A study of Emotional Intelligence of Adolescents of Ukhia Upazilla

Md Mahid Sheikh[1], Dr. Md. Mozibul Huq Azad Khan[2],
Dr. Anwarul Hasan Sufi[2]

[1]Institute of Environmental Sciences University of Rajshahi, Bangladesh
[2]Department of Psychology, University of Rajshahi, Bangladesh

Abstract:
Background: The major goal of this study is to look at teenage Emotional Intelligence in terms of gender and socioeconomic background.
Materials and Methods: A total of 180 adolescent (males 85, females 95) were chosen for the study. To gather data regarding emotional intelligence, the Bangla version of the Emotional Intelligence Scale was used. The data was analyzed using the Chi-square test.
Results: The findings revealed that there is a considerable difference in emotional intelligence between male and female, middle and lower class teenagers.
Conclusion: Male adolescent emotional intelligence was higher than female adolescent emotional intelligence. In addition, the study found that middle-class teenagers had higher emotional intelligence than lower-class adolescents.
Key Word: Emotional Intelligence and adolescent.

I. INTRODUCTION

In the realm of psychology, emotional intelligence is a relatively recent notion. It is fundamentally linked to human capability. This hypothesis was generally unrecognized by study professionals in numerous domains approximately 20 years ago. However, it has now become an important aspect of everyone's life.

Adolescents have recently been spotted engaging in absurd, hostile behavior such as sending hate mail and letter bombs, installing viruses on computers, discriminating based on race and ethnicity, and scheming against or killing anyone who disagree with them. Some have justified such activities as indicators of the times, while others have blamed them on society's lack of moral imperatives. In actuality, people's inability to regulate their emotions is the cause of this inappropriate behavior (Erasmus, 2007).

According to Goleman (1995), nearly all universal students nowadays suffer from loneliness, depressive symptoms, aggression, emotional un-stability, upsetting, uneasiness, prone to worry, and more impulsive behavior. These findings are upsetting to all, and as a result, there is a growing need to address emotional health in children and adolescents through emotional intelligence.

Babu and Rath (2007) studied a large number of children from various genders and geographical locations. The researchers looked at how children from urban, rural, and tribal ecological settings recognized and attributed desire-based (happy, sad, fear) and belief-based (surprise, curiosity) emotions. Recognition and attribution of desire-based and belief-based emotions indicated significant developmental and ecological differences. However, no substantial differences were found between males and girls.

Carr (2009) discovered that Asian students had better total and branch emotional intelligence ratings than white students in her study. The branches understanding emotions and perceiving emotions received the greatest and lowest emotional intelligence ratings, respectively.

Mimrot (2012) looked into the effect of where you live on your emotional intelligence. The research was limited to female students in Mumbai. The pupils' emotional intelligence was assessed using Hyde et al 'Emotional Intelligence Scale' (EIS) (2002). In terms of emotional intelligence, the author found no significant difference between hostel female students and students living in residence. On the emotional intelligence measure, there are no significant differences between hostel female students and students living in the residence with their parents, according to the study. It means that the student has equal possibilities in both areas of residence.

II. MATERIAL AND METHODS

A total of 180 respondents were chosen from the Ukhia Upazilla in Cox's Bazar, 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.

Emotional Intelligence Scale had good reliability and validity.

Study Design:
Study Location: The respondents were chosen from the Ukhia Upazilla in Cox's Bazar, Bangladesh, for the study.
Study Duration: August 2020- September 2021.
Sample size: 180 Adolescents.
Sample size calculation: A total of 180 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
The scale was given to students in the 9th and 10th grades in a classroom setting after the sample was chosen and the tools for collecting it were finalized. A sufficient space was maintained between two participants so that other responders' responses could not be read.
The necessity and goal of the study were conveyed to the respondents once they had taken their seats. Good rapport was created with the respondents through informal conversation, and they were told that their identities and responses would be kept totally confidential and would not be released anywhere. The questionnaire was supplied to them after they assured that they could submit their answers freely and honestly. The response sheets were gathered after the task was completed.

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

III. RESULT

Table no 1: Cross tabulation of Emotional Intelligence of male and female adolescents of Ukhia Upazilla.

		Emotional Intelligence			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
SEX	Male	48	33	4	85
		26.7%	18.3%	2.2%	47.2%
	Female	6	45	44	95
		3.3%	25.0%	24.4%	52.8%
Total		54	78	48	180

Table no 1 to determine whether male or female adolescents had better emotional intelligence, researchers employed a chi-square test for independence with a significance level of.05. The chi-square test resulted in a statistically significant 2 (2, N=180)=67.4, p.001, with a cramer's V coefficient of.61 indicating a strong association. Male adolescents showed high and normal emotional intelligence, whereas female adolescents possessed low emotional intelligence, as shown in Table 1.
As a result, null hypothesis 1 was ruled out.

Table no 2 : Cross tabulation of Emotional Intelligence of Middle Class and Lower class adolescents of Ukhia Upazilla.

		Emotional Intelligence			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Socio economic Status	Middle Class	49	50	15	114
		27.2%	27.8%	8.3%	63.3%
	Lower class	5	28	33	66
		2.8%	15.6%	18.3%	36.7%
Total		54	78	48	180

Table no 2: A chi-square test for independence with a significance level of.05 was employed to see if emotional intelligence was associated to Middle Class and Lower Class teenagers. The chi square result reveals a statistically significant 2 (2, N=180)=38.7, P.001, with cramer's V coefficient of.46 indicating a strong link. As can be observed in Table 2, middle-class adolescents have high and normal emotional intelligence, but lower-class adolescents have low emotional intelligence. As a result, null hypothesis 2 was ruled out.

VI. DISCUSSION
This study looked at the emotional intelligence of male and female teenager from moderate and lower socioeconomic backgrounds. Male and female adolescents differ significantly on the measure of emotional intelligence, according to the findings of the study. The emotional intelligence of male adolescent was higher than that of female adolescent. In another study, it was discovered that middle-class adolescents had higher emotional intelligence than lower-class adolescents.

Adolescence can be defined as a period of life marked by excitement, new feelings, many unsolved questions, transitional changes, and challenging decisions. As a result, their lives become tumultuous. However, an emotionally sophisticated adolescent will be better able to deal with this scenario.

V. CONCLUSION
Finally it can be concluded that, the emotional intelligence of male adolescent was higher than female adolescent. In addition, the study found that middle-class adolescent had higher emotional intelligence than lower-class.

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