaire once they confirmed that they would be able to answer it freely and honestly. After the work was done, the response sheets were collected.

Statistical analysis

Data was analyzed using SPSS version 20. For the analysis of data independent sample t- test were treated to find the difference and relationship of various variable of environment and emotional intelligence.

III. Result

Table no 1: Comparison of Emotional Intelligence of rural and urban adolescents of Rajshahi.

Variable	Residence	Mean	Std. Deviation	t	df
Emotional Intelligence	Rural	2.1681	.69311	4.9	166
	Urban	1.6545	.47990		

In the Rajshahi region, the Emotional Intelligence of rural and urban teenagers was compared. Table 1 shows that rural adolescents had a higher mean emotional intelligence score (2.1681) than urban adolescents (1.6545), which was statistically significant using an independent samples t-test ($t = 4.9$, $df=166$, $p 0.01$). It suggests that when compared to urban adolescents, rural adolescents have a higher level of emotional intelligence. As a result, null hypothesis 1 is ruled out.

Table no 2: Comparison of Emotional Intelligence of Govt. and Private School adolescents of Rajshahi.

Variable	School Environment	Mean	Std. Deviation	t	df
Emotional Intelligence	Govt. School	2.10	.61	0	117
	Private School	2.56	.76		

In the Rajshahi region, the emotional intelligence of teenagers from government and private schools was compared. Table 2 shows that Private School adolescents had a higher mean emotional intelligence score (2.56) than Government School adolescents (2.10), which was statistically significant using an independent samples t-test ($t = 0$, $df=117$, $p 0.01$). As a result, the null hypothesis 2 is rejected because Private School adolescents had higher emotional intelligence than Government School adolescents.

Table no 3: Comparison of Emotional Intelligence of Adolescent from Favorable and Unfavorable Family of Rajshahi.

Variable	Family Environment	Mean	Std. Deviation	t	df
Emotional Intelligence	Favorable Family Environment	2.2	.58	7.8	1.66
	Unfavorable Family Environment	1.5	.57		

In the Rajshahi region, Emotional Intelligence of Adolescents from Favorable and Unfavorable Family Environments was compared. Table 3 shows that adolescents from Favorable Families had a higher (2.2) mean score in emotional intelligence than adolescents from Unfavorable Families (1.5), which was statistically significant using an independent samples t-test ($t = 7.8$, 166 df , $p 0.01$). It suggests that adolescents from the Favorable Family have higher emotional intelligence than those from the Unfavorable Family. As a result, null hypothesis 3 is ruled out.

IV. Discussion

The emotional intelligence of rural-urban adolescent, private-government school adolescent, and favorable-unfavorable family environment adolescent was investigated in this study. On the measure of emotional intelligence, there is a considerable difference between rural and urban adolescent. The emotional intelligence of rural adolescent was higher than that of urban adolescent. Another study found that teenagers in private schools scored higher on the emotional intelligence scale than those in public schools. When compared to Unfavorable Family adolescents, Favorable Family adolescents had higher emotional intelligence. It is possible to assume that emotionally competent adolescents are better able to cope with the upheaval and pressures of adolescence. It may be inferred that an adolescent's emotional intelligence is mostly determined by contextual variables. Adolescents will be more emotionally intelligent if they grow up in a healthy and suitable environment.

V. Conclusion

It can be concluded that the emotional intelligence of adolescent of Rajshahi region differs in relation to area of living, school environment and family environment. From the study showed that Rural adolescent emotional intelligence was higher than urban adolescent, the adolescents in private schools had stronger emotional intelligence than those in public schools and Favorable family adolescents had higher emotional intelligence than unfavorable family adolescents.

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