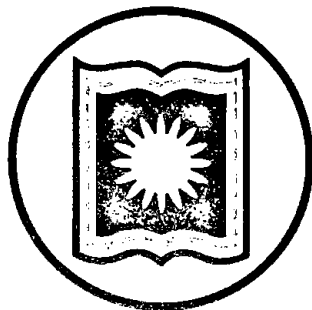


EMOTIONAL INTELLIGENCE OF THE YOUNG ADOLESCENTS IN RELATION TO SOME ENVIRONMENTAL FACTORS IN BANGLADESH



**Thesis submitted for the Degree of
Doctor of Philosophy**

**IN THE
INSTITUTE OF ENVIRONMENTAL SCIENCE
UNIVERSITY OF RAJSHAHI**

**By
Md. Mahid Sheikh**

June, 2021

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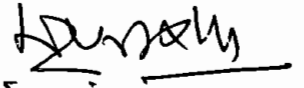
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June, 2021

Certificate

Certified that the thesis entitled 'EMOTIONAL INTELLIGENCE OF THE YOUNG ADOLESCENTS IN RELATION TO SOME ENVIRONMENTAL FACTORS IN BANGLADESH' has been completed by Md. Mahid Sheikh in the Institute of Environmental Science, University of Rajshahi for the award of Ph.D. Degree. The work has been done under our supervision.

We now recommend for the examination of the thesis.



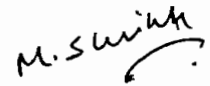
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Declaration

This thesis entitled 'EMOTIONAL INTELLIGENCE OF THE YOUNG ADOLESCENTS IN RELATION TO SOME ENVIRONMENTAL FACTORS IN BANGLADESH' contains no material which has been accepted for the award of any other degree or diploma in any university and contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

A handwritten signature in black ink, appearing to read 'M. S. Sheikh', with a stylized flourish underneath.

Md. Mahid Sheikh

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Abstract

Emotional intelligence is a very significant subject matter of an individual. Specially for the adolescent period. No doubt the adolescent is the most significant period in the human development. In this stage there are a lot of unanswered question agonize the adolescent. In the adolescent period presence of emotional intelligence is very crucial because the person to identify, observe and control their emotions.

The present study comprised a sample of 321 adolescent age ranged from 11-14 years was purposively selected from the readily available respondents. The study area was Rajshahi district as plain land (158 respondents) and Satkhira district as low land (163 respondents) of Bangladesh. The adapted Bangla version (Uzzaman and Karim, 2017) of emotional intelligence scale which was originally developed by Hyde *et. al* (2002) were administered for the data collection. After collecting all the data were checked and rechecked for omission instabilities and uncertainties. Data analysis was carried out by SPSS (Statistical Package for Social Sciences) software. Ethical issues were considered duly in collecting data.

The result shows that the rural and urban young adolescents of plain and low land differ in their score of Emotional Intelligence. The urban adolescents possess better emotional intelligence than the rural adolescents. There are also found that the adolescent of private school possess better emotional intelligence than the Government school adolescent. The adolescents from the favorable family environment possess better emotional intelligence than the adolescent of unfavorable family environment. The middle class adolescent possesses better emotional intelligence than the lower class adolescent. Also found that the level of emotional intelligence of male and female is almost same. It was found no significant difference in the score of emotional intelligence between male and female respondents.

Finally, the outcomes of the present study revealed that the adolescent of plain land possess higher and normal emotional intelligence mostly where the adolescent of low land possess normal and low emotional intelligence mostly.

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CHAPTER: I

CHAPTER: I

Introduction

To understand the concept of emotional intelligence, you must first understand the two concepts that make up emotion and intellect.

In the last few years, science has learned a great deal about the function of emotions in an individual's life. Emotions are the driving forces behind human personality and conduct. However, it has been discovered that this feature is frequently disregarded within families, schools, and society as a whole. Emotional intelligence refers to a person's capacity to properly deal with emotions (Bhardwaj & Sharma, 1995). It assists the individual in perceiving, understanding, regulating, and harnessing emotions in interpersonal relationships in an adaptive manner (Fitness, 2001).

What is Emotion?

Any conscious experience marked by significant mental activity and a high degree of pleasure or unhappiness is referred to be emotion (Cabanac, Michel 2002).

There is no unanimity on a term, and scientific discourse has shifted to various definitions. Mood, temperament, personality, disposition, and motivation are all connected with emotion. Cognition, according to certain ideas, is an important part of emotion. Those who act largely on their emotions may appear to be doing without thinking, but mental processes are still necessary, especially in the interpretation of events. The understanding that we are in a dangerous position, as well as the following stimulation of our nervous system (rapid heartbeat and breathing, sweating, muscle tightness) are all part of the experience of being terrified. Other theories, on the other hand, believe that

emotion is distinct from and can come before intellect (Theories of Emotion, 2013).

Emotions are a complicated subject. They are states of feeling, according to some theorists, that result in physical and psychological changes that influence our behavior. The physiology of emotion is tightly linked to nervous system arousal, with different levels and degrees of arousal appearing to correspond to different emotions. Emotion is also linked to a person's proclivity for certain behaviors. Extroverted people are more likely to be social and communicate their feelings, whereas introverted people are more likely to be socially aloof and keep their feelings hidden. Emotion, whether positive or negative, is frequently the motivating factor behind motivation. Other views claim that emotions are essentially combinations of components, including motivation, feeling, behavior, and physiological changes, but that none of these components constitutes the emotion. Emotion isn't a thing that causes these things to happen (Gaulin et al. 2003 & Barrett et al. 2015).

Subjective experience, cognitive processes, expressive behavior, psychophysiological changes, and instrumental behavior are all components of emotions. Academics used to try to link each component to an emotion: William James with subjective experience, behaviorists with instrumental behavior, psychophysiolgists with physiological changes, and so on. More recently, all of the components have been stated to make up emotion. Depending on the academic discipline, the various components of emotion are classified differently. Emotion is defined as a subjective, aware experience characterized primarily by psychophysiological expressions, biological reactions, and mental states in psychology and philosophy. In sociology, a multi-componential description of emotion can be discovered. Peggy Thoist, for example, defined emotions as a combination of physiological components, cultural or emotional labels (anger, surprise, etc.), expressive body behaviors, and the evaluation of circumstances and surroundings (Thoits, P. A. 1989).

Emotion research has exploded in the last two decades, with contributions from a wide range of disciplines, including psychology, neuroscience, endocrinology, medicine, history, sociology, and computer science. The myriad ideas attempting to explain the genesis, neurobiology, experience, and function of emotions have only fueled more in-depth investigation into the subject. The development of materials that excite and evoke emotion is one of the current topics of research in the idea of emotion. Furthermore, PET scans and fMRI scans aid in the investigation of affective processes in the brain (Cacioppo, J.T & Gardner, W.L, 1999).

"A good or bad experience associated with a certain pattern of physiological activity is referred to as an emotion." Physiological, behavioral, and cognitive changes are all influenced by emotions. Emotions' original purpose was to encourage adaptive behaviors that would have helped humans survive in the past. Emotions are feelings that people have in response to major internal and external events (Schechter, 2011).

Some theorists define emotions as defined and consistent responses to internal or external stimuli that have a specific meaning for the organism. Emotions are short-lived and are made up of a series of coordinated responses that can involve verbal, physiological, behavioral, and neurological factors. All emotions, according to psychotherapist Michael C. Graham, exist on a scale of intensity. As a result, fear can vary from slight apprehension to horror, and shame can range from mild embarrassment to toxic humiliation. Emotions have also been portrayed as biologically given and as a result of evolution since they gave good solutions to our forefathers' ancient and reoccurring difficulties. Moods are experiences that are less powerful than emotions and often occur without the presence of a contextual stimuli (Hume; Fox 2008; Graham, Michael C, 2014; Ekman, Paul.1992).

Components of emotion

Five critical parts of emotion are thought to exist in Scherer's components processing model of emotion. Emotion experience, according to component processing, necessitates that all of these processes become coordinated and synchronized for a brief period of time, led by appraisal processes. The component processing model gives a series of events that accurately captures the coordination involved during an emotional experience, despite the fact that some theorists make the assumption that emotion and cognition are separate but interacting systems (Scherer, K. R. 2005).

- Cognitive appraisal: a method of assessing events and objects.
- Symptoms of the body: the physiological aspect of emotional experience.
- Action inclinations are a motivating factor in the planning and execution of motor responses.
- Expression: An emotional state is virtually always accompanied by facial and verbal expressions that reflect reaction and action intention.
- Feelings: a person's subjective experience of an emotional state after it has happened.

Classification of emotion

It's possible to distinguish between emotional events and emotional dispositions. Emotional dispositions are similar to personality traits in that they describe a person's general proclivity to experience certain emotions. An irritable individual, for example, is prone to feeling aggravation more easily or rapidly than others. Finally, some theories group emotions together with other emotion-related phenomena such as pleasure and pain, motivating states (such as hunger or curiosity), moods, dispositions, and features under the umbrella term "affective states."

The classification of emotions has mostly been studied from two perspectives. The first approach says that emotions are discrete and fundamentally different constructions, whereas the second asserts that emotions can be classified into groups on a dimensional basis (Schwarz, N. H.) (1990).

Basic emotions

Paul Ekman has been a proponent of the idea that emotions are separate, measurable, and physically distinct for more than 40 years. Ekman's most famous study focused on the discovery that some emotions appeared to be universally recognized, even in societies where people were illiterate and couldn't acquire facial expression correlations through media. Another classic study discovered that when individuals deformed their facial muscles into various facial emotions (such as disgust), they felt emotional and physiological responses that matched the facial expressions. His observations lead him to categorize six emotions as fundamental: rage, disgust, fear, happiness, sadness, and surprise (Handel, Steven, 2012).

Robert Plutchik agreed with Ekman's physiologically based viewpoint, but proposed the "wheel of emotions," which categorized eight fundamental emotions into positive and negative categories: pleasure vs sadness, rage versus fear, trust versus disgust, and surprise versus anticipation. Complex emotions can be created by modifying some basic feelings. Complex emotions may result from a combination of cultural upbringing and association with fundamental emotions. Alternatively, core emotions could blend to generate the whole range of human emotional experience, similar to how primary colors do. Interpersonal anger and disgust, for example, could combine to generate contempt. There are connections between basic emotions, which might have beneficial or bad consequences (Plutchik, R 2002).

Philosophical viewpoint on emotions

Though we all experience emotions, they appear among the most difficult elements of psychology to conceptualize scientifically. The back-drop to the science of emotion is a long history of philosophical debate, often entwined with religious and ethical issues (Lyons, 1980, 1999). Three interlink topics, in particular, have contemporary resonance. The first is the mind-body problem. Lyons (1999) identifies a dualist strand of thought, originating with Plato and continuing through Thomas Aquinas and Descartes, that distinguishes an immaterial soul that inhabits a physical body.

According to Lyons (1999, p. 26). “Theoretically speaking, emotions could no longer be seamlessly psychosomatic. A mediaeval philosopher-theologian had to choose whether to place emotions in the soul or the body”. Emotions might variously be seen, for example, as a largely undesirable consequence of animal-like physiology or as an expression of higher, immaterial, levels of being. Descartes’ resolution of the problem was to identify emotion with the soul’s consciousness of bodily reactions to events. The alternative, Aristotelian view was that body and mind were expressions of the same basic stuff (monism). Aristotle and later monists, such as Spinoza, saw emotion as a concomitant of beliefs and desires, which colored awareness of somatic reactions. These issues are mirrored by contemporary debate over whether emotions are primarily a quality of brain (neuroscience) or mind (psychology).

The second issue is the relationship between emotions and consciousness. Common sense would tend to identify emotions as conscious feelings, and some modern authors (Ben Ze’ev, 2000; Ryle, 1949) have pointed to the absurdity of positing unconscious, unfelt feelings. Cartesian approaches to see emotion as intrinsically conscious, reflecting but detached from somatic reactions. On the other hand, if emotion is seen as a quality of body rather than of soul, consciousness may provide only an indirect expression of emotion. Lyons(1999, p. 26). discussing Aquinas, states, “Emotions were viewed as felt bodily tendencies or desires, and only impinged upon the soul and its cognitive,

evaluative and volitional life in so far as these bodily desires were reflected upon by humans. Sometimes our emotions remained wholly bodily or sensory” .In contemporary research, the issue is whether conscious feeling states are emotions, or partial expressions of some underlying, unconscious system (a view that resonates with psychoanalytic theory).

The third issue is the causal place of emotions. Do emotions have direct consequences, or is emotion simply a concomitant of other physical or mental processes that are the true causal agents? In Aquinas’s view, for example, emotions correspond to bodily impulses, and so have a motivating force. Descartes, however, saw emotions as an end point, arrived at after interaction between body and soul had already organized the appropriate somatic and behavioral responses. Contemporary researchers are wary of assigning a direct causal role to a subjective feeling. Indeed, the traditional behaviorist view is that emotions are just froth on the surface of consciousness, with no causal implications at all. Others see emotions (conscious or unconscious) as directly linked to causal systems. One view is that cognition and emotion are separate though interacting systems in such a way that emotion is somehow non-cognitive in nature (Izard, 2001; Zajonc, 1980). To the extent that emotion is identified with system functioning (which is not fully accessible to consciousness), emotion may be seen as a description of a causal agent.

Intelligence

Intelligence has been defined in a variety of ways, including one's ability to reason, understand, self-awareness, learn, understand emotions, plan, create, and solve problems. It is more broadly defined as the ability to perceive information and retain it as knowledge for use in adaptive behaviors in a given environment or context. Human intelligence is the subject of the most research, but it has also been observed in non-human creatures and plants. Artificial intelligence refers to machine intelligence. Program software is widely used to

implement it in computer systems. Various approaches to human intelligence have been adopted within the science of psychology. The psychometric approach is the most well-known among the general public, as well as the most well-researched and commonly applied in practical contexts (Neisser et al;1996).

Brief History of intelligence studies

Intelligence is derived from the Latin verb *intelligere*, which means "to comprehend or discern." The medieval technical phrase for intelligence, *intellectus*, was derived from this verb, as was a translation for the Greek philosophical term *nous*. However, this phrase was firmly associated with teleological scholasticism's philosophical and cosmological doctrines, including theories of the immortality of the soul and the concept of the Active Intellect (also known as the Active Intelligence). Early modern philosophers such as Francis Bacon, Thomas Hobbes, John Locke, and David Hume, who preferred the word "understanding" in their English philosophical works, fiercely opposed this entire approach to the study of nature. In his Latin *De Corpore*, Hobbes, for example, used the phrase "*intellectus intelligit*" (translated as "the understanding understandeth") as an example of a logical absurdity. As a result, the term "intelligence" has become less prevalent in English language philosophy, although it has since been adopted (together with the scholastic beliefs that it now implies) in more modern psychology (Nidditch 1979; Goldstein et al,2015 & Maich, Aloysius ,1995).

Definitions of intelligence

The following definitions have been proposed by certain psychologists:

From "Mainstream Science on Intelligence," a Wall Street Journal op-ed statement signed by fifty-two researchers in 1994. (out of 131 total invited to sign). A broad mental skill that includes the ability to reason, plan, solve problems, think abstractly, understand complicated ideas, learn rapidly, and learn from experience, among other things. It's not just about book learning, a specific academic skill, or test-taking prowess. Rather, it indicates a larger and deeper understanding of our surroundings—"catching on," "making sense," or "figuring out" what to do (Gottfredson, Linda S. 1997). Intelligence concepts are attempts to organize and clarify this complicated set of facts. Although significant clarity has been established in some areas, no such conception has yet answered all of the critical problems, and none has gained universal acceptance. Indeed, when asked to describe intelligence, a group of two dozen eminent theorists came up with two dozen different definitions (Neisser et al, 1996).

Some specific quotation of intelligence

Binet, Alfred (1916)

Intelligence entails judgment, often known as common sense, practical sense, initiative, and the ability to adjust oneself to changing circumstances.

The aggregate or global capacity of an individual to behave purposefully, think rationally, and interact effectively with his environment, as defined by **David Wechsler (1944)**

Gardner, Howard (1993)

To my mind, a human intellectual competence must include a set of problem-solving skills that enable the individual to solve genuine problems or

difficulties that he or she encounters and, when appropriate, create an effective product, as well as the ability to find or create problems, laying the groundwork for the acquisition of new knowledge.

Feuerstein, Reuven (1979, 2002)

The theory of structural cognitive modifiability defines intelligence as a person's unique ability to change or modify the structure of their cognitive functioning in order to adapt to changing circumstances.

Hutter & Legg (2007)

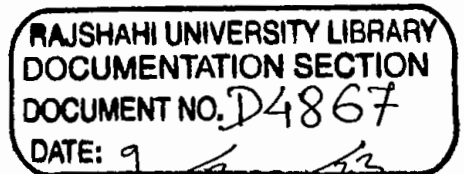
Intelligence is a mathematically structured assessment of an agent's capacity to attain goals in a wide range of environments.

Human intelligence

Human intelligence is defined as a person's intellectual capacity, which is characterized by high levels of cognition, motivation, and self-awareness. Human intelligence allows them to recall 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 ability to identify patterns, comprehend ideas, plan, solve problems, and communicate through language. Human intelligence allows them to feel and think (Tirri, Nokelainen).

Emotions and Intelligence

A physiological response to a situation that is too significant to leave to the brain alone, such as danger, painful loss, persevering toward a goal despite difficulties, bonding with a spouse, or starting a family. We have two minds, one that thinks and the other that feels. Over a million years, the brain has developed to deal with the major issues of survival, such as whether to fight or



run, ignore or embrace the approaching threat. Although our daily obstacles are rarely comparable to those experienced by the caveman, social issues such as road rage, drive-by shootings, and in-your-face taunting on the sports field demonstrate emotions that are beyond the control of rational reason (Goleman, 2000).

Despite the fact that humans use hundreds of words to express emotions, they are all based on eight basic emotions: anger, fear, happiness, sorrow, love, surprise, disgust, and shame. Paul Eckman, the director of the University of California's Human Interaction Laboratory, discovered that the first four of these have distinct facial expressions that are consistent across all civilizations, including those without access to the outside world. We can't stay in a state of strong emotion for very long. According to Eckman, the peak of feeling lasts only a few seconds. We may have moods that endure for hours or days at a less strong level. At a deeper level, we all have basic temperaments that influence our outlook on life and our role in it. Some people are naturally optimistic or happy, whereas others are gloomy or negative. Our perceptions of ourselves and the world around us are shaped by our temperaments. According to Goleman, a student with a positive attitude would regard a F on a math test as proof that he needs to work harder, but a student with a negative attitude would see it as evidence that he is stupid (Eckman, 2008).

Brief History of Emotional Intelligence studies

Emotional Intelligence has its origins in the nineteenth century, when Charles Darwin studied the relevance of emotional expression for survival and adaptation (Darwin 1872/1965). Earlier philosophers recognized the significance of the link between emotion and intellect (Aristotle, 1984; Spinoza, 1677). Socrates remarked that the biggest obstacle humanity faces is gaining self-knowledge. This task, according to Aristotle, was about controlling our emotional lives with intelligence (Lajoie, 2002). Aristotle (1984) stressed

the necessity of recognizing the cause of furious behavior at the appropriate time and to the appropriate degree. Both passion and intellect, according to Spinoza (1677), contribute to the ultimate cognitive instrument. Emotional cognition, intellectual cognition, and a form of intuition, according to him, are the three levels of cognition (or knowing). Human emotion and thinking, according to Ellis (1962), are not independent processes; they are complementary, but they greatly overlap and cannot be seen in isolation.

When Edward Thorndike (1920) recognized his notion of social intelligence, it became prominent at the end of the twentieth century, but its foundation had already been set by earlier psychologists and philosophers. Thorndike divided intelligence into three types: abstract or verbal intelligence, visual or spatial intelligence, and social or practical intelligence. Because it is difficult to distinguish social intelligence from the other two categories of intelligence, both theoretically and experimentally, it receives less attention. Emotional and motivational intelligence are two types of social intelligence (Mayer and Geher, 1996).

Motivational intelligence, according to Kihlstrom, entails comprehending emotions such as connection, need for achievement, and power, as well as comprehending tacit knowledge relating to these motivations and goal settings (Cantor and Kihlstrom, 1987). Maslow (1954), a humanistic psychologist, describes how people might develop emotional strength in his "theory of self actualization," which is pertinent to emotional competences since self-actualizers have a higher emotional quotient than non-self-actualizers.

In the recent two to three decades, the study of psychology has widened the 'non-intellectual' paradigm of these early psychologists, as Gardner (1983) established the concept of multiple intelligence, including intrapersonal and interpersonal intelligences in his book "The Scattered Mind." Intrapersonal intelligence, he defined, is the ability to recognize and understand one's own emotions, whereas interpersonal intelligence is the ability to recognize and understand the emotions and intents of others. Contextual intelligence overlaps

with emotional intelligence as the third component of Sternberg's (1985) triarchic theory since it is concerned with the management of one's ability to handle everyday life affairs in an efficient and practical manner. Emotional competence, according to Saami (1997a), is comprised of eight interrelated emotional and social competencies. Emotional intelligence has garnered a lot of attention in the last ten years as a factor that could be effective in predicting and understanding individual performance and success in the workplace.

Payne's doctoral thesis in 1985 is generally credited with being the first academic use of the term "emotional intelligence" (Payne, 1986). Following that, in 1990, Mayer and Salovey published two academic publications in journals, attempting to build a scientific and objective method of evaluating the differences in people's emotional abilities. They discovered that certain persons were better at self-awareness, social awareness, and problem-solving with emotional content than others. They've been hesitant to make assertions about what emotional intelligence means in practice and what it can predict in terms of success, happiness, or the perfect member of society.

Emotional-social intelligence, according to Bar-On (1997), is made up of a variety of interpersonal and intrapersonal abilities, skills, and facilitators that work together to govern human behavior. However, the person most often identified with the term "emotional intelligence" is Goleman, a New York-based writer and consultant. He came upon the 1990 essay by Salovey and Mayer while undertaking research for a book about emotions and emotional literacy in 1992. Furthermore, in 1995, Goleman published *Emotional Intelligence: Why It Matters More Than IQ*. This book went on to become a best seller on a global scale. He compiled a wealth of fascinating knowledge on the brain, emotions, and behavior in his book.

By contrasting emotional intelligence with IQ, Goleman (1995) created a very provocative assertion about the relevance of emotional intelligence in his best-selling book. He argued that IQ accounts for 20% of life achievement, with emotional intelligence accounting for the remaining 20%. He claims that if IQ

only accounts for 20% of life achievement, emotional intelligence must make up the difference. In his book, Goleman goes into great detail about the importance of emotional intelligence in achieving success at home, school, and at job. Emotional intelligence has become widely used in business, industrial training, and education as a result of Goleman's book *Emotional Intelligence* (1995). Taking into account the aforementioned historical viewpoints on emotional intelligence, it can be concluded that the historical thinking behind emotional intelligence is not entirely new in the field of psychology. Despite the fact that emotional intelligence is a recent development in the field of intelligence, existing models of emotional intelligence overlap to some extent with many other constructs such as practical intelligence, social intelligence, intra and interpersonal intelligence, and practical intelligence, among others.

The Concept of Emotional Intelligence

In the 1960s, the term emotional intelligence was used incidentally in literary criticism (Van Ghent, 1961) and psychiatry (Leuner, 1966). It was used more extensively in dissertations at the close of the nineteenth century (Payne, 1986). In the 'Journal of Imagination and Personality,' Yale psychologists Salovey and Mayer explicitly suggested the combining of emotion and intelligence as a cognitive ability under the label emotional intelligence in 1990. Goleman's successful book "Emotional Intelligence," the cover feature in "Time" (Gibbs, 1995), and a few other prominent books promoted the concept.

In published writing, Salovey and Mayer (1990) coined the term "Emotional Intelligence," defining it as "a form of intelligence that includes the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions." They (Salovey and Mayer, 1997) improved the definition of emotional intelligence once more, calling it "the ability to perceive emotion, to assess and generate emotions to aid thought, to understand emotions and emotional knowledge, and

to reflectively regulate emotions to promote emotional and intellectual growth."After a few days, Salovey, Mayer, and Caruso (1999) agreed on an emotional intelligence definition: "the ability to integrate emotion-laden information thoroughly and use it to drive cognitive tasks such as problem solving and to focus energy on required activity."

According to Salovey and Mayer's cognitive model of emotional intelligence, emotional intelligence is primarily concerned with the intricate and potentially intelligent fabric of emotional thinking. Emotions are the assumption of this point of view; they communicate information about a person's relationship with the world. Emotional intelligence refers to our ability to manage emotions, empathy, self-awareness, motivating others, and dealing with relationships in our daily lives. Emotional intelligence, according to Mayer et al. (2001), is the ability to perceive, appraise, and express emotion accurately; the ability to access and or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Individual talents and insights on inter and intrapersonal aspects that determine a person's competency profile are all part of emotional intelligence (Mayer et al., 2004). It implies that humans are both rational and emotional beings. The term "emotional intelligence" refers to the interaction of emotion and cognition. Adaptation and coping abilities in life, according to Salovey et al., (2000), are dependent on the functional integration of both intellectual and emotional capacities. It concerned the ability to reason with emotions as well as the use of emotions to promote reasoning. Emotional intelligence is a critical quality that has contributed to the success of many people. It's a dynamic concept that's also practical. Emotional intelligence, according to Salovey et al., (2004), is a set of skills that contribute to actual appraisal and emotional expression, effective regulation and control of emotion, and the use of feelings to motivate, plant, and achieve the processes involved in the recognition, use, understanding, and management of one's own and others' emotional states, to regulate behavior, and to solve problems. Various words have been used in

academic literature to replace emotional intelligence. Emotional literacy, emotional competence, emotional maturity, and emotional creativity are examples of such phrases.

Goleman (1995) popularized the phrase "emotional intelligence," defining it as "the ability to detect and manage emotions in ourselves and others."

In 1995, Goleman described emotional intelligence as the ability to understand, manage, and recognize one's own emotions as well as recognize them in others and manage relationships. Emotional intelligence, according to Goleman (1995), encompasses abilities such as the ability to inspire oneself and persevere in difficulties, the ability to manage impulse and delay satisfaction, the ability to regulate one's mood and avoid distress. Later, he changed his mind on what emotional intelligence is. "The capacity for detecting our own feelings and those of others, for motivating ourselves, and for managing emotions successfully in ourselves and in our relationships," he (Goleman, 1998b) described emotional intelligence as. His framework consists of 25 emotional competences that are divided into five categories: (a) self-awareness; (b) self-regulation; (c) self-motivation; (d) empathy; and (e) social skills.

Bar-On (1997) also offered an emotional intelligence model, which he defined as "an array of non-cognitive abilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."

Emotional intelligence is defined by an array of emotional and social knowledge and abilities that influence our overall ability to effectively relate to environmental demands, according to the rational model (Bar-On, 2000). Emotional intelligence, according to the rational model (Bar-On, 2000), includes (a) self-awareness, understanding, and emotional expression; (b) ability to relate others; (c) the ability to deal with strong and complex emotions and impulse control; and (d) the ability to adapt in changing circumstances and solve personal or social problems. Emotional intelligence, which is closely related to emotional literacy, is defined as a set of non-cognitive talents that

influence a person's ability to succeed in life. It entails the union of the mind and the heart. Emotional intelligence is primarily concerned with the aspects listed below: a) the ability to understand and express emotions constructively, b) the ability to understand others' feelings and establish cooperative interpersonal relationships, c) the ability to effectively manage and regulate emotions, d) the ability to cope realistically with new situations and solve personal and interpersonal problems as they arise, and e) the ability to cope realistically with new situations and solve personal and interpersonal problems as they arise.

Emotional intelligence, according to the western perspective, is a mental capacity or skill that may be developed through a hierarchical series of skills. It is distinct, however, from socially desirable characteristics such as warmth, trustworthiness, friendliness, and so on. This perspective on emotional intelligence held that an individual's abilities can be regulated by their surroundings. Emotional regulation is directed externally, that is, through altering the environment for personal gain. This has been referred to as "competence" or "reflection." This has ramifications for the formation of the self (i.e., independence) in western cultures, as opposed to the extended or interdependent self that predominates in other cultures.

Emotional Intelligence has three components, according to Abraham (1991). For starters, it refers to accurately assessing and expressing emotion in oneself and others. Second, it entails emotion management that is adaptive. Third, it comprises the ability to solve difficulties using emotional understanding. Emotional intelligence is defined as the ability to drive a person to seek his or her unique potential and purpose, as well as to actuate his or her innermost values and desires, translating them from thoughts to actions.

Emotional competency, according to Saarni (1997b), is the ability to recognize, manage, and express one's socio-emotional characteristics in order to facilitate successful life management. It entails self-awareness, emotional control, the ability to collaborate, and the ability to care about oneself and others.

"Emotional intelligence is the mental ability underpinning the emotional sensitivity, awareness, and management abilities that help us improve our long-term health, happiness, and survival," according to Heinz (2000). Forgas (2001) claims that emotional thought is both intelligent and unintelligent at times. Emotional intelligence, according to Maree and Ebersohn (2002), encompasses a variety of talents such as social skills, emotional stability, compassion, and truthfulness. Emotional intelligence, according to Erasmus (2007), is the ability to keep distress from interfering with one's ability to think, motivate oneself, stick it through when frustrated, control or regulate impulse, manage one's moods, optimism, execute, be inspired, and creative. The emotional intelligence construct, according to Douglas et al. (2004), is a forum of social effectiveness, a set of talents that enable one to "read and understand people, and to use such knowledge to influence others in organizational settings."

Emotional intelligence refers to a broad set of individual skills and dispositions, which are commonly referred to as soft skills or intrapersonal skills. These skills help people develop a competency profile. Such skills or abilities, according to Perkins et al. (2005), go beyond traditional fields of specific knowledge. Emotional intelligence refers to the ability to learn from our own and other people's emotions in order to be more successful and live a more fulfilling life. It is the intrinsic ability to experience, convey, recognize, remember, describe, identify, manage, comprehend, and explain emotions (Heinz, 2000).

Simply put, Bala (2011) defined emotional intelligence as the ability to identify good and unpleasant feelings, as well as the concept of changing bad feelings into positive feelings. As a result, emotional intelligence refers to the application of emotional reasoning to comprehend and manage one's own and others' emotional displays. Emotional intelligence refers to the ability to maintain emotional equilibrium in order to improve efficiency, happiness, enjoyment, and well-being. Emotional intelligence isn't about always being

pleasant; it's not even about being emotional. It is, nevertheless, the ability to be honest with our emotional environment, to be conscious of social and personal feelings, and, lastly, to be smart. The many components of emotional intelligence are meticulously described in the models of emotional intelligence, which helps to understand the notion. As a result, the researcher discusses the many models of emotional intelligence.

Models of Emotional Intelligence

Theorists like Thorndike and Gardner provide a tangible perspective to current professionals in the field of emotional intelligence. Each theoretical model represents one of two perspectives: abilities models or mixed models. A) Ability models consider emotional intelligence to be a pure type of mental ability, and so intelligence. B) A mixed model of emotional intelligence, on the other hand, combines mental ability with personality traits such as optimism and well-being (Mayer, 1999). Myer and Salovey presented an ability model of emotional intelligence. Bar-On and Goleman, on the other hand, have developed two hybrid models of emotional intelligence. Each model took a somewhat different approach to their concepts. Bar-mixed On's model is based on the context of personality perspective. This paradigm emphasizes the interdependence of emotional intelligence capacity and personality factors. The model also emphasizes the use of emotional intelligence for personal pleasure and well-being. In terms of performance, however, Goleman used a hybrid approach, combining an individual's abilities and personality. Goleman (2001) shows how corresponding effects of human ability and personality (what he calls emotional intelligence) on professional performance might be applied.

Four Branch Ability Model: Salovey and Mayer

First, Salovey and Mayer created the term emotional intelligence in 1990, and they have continued to explore the construct's significance since then. They presented an emotional intelligence 'ability model' (Mayer and Salovey, 1997).

It's also known as the "cognitive model" of emotional intelligence since it considers emotional intelligence to be a type of pure intellect, or more precisely a "cognitive ability." Their pure theory of emotional intelligence combines essential concepts from intelligence and emotion research. The idea that intelligence entails the ability to think abstractly stems from intelligence theory. Some emotional research has suggested that emotions are signals that communicate both regular and ambiguous meanings about relationships, and that the number of basic emotions is universal (Mayer et al., 2002). Individuals differ in their ability to process emotional information and in their ability to connect emotional processing to broader cognition, according to them. It was discovered by Mayer, Salovey, and Caruso. It's easiest to categorize Emotional Intelligence abilities and skills into four categories: Emotional Intelligence has a four-branch ability model, sometimes known as the 'four-branch ability model of Emotional Intelligence.

The ability to be self-aware of emotions and to appropriately express feelings and emotional needs to others is the first branch, referred to as "emotional perception." Emotional perception is a fundamental part of emotional intelligence; it is necessary for all other emotional information processing. It also includes the capacity to tell the difference between honest and dishonest emotional expressions. It covers the essential abilities of recognizing feelings and thoughts in oneself and others through appropriate and appropriate words, as well as distinguishing between actual and unreal emotional expression.

The ability to discern among the various emotions, one of which is feelings, and to identify those that are influencing their mental processes is the second branch, referred to as "emotional absorption." It includes the ability to focus attention by using emotions, as well as the ability to think more coherently, logically, and imaginatively. It is the ability to link emotions in order to help with various cognitive functions such as thinking, perceiving, making decisions, solving issues, and communicating with others. It also involves the fundamental abilities of using emotions in making proper judgments and

remembering feelings. This talent also involves the ability to be hopeful and to use emotions in tasks that require them.

The ability to sense complicated emotions and recognize emotional changes is the third branch, which is known as "emotional comprehension." To study emotions, it necessitates a significant amount of language and propositional cognition. It's also the ability to decipher emotion language and make sense of complex emotional interactions. Understanding emotional distinctions, the effects of emotions, and detecting complicated feelings, among other things, are the essential capabilities of this field.

The individual's ability to connect or disconnect from an emotion is the fourth branch of this concept, which is called "emotion management." It is dependent on how useful it is in a certain context. It also includes the capacity to control one's own and others' moods and emotions. The ability to be emotionally open, the ability to perceive emotions, and the ability to control emotions in oneself and others by moderating unpleasant emotions and strengthening good ones without repressing or exaggerating information they may express are the essential capacities of this discipline. As a result, this branch is linked to the ability to be open to emotions, to adapt them in oneself and others in order to encourage.

A Mixed Model of Emotional Intelligence: Goleman

Goleman (1995), a psychologist and science writer, wrote the ground-breaking book *Emotional Intelligence*, which introduced the concept of emotional intelligence to both the public and business sectors. Emotional intelligence, according to him (1995), consists of "abilities such as motivating oneself and sticking with dissatisfaction, controlling and regulating impulse, controlling one's attitude, thinking, understanding, and optimism." Self-control and the ability to motivate oneself are included in this definition of emotional intelligence. He presented the 'Model of Affective Regulation,' a 'mixed model' of emotional intelligence. Goleman (1998b) proposes an emotional

intelligence model that focuses on a wide range of talents and skills that drive leadership effectiveness. A set of emotional competences is included in the current model. We are born with this form of intellect; nevertheless, it is a skill that can be learned. Furthermore, emotional abilities are not inborn gifts, but rather learned skills that must be practiced and improved in order to achieve exceptional results. The four primary emotional intelligence constructs are outlined in this concept.

The ability to read one's emotions and identify their influence, as well as using gut instincts to guide actions, is the first. To put it another way, it is being aware of one's feelings and being able to name whatever emotions are present at any given time. It also incorporates the following skill sets:

(I) Emotional Awareness: Emotional awareness is the ability to perceive emotions and their antecedents, as well as to understand how feelings affect performance.

(II) Accurate Self-Assessment: This is the ability to recognize one's strengths and weaknesses, as well as to be reflective and learn from experience.

(III) Self-assurance: This refers to one's ability to be self-assured and decisive.

The second construct, 'self-management,' is managing one's emotions and impulses while also adapting to changing circumstances. It is the ability to stay flexible and steer action positively while being conscious of our emotions. The following are elements of self-management:

(I) Self-discipline: Self-control is the ability to regulate troubling emotions and urges while remaining calm and collected and optimistic even in the face of adversity.

(II) Trustworthiness: Trustworthiness is defined as the ability to maintain high standards of sincerity and integrity while also fostering trust and authenticity.

(III) Conscientiousness: This is the ability to accept responsibility for one's own performance, to maintain pledges, and to meet commitments.

(IV) Adaptability: Adaptability refers to the ability to handle change, shift priorities, and alter emotions quickly.

The ability to notice, understand, and affective reactions while grasping social networks is the third construct. It consists of the following elements:

(I) Empathy: Empathy is defined as perceiving others' feelings and taking an active interest in their worries in order to demonstrate kindness and gain a better understanding of others' perspectives.

(II) Service orientation: This entails anticipating, recognizing, and addressing people's needs, as well as attempting to match response to need.

(III) Organizational Awareness: This is concerned with reading a group of people.

(IV) Emotional currents and power relationships, as well as a thorough understanding of events and organizational reality.

Finally, the fourth aspect of this concept, 'relationship management,' is the ability to encourage, influence, and develop others, while conflict management is the ability to resolve conflicts (Goleman, 1998b). It entails engaging with others and adapting to their emotional management. It consists of the following elements:

(I) Persuasion: Using successful tactics and persuasion, as well as complex strategies such as indirect influence, to gain consensus and support.

(II) Communication: It is the ability to transmit a clear and persuasive message, to pay attention, to strive for mutual understanding, and to encourage full disclosure of facts, all of which are essential skills in the communication process.

(III) Conflict Resolution: This refers to the process of negotiating and settling differences by using diplomacy and tact to cope with tough people and unpleasant situations.

(IV) Collaboration and Co-operations: It deals with collaborating well with others to achieve common goals while balancing a task-oriented approach with an emphasis on relationships by fostering a friendly cooperative environment.

Self-awareness and self-management are linked to personal competence in Goleman's mixed perspective, whereas social awareness and relationship management are linked to social competence. Within each category of emotional intelligence, Goleman includes a set of competencies. Emotional competencies, according to this paradigm, are taught abilities that are not innate talents, and they are developed to reach high performance. According to Goleman (1998a), everyone is born with a general emotional intelligence, which determines their ability to master emotional skills. According to Boyatzis, Goleman, and Rhee (1999), the emotional abilities and their organization of the emotional competencies under the various constructs are appear in clusters that support and facilitate each other.

A Mixed Model of Emotional Intelligence: Bar-On

The second mixed perspective of emotional intelligence suggested by Bar-On is focused on the concept of emotional-social intelligence. The emotional and social capabilities or skills of a person are intertwined with socio-emotional intelligence. These skills aid in determining successful comprehension, self-expression, social understanding and relationships, and the ability to cope with

daily responsibilities. In terms of emotional quotient, Bar-On devised an instrument to assess emotional intelligence (EQ). According to Bar-On (2002), the paradigm is process-oriented rather than outcome-oriented, and it refers to human capacity for success and performance. "An array of non-cognitive abilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures," according to Bar-On (1997). This definition focuses on a set of emotional and social skills that includes the ability to be aware of, understand, and express oneself, the ability to relate to social situations, the ability to deal with strong emotions, the ability to persuade, and problem solving in a social or personal context (Bar-On, 1997); in his model, Bar-On outlines five components of emotional intelligence.

High performers in the emotional field, according to Bar-On, are more successful in meeting environmental demands and challenges than low achievers. He claimed that people's lack of emotional intelligence leads to failure in a variety of disciplines and emotional warfare. Emotional intelligence and cognitive ability, according to Bar-On (2002), contribute interdependently to a person's general intelligence and provide an indication of one's potential for life success. All of the models try to identify and quantify the factors that influence the identification and management of one's own and others' emotions (Goleman, 2001). Certain fundamental components of emotional intelligence are believed by all models. The knowledge (or perception) of emotions and the regulation of emotions are crucial factors in becoming an emotionally intelligent person, according to all three models of emotional intelligence.

Assessment of Emotional Intelligence

Emotions, according to current thinking, carry information about relationships, and hence emotions and intelligence can operate together. The mental ability model and EI's mixed model are the two main points of view. The essential

distinction between these two models is that the mental ability model functions in the domain defined by emotion and cognition, whereas the mixed model classifies a variety of components as emotional intelligence. (Sibia and colleagues, 2003). Several instruments to evaluate emotional intelligence have been developed in response to the excitement surrounding emotional intelligence (EI), based on both the mental ability model and hybrid models. The following are the most important tools for measuring emotional intelligence that are widely used around the world.

The first is the Mayer et al.-developed 'Multifactor Emotional Intelligence Scale' (MEIS) (2000). The MEIS consists of twelve activities separated into four categories of abilities: a) seeing and identifying emotions, b) thinking facilitation, c) emotional comprehension, and d) emotional management. The questionnaire has adequate psychometric qualities.

The 'Emotional Quotient Inventory,' devised by Bar-On (1997), is the second measure of emotional intelligence. This measure gives a total score as well as five composite scores, including intrapersonal dimension, interpersonal dimension, stress management dimension, adaptability, and general moods dimension. The psychometric characteristics of the questionnaire are adequate.

The 'Mayer, Salovey Caruso Emotional Intelligence Test' (MSCEIT), designed by the identified authors, is the third important test of emotional intelligence. The current measure examines demonstrable abilities or knowledge, and it was created in a systematic and scientific manner to give systematic, objective, and standardized samples of task performance.' The MSCEIT differs from most other emotional intelligence tests in that it is based on a more traditional intelligence model and is thus a performance-based assessment rather than a self-report.

Salovey et al. (1995) established the next EI measure, the 'Trait Meta-Mood Scale' (TMMS). It is one's own. The Mayer and Salovey model of emotional

intelligence is used to create this report tool. The questionnaire has sufficient psychometric qualities.

To measure emotional intelligence, Schutte et al. (1998) developed the 'Schutte Self-Report Inventory' (SSRI). It's a self-report test based on Salovey and Mayer's (1990) emotional intelligence theory. Internal consistency reliability and test-retest reliability are both satisfactory. Other psychometric qualities were also determined to be sufficient.

The 'EQ map,' developed by Orioli et al., is another well-known measure of emotional intelligence (1999). This map assesses numerous aspects of emotional intelligence, including present circumstances, awareness, competences, beliefs, and values, all of which contribute to a person's emotional intelligence, creativity, performance, and success. The instrument has adequate psychometric qualities.

Cameron (1999) created the Work Profile Questionnaire EI version, a self-report measure of emotional intelligence that included numerous qualities that were demonstrated in Goleman's concept of emotional intelligence.

Bradberry and Greaves (2001) devised the 'Emotional Intelligence Appraisal' (EIA) to assess EI. This metric aids in the evaluation of many aspects of emotional intelligence, such as self-awareness, social awareness, self-management, and relationship management. The authors calculate the necessary psychometric properties and determine if they are adequate.

The SUEIT (Swinburne University Emotional Intelligence Test) is a 65-item self-report assessment with five emotional intelligence subscales. The entire scale's coefficient alpha is satisfactory. The study's authors discovered a link between self-reported leadership style and emotional intelligence.

The 'Trait Emotional Intelligence Questionnaire (TEIQue.) established by Petrides and Furnham is another measure of emotional intelligence (2003). It is based on the Bar-On, Goleman, Mayer, and Salovey emotional intelligence

models. The total scale's internal consistency is adequate ($r=.86$). The TEQue-s, a shorter 30-item version, is also available.

Implications of emotional intelligence

We have seen that one aspect of EI is the person's tendency to experience 'appropriate' emotions that match the demands of the situation, facilitating rather than impeding effective management of the external world. Indeed, (Lazarus 1991, 1999) proposes that emotions describe a relation between person and environment. The picture emerging from empirical research is that affective states register a complex interplay between the objective environment, intra-personal biological and cognitive factors, and social interaction. Affective states appear to be determined by multiple, qualitatively different factors, which, in turn, make it difficult to pinpoint EI. We could variously see EI as a property of brain systems, cognitions, social skills, or acquired coping strategies, such that each of these sources might deliver maladaptive emotion. It is difficult to see any conceptual unity here. Furthermore, the sensitivity of emotion to environmental factors raises problems in attributing maladaptive emotion to the person factor of EI rather than to the situation. A person who appears low in EI may simply be in a particularly difficult life situation, which admits no easy solutions.

Major life events do not necessarily elicit extremes of mood and emotion (Folkman & Lazarus, 1984). People appear to regulate their exposure to the environment to minimize strong emotion (especially negative emotion). Typically, people choose not to take on challenges far beyond their capabilities. We have seen that Salovey and Mayer emphasize self-regulation of emotion as critical to EI, and especially to mood-regulation as an influence on emotional state. Perhaps, individual differences in response to life events are controlled by EI in the guise of effective self-control of emotions. However, this view may be too narrow, in that the person's skills in regulating life experiences so

as to avoid disruptive emotions may be as important as their regulation of the emotions themselves.

Emotional intelligence as environmental tuning

A more subtle idea concerns how central systems might operate across a range of environ-mental contingencies. For example, a threat detection system should produce a response scaled to different levels of environmental threat. To take a cognitive example, Williams et al. (1988) proposed that state anxiety influences a threat-detection processor that attaches a threat value to each incoming stimulus. High anxiety led, in effect, to over-estimation of threat, so that the person was prone to overreact to minor hazards. Conversely, low anxiety might be associated with potentially dangerous neglect of threat. In general, emotional states seem to signal how the person is tuned to respond to significant events (Matthews et al, 1996). A simple model might attribute EI to moderate levels of sensitivity of motivational systems.

An alternative instantiation might recognize some degree of bias as adaptive—in particular, a moderate degree of optimism. People seem to differ in their dispositional level of happiness (Diener, 2000), so perhaps one aspect of EI is simply the biasing of central systems to output more happiness than sadness. It is also widely believed that high self-esteem is intrinsically beneficial, although one view that is gaining ground is that self-esteem is more beneficial when won through striving wholeheartedly for worthwhile ends, rather than derived from praise unrelated to actual behavior (Dweck, 2000).

The view that a positive bias is adaptive seems, at least implicitly, to be part of Bar-On's (2000) conception of EI in that he includes scales for optimism and happiness as part of his questionnaire. According to Bar-On, "It is this positive mood which fuels emotional energy required to increase one's motivational level to get things done" (2000, p. 383). The conceptual relationship between affect and motivation is not very clear here, but the point seems to be that

happiness is not just an outcome of good adjustment, but a motivating force, and so dispositional happiness is seen as a cause rather than an effect of EI.

The link between alexithymia and low EI (Parker, 2000) implicates difficulties in generating internal representations of emotion that facilitate adaptation to external demands. Qualities such as appraisal of emotions and social skills that are frequently found as components of self-reports of EI (Petrides & Furnham, 2000b) relate, at least loosely, to this concept. The Mayer-Salovey-Caruso conceptualization of EI includes branches for assimilating and understanding emotions, which might also be related to the more effective extraction of personal meaning. However, their scales assess abstract understanding, e.g. of the meaning of emotion words, without reference to personal goals and context, an ability which may be of limited relevance to real-world adaptation (Zeidner, Matthews & Roberts, 2001).

EI as adaptive bias in problem evaluation another possibility is that high EI is associated with biases in evaluating the problem at hand that generate more adaptive emotions concurrently with promoting effective action. For example, in transactional stress theory (Lazarus, 1991), one process that feeds into both emotion and coping is secondary appraisal of one's competence to cope with demanding situations. People, who are high in self-efficacy, in that they have confidence in their coping ability, appear to deal with stress more effectively (Bandura, 1997). So perhaps EI relates to self-serving biases in interpretation of situational cues that maintain self-confidence and application to solving the problems of daily life. Even if there is no bias within the cognitive architecture, the emotionally intelligent person may be able, to use a sports term, to "find a way to win," i.e., to commit their capabilities resource-fully in meeting the needs of the situation. Bar-On (1997), for example, includes self-regard as a component of EI. He believes that having a strong sense of identity is a prerequisite for emotional awareness.

Adolescents

Adolescence comes from the Latin verb *adolescere*, which meaning "to grow up." This is the time when you go from childhood to maturity, or from reliance to independence. The period of time considered to be a transition from childhood to adulthood varies according to culture (Patil, 2008). Adolescence is defined as the period of time between the ages of 12 and 19 in modern Western countries. This stage is sometimes referred to as the adolescent years. Adolescence is typically classified into three eras, according to Sadoek and Sadock (2003): early (years 11 to 14), middle (ages 14 to 17), and late (ages 18 to 21). (ages 17 to 20). According to Myer et al. (1996), the age range of adolescence ranges from twelve to twenty one. Sadock and Sadock (2003) emphasize that the boundaries between the three phases are arbitrary, and that growth and development take place on a continuum that varies from person to person. Childhood, pre-adolescence, early adolescence, and later adolescence are represented by the ages of 8, 11, 14, and 17, respectively (Pandit, 1999).

According to Cole and Nelson (1970), the stage of development known as adolescence is more significant than any other. However, because it is the final stage before maturity, it provides the last opportunity for parents and instructors to prepare a child for adult duties. Puberty, which is primarily a psychological process of change defined by the development of secondary sex traits, contrasts from adolescence, which is primarily a physical process of change characterized by the development of secondary sex characteristics.

Various developmental changes can be noted during adolescence, including physiological, psychological, and social changes. According to Coleman (1997), physical sex development and rapid skeletal growth are signs of adolescent physiological development. The development of various cognitive skills as well as personality development are all part of psychological development. Finally, social development refers to the process of preparing for a future position, such as that of a young adult.

According to Sadok & Sadok (2003), certain significant cognitive changes occur throughout the basic period of adolescence. Their thinking becomes more conceptual and future-oriented, and they exhibit a high level of creativity, which is exhibited in a variety of ways. People develop a stable sense of self during adolescence, which is their primary goal at this age.

According to Richardson (2002), the transition from puberty to adolescent, often known as the transition from primary to secondary school, can be accompanied by a drop in self-esteem, particularly for girls and pupils who are underachieving. Following early adolescence with all of its developmental problems, boys considerably underachieve, and middle adolescence looks to be the peak time for substance misuse, conduct disorder, eating disorders, and depressions.

Young Adolescence

Between childhood and adolescence, there is a separate era of human growth and development known as young adolescence. Young teenagers, aged 10 to 15, go through a period of rapid and considerable developmental change during this extraordinary stage of life. Understanding and responding to the developmental characteristics of young adolescents is one of the most important aspects of middle school education. Early adolescence became recognized as an unique era of development during the twentieth century. Early adolescence (i.e., preadolescence) was defined as a distinct growth stage by (G. Stanley Hall, 1904) an American psychologist. Hall's research on adolescence piqued the interest of not only academics but also the general public (Arnett, 2010). Other prominent psychologists and theorists (Flavell, 1963; Havighurst, 1968; Piaget, 1952, 1960) bolstered early adolescence and developmental stage theory's credibility. The spread of articles and books by researchers and academics (Kagan & Coles, 1972; Tanner, 1973; Thornburg, 1983) raised awareness. Donald Eichhorn (1966), a creator of the middle school,

emphasized the necessity of taking developmental features of early adolescents into account while creating curriculum, instruction, and evaluation, as well as organizing the school's environment. Professional organizations (Association for Supervision and Curriculum Development, 1975; National Association of Secondary School Principals, 1989; National Middle School Association, 1982, 1995, 2003, 2010) published position statements and made recommendations for educational programs and practices that would address the development of young adolescents. A renowned middle grades researcher, Joan Lipsitz (1984), underlined that schools for young adolescents "must be attentive to their developmental requirements."

Young adolescents have specific characteristics in terms of their physical, cognitive, moral, psychological, and social-emotional development, as well as spiritual growth, according to research (Scales, 2010). Two considerations should be considered while looking at these developmental traits of young adolescents. To begin with, developmental features are overlapping and interconnected; each has an impact on the others. These classifications differ and are somewhat arbitrary (Scales, 2010).

Second, developmental traits might be oversimplified or portrayed in broad strokes (Kellough & Kellough, 2008). Race, ethnicity, gender, culture, family, community, environment, and other factors all have an impact on development. In light of these warnings, the following is a list of developmental features.

Developmental Characteristics

Physical Developmental

Growth, better gross and fine motor abilities, and biological maturity are all examples of physical development. The young adolescent body endures more developmental change in early adolescence than at any other time save from birth to two years old. The development of young adolescents is fast and

uneven (California State Department of Education, 1987; Kellough & Kellough, 2008; Manning, 2002; Scales, 1991, 2010). Growth spurts occur roughly two years earlier in girls than in boys, and include major increases in height, weight, and internal organ size, as well as alterations in the skeletal and muscular systems (Kellough & Kellough, 2008). (Brighton, 2007; Tanner, 1973).

Because bones grow faster than muscles, coordination problems are common in young teens. When muscles and tendons fail to appropriately protect bones, growth pains occur (Kellough & Kellough, 2008; Wiles et al., 2006). These kids go through bouts of restlessness and lassitude due to fluctuations in their basal metabolism (Kellough & Kellough, 2008). Due to inadequate diet, physical fitness, and health practices (Scales, 2010), as well as high-risk activities such as alcohol or drug use (Johnston, O'Malley, Bachman, & Schulenberg, 2011) and sexual activity, young adolescents, particularly European-American youth, are often physically vulnerable.

Early adolescence marks the start of puberty, a period of physiological change brought on by the release of hormones (Manning & Bucher, 2012). Puberty begins with hormones indicating the development of primary sex characteristics (genitalia) and secondary sex characteristics (female features) (e.g., breast development in girls; facial hair in boys). Girls are one to two years ahead of boys in terms of maturation (Caissy, 2002). Skeletal growth, hair production, and skin changes are all affected by increased adrenal hormone production (Dahl, 2004). Many young teenagers are concerned about variations in their physical development as a result of these very visible changes and varied maturation rates (Simmons & Blyth, 2008).

The physical growth of the young teenage brain is extraordinary. While the size of the brain remains basically same, researchers have discovered significant alterations within it (Blakemore & Choudhury, 2006; Casey et al; 2000; Dahl, 2004). Synaptic pruning is actively altering the brain's neural network during early adolescence (Giedd, 2004; Nagel, 2010). The prefrontal

cortex, which is responsible for executive tasks including planning, reasoning, anticipating consequences, maintaining attention, and making decisions, is still growing. In addition, gender differences in young adolescent brains can be seen (Caskey & Ruben, 2007.)

Young adolescents' emotional, psychological, and social development are greatly influenced by their physical development. Young adolescents' concerns regarding physical growth can be alleviated by practitioners (e.g., teachers or guidance counselors) and parents clarifying that these changes are natural and common (Strahan, L'Esperance & Van Hoose, 2009; Wiles et al., 2006). Adults can provide accurate information, answer inquiries, and encourage young teenagers to seek out reliable sources (Scales, 2010).

Schools can help young adolescents improve their physical abilities by providing responsive educational opportunities. Health and science curriculum that depict and explain physical changes are among these options (Kellough & Kellough, 2008). Schools must also provide (a) programs that encourage adequate physical activity and healthy lifestyles, (b) access to plenty of water and nutritious food during the school day, and (c) appropriate instruction on the dangers of alcohol and drug use, teenage pregnancy, and sexually transmitted diseases. Young adolescents must be provided with opportunities for physical activity as well as rest intervals (George & Alexander, 1993). Teachers can incorporate movement in classroom activities, limit peer competition, and break comparisons between early and late maturing kids when young adolescents avoid physical activity due to concerns about body image (Milgram, 1992).

Intellectual Development

The enhanced ability of people to understand and reason is referred to as intellectual development. Intellectual development is not as evident as physical development in young teenagers, yet it is just as vigorous (Stevenson, 2002; Strahan et al., 2009). Youth display a wide spectrum of individual intellectual

development during early adolescence, including meta cognition and independent thought (California State Department of Education, 1987; Kellough & Kellough, 2008; Manning, 2002; Scales, 2010).

They are inquisitive and have a wide range of interests (Kellough & Kellough, 2008; Scales, 2010). Young teenagers are typically motivated to learn about issues that they find intriguing and useful—topics that are personal to them (Brighton, 2007). They also prefer active learning over passive learning and prefer peer connections during educational events (Kellough & Kellough, 2008).

Youth develop the potential for abstract thought processes during early adolescence (Elkind, 1981; Flavell, 2011; Piaget, 1952, 1960), while the shift to higher levels of cognitive function varies greatly between people (Elkind, 1981; Flavell, 2011; Piaget, 1952, 1960). Typically, young teenagers evolve from tangible logical processes to the ability to construct and test ideas, analyze and synthesize evidence, struggle with complicated concepts, and reason re-effectively (Manning, 2002). Young teenagers begin to appreciate the intricacies of metaphors as they mature, derive meaning from conventional wisdom, and engage in Meta cognition (Kellough & Kellough, 2008). Similarly, kids are becoming increasingly capable of debating ideological issues, arguing a point of view, and questioning adult commands (Brighton, 2007; Stevenson, 2002). Through introspection, they build impressions of themselves and "possess strong abilities of perception" (Brighton, 2007, p. 11). They also value humor with a higher level of sophistication (Stevenson, 2002).

Young adolescents, as learners, rely on their particular experiences and existing knowledge to make sense of the world around them (Piaget, 1960). Learners are prompted to generate meaning based on what they already think and understand as a result of their previous experiences (Bransford, Brown, & Cocking, 1999). Youth are more interested in real-life experiences and realistic learning chances throughout early adolescence than traditional academic

disciplines (Kellough & Kellough, 2008). Young teenagers seek opportunities to examine the many parts of their world intellectually (Brighton, 2007).

Adults pique their interest, and they are often keen observers of adult behavior (Scales, 2010). They also have a better ability to plan for the future, predict their own requirements, and set personal objectives (Kellough & Kellough, 2008).

Moral Development

Moral growth is described as a person's ability to make moral decisions and treat others with respect. Many of the attitudes, beliefs, and values that young adolescents form during adolescence stick with them for the rest of their lives (Brighton, 2007). They grow away from blanket acceptance of adult moral judgment and toward the formation of their own unique values; yet, they usually embrace the ideals of their parents or other significant adults (Scales, 2010). As previously said, the link between young adolescents' intellectual and moral growth is characterized by their enhanced capacity for analytical thought, reaction, and introspection.

Young teenagers are also idealistic and have a strong sense of justice (Kellough & Kellough, 2008; Scales, 2010). Young teenagers begin to reconcile their perception of others who care about them with their own egocentricity as they advance into the interpersonal conformance stage of moral development (Kohlberg, 1983). (Roney, 2005). They shift from a self-centered perspective to one that considers others' rights and feelings (Scales, 2010). Gender influences how adolescents handle moral dilemmas: males approach moral issues via a justice lens, whereas females approach moral issues through an interpersonal caring lens (Gilligan, 1982).

Young teenagers frequently ask big, unanswerable questions about life and refuse to accept adults' trite solutions. They also start to see moral dilemmas in

shades of gray instead of black and white. When young teenagers begin to think about difficult moral and ethical issues, they are usually unprepared to deal with them. As a result, young adolescents have difficulty making moral and ethical decisions (Kellough & Kellough, 2008).

Spiritual Development

Spiritual development is defined as a process of discovering the significance of one's existence (Lingley, 2013). Spiritual development is a legitimate sector of human growth that is rarely mentioned in education. Concerns regarding the separation of church and state, as well as First Amendment rights, lead educators to steer clear of this area of human development (Brighton, 2007). Nonetheless, the spiritual domain's exclusion hinders the possibility of developmentally relevant schooling (Lingley, 2013). Acceptance of the spiritual domain is critical in middle school. Young teenagers frequently seek to investigate spiritual things, form bonds with others, and build a sense of themselves and the world (Scales, 2010). The impact on practice will be determined by commitments to educate the complete kid.

Psychological Development

Identity formation and the yearning for independence characterize psychological development in early adolescence. When 10- to 11-year-olds identify themselves by the tasks and skills they excel at, they go through two stages of identity formation: (a) industry versus inferiority, when they identify themselves by the tasks and skills they excel at, and (b) identity versus identity, when they explore and experiment with various roles and experiences (Erikson, 1968). The degree of exploration and commitment to an identity determines identity development (Marcia, 1980). Young teenagers desire their own feeling of identity and uniqueness during these years (Brown & Knowles,

2007). They may become more aware of their ethnic identity as a result of this (Scales, 2010). Young adolescents struggle to preserve peer approval while they hunt for an adult identity and adult acceptance (Kellough & Kellough, 2008). Due to opposing allegiances, feelings of conflict may occur as early adolescents expand their connections to encompass family and classmates (Wiles et al, 2006). As kids become more aware of the distinctions between themselves and others, the search for identification and self-discovery may heighten emotions of vulnerability (Scales, 2010).

Early adolescence is usually stressful and unpredictable (Scales, 2010). Young teenagers are irritable, restless, and prone to irregular and inconsistent behavior, such as anxiety, bravado, and alternating feelings of superiority and inferiority (Kellough & Kellough, 2008; Scales, 2010; Wiles et al., 2006). They are frequently self-aware and sensitive to criticism of their perceived personal flaws. Self-esteem in young teenagers is generally sufficient and improves over time, although self-competence in academic subjects, athletics, and creative activities decreases (Scales, 2010).

Emotionally charged situations might cause young teenagers to engage in infantile behaviors, exaggerate minor incidents, and express naive or one-sided ideas. Young teenagers are at danger of making poor decisions due to their emotional variety (Milgram, 1992) and believing that their experiences, feelings, and issues are unique (Scales, 2010).

Social-Emotional Development

The potential for mature interactions with individuals and communities is referred to as social-emotional development. Social-emotional maturity generally lags behind physical and intellectual growth in early adolescence. Young adolescents have a strong desire to be a part of a group, with peer approval becoming increasingly important and adult approval becoming less so (Scales, 2010). Adolescents may develop social and emotional attachments to

their peer group and family as they progress socially and emotionally (Wiles et al., 2006). Young adolescents seek social status within their peer group since they are only loyal to their peers (Kellough & Kellough, 2008). As they search for a social place and a personal identity, young adolescents frequently try out new activities (Scales, 2010). They're also caught between their want to fit in with their peers and their desire to be unique and autonomous. Young adolescents are exposed to a wide range of peer relationships, both positive and bad. Youth generally broaden their circle of companions during early adolescence (Brighton, 2007) and may develop sentiments of romantic or sexual attraction (Scales, 2010).

In middle school, negative peer relationships, notably bullying, become more widespread. Due to media incenses, young adolescents are also socially and emotionally vulnerable (Kellough & Kellough, 2008; Scales, 2010).

Young adolescents are prone to modeling themselves after their respected peers and non-parental adults. While they prefer to make their own decisions, the family continues to play an important role in their internal decision-making (Kellough & Kellough, 2008).

Young adolescents are often defiant toward their parents and adults, but they still rely on them. They also constantly test the boundaries of acceptable behavior and oppose adult authority. They may respond inappropriately in social situations, belittle others, and feel humiliated (Scales, 2010). When confronted with parental rejection, young adolescents may seek refuge in their peer group's ostensibly safe social environment (Kellough & Kellough, 2008). Importantly, teachers say that addressing the social and emotional needs of young adolescents can help them learn and thrive academically (Raphael & Burke, 2012).

Emotional Intelligence and Adolescence

Emotional intelligence is a relatively new notion in psychology that is fundamentally linked to human capability. This hypothesis was generally unrecognized by study professionals in numerous domains approximately twenty years ago. However, it has now become an important aspect of everyone's life. Emotional intelligence is a relatively young research subject today, and determining the relationship between emotional intelligence and other life dimensions during adolescence is particularly difficult. In our individuated and self-centered world, a new viewpoint on achievement and success is needed. The new buzzword is EQ, not IQ. It's an intriguing perspective with teenagers, and it's critical to recognize the benefits of recognizing emotional intelligence in adolescents and knowing how it might affect their growth and development (De Lazzari, 2000).

Adolescents, on the other hand, have recently been seen engaged in absurd, hostile behavior such as mailing hate mail and letter bombs, installing viruses on computers, discriminating on the basis of race and ethnicity, and scheming against or killing those 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 instability, 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. On this subject, various studies have been undertaken. The amygdale, which is a component of the limbic system in the brain and is related with emotional regulation, does not mature until the age of 15 to 16 years (Pool, 1997). Middle-aged adolescents are beginning to exhibit more emotional stability (Wootton, 2001).

They may be better at dealing with emotionally intense situations and are less defensive. These same teenagers, on the other hand, are not always consistent in their emotional development and may have lags, leading to unexpected conduct (Erasmus, 2007).

Early psychoanalytical thinkers believed that adolescent turmoil, which included significant psychological upheaval, personality disorganization, and mood behavior changes, was not only common, but also desirable as a necessary part of the process of adolescents separating from their parents, according to Sadock and Sadock (2003). Adolescent instability is now acknowledged as neither common nor typical. Intrapersonal, adaptability, and stress management qualities, according to Parkar et al. (2004), are crucial characteristics in a successful transition from high school to university.

The ability to detect and label feelings, as well as the ability to use knowledge about feelings to interpret and direct action, are all part of the intra-personal dimension to which they refer. According to the research, there is widespread agreement that an adolescent's emotional development is critical to a smooth transition from adolescence to adulthood. Based on an examination of the literature, it appears that today's youth are more emotionally challenged (Aronstam, 1996).

Some environmental factors

Family Environment

The oldest and most significant of all the organizations that man has invented to govern and integrate his conduct in order to meet his basic requirements is the family (Bhatia and Chadha, 1993). According to research undertaken by psychologists, sociologists, educators, and other behaviorists, the family provides the basic environment for developing a child's healthy personality by meeting their emotional needs. The family is the most important and primary

unit of society and it has a huge impact on an individual's social and emotional development. It is thought to be the key setting in which children's emotional skills develop. A family is essentially a living unit made up of parents and children. Parents have a direct or indirect influence on their children's reactions to and coping mechanisms in emotionally evocative situations. According to Larson and Richard (1991), in the setting of the family, adult values are reinforced, academic success is encouraged, and emotional security is supported. As a result, healthy engagement, particularly with adolescents, is advantageous to everyone's growth.

Parents frequently inquire about how they should alter their parenting approaches as their children improve in various life skills such as coping, adjustment, relationship management, empathy, and so on. Favorable and warm parenting styles, reasonable instructions, appropriate developmental needs, support, and inspiration, among other things, from parents assist teenagers to increase their own values. Parents with the aforementioned characteristics use a variety of strategies to develop emotional bonds with their children, including reasoning skills, influencing strategies, rule clarification, discussion with their children on various related issues, children's involvement in decision-making, and listening carefully to their children's opinions, among other things. If the above tactics are implemented effectively, their impact will be felt by their children. These children have higher academic achievement and show less anxiety and depressive symptoms.

Emotional development in children and adolescents is influenced by their interactions with their parents and siblings, parent-child interactions, and parents' methods of dealing with their children, and it influences their relationships and interactions within and outside the family. The individual's assessment of his or her home environment appears to influence the individual's knowledge of emotions and the abilities required to manage emotions in order to handle various psycho-social and emotional difficulties (Kaur and Jaswal, 2005). A variety of elements influence the home

environment, including the type of the family constellation, the number of family members, parental job and income, sibling relationships, and the family's socioeconomic and religious background. Adolescents' physical and emotional demands are more difficult to support in large homes. Adolescents' feeling of security and emotional stability are jeopardized by conflicts between parents or other family members. When parents are kind and interested in their children's life, adolescents express themselves better.

When compared to families with high levels of conflict and disengagement from one another, families with a warm integrated home environment and low levels of interpersonal disputes do a better job of satisfying children's physical and psychological needs (Sandler et al., 1989). Parents with an inadequate home environment were found to be causal in children's psychiatric illnesses, according to Lewin (1955). Adolescents who are raised in families that provide intellectual cultural orientation are more emotionally stable. Such families foster an analytical mindset in their members, which aids in the study of situations and increases emotional control. Parents and guardians must have a compassionate attitude in order for the adolescent's personality to grow properly. Adolescents' emotional problems are exacerbated in the absence of this empathic approach. The development of children's socio-emotional abilities is linked to parental expression of emotion since it impacts their feelings about themselves and others (Eisebberg et al., 1997).

Children who have a positive relationship with their parents, according to Mehata (1995), have warm and healthy interactions with their parents. During the formation of symbolic cognition, these children tend to be more clever, benefit from parental ideas, learn a wide range of abilities, and have a critical sense of security. These are crucial cognitive abilities in preschoolers that may come in handy later in life.

Specific emotion-related parental activities are linked to children's proper emotion display. Discouragement of emotional expression by parents is associated to difficulties understanding others' feelings, as well as poorer levels

of social competence and peer acceptance (Saami, 1997a). Parental support and an environment that provides chances for children, on the other hand, influence emotional control.

Warmth, attentiveness, and empathy with the child's emotional experience are all factors that contribute to the development of emotional intelligence in children (Sibia et al., 2003). Adolescents with high emotional intelligence parents are less likely to engage in self-destructive behavior because the family environment is rich and permissive for the child's proper personality development. If the home environment is suitable, an average individual can develop into a distinct personality; yet, a poor family environment might undermine a clever person's chances of success.

Parents who are more educated and socially privileged provide their children with superior psychological and practical support. Parents should guide rather than direct their adolescent's behavior. Parents who provide warmth and support to their children are less likely to engage in dangerous behavior. Parents' perceived loving or neglectful behavior has a significant impact on children's personalities. Adolescents who regard their behavior as loving develop a positive attitude, are more outgoing, clever, emotionally stable, tender minded, competitive, and so on.

Those who regard parental behavior as neglectful develop personalities such as reservedness, intelligence, seriousness, and so on (Bala, 2011). It involves the ability to manage impulse, defer gratification, inspire them, read other people's social cues, and cope with life issues in early adolescence, who learns most lessons about emotions from their family. Furthermore, early adolescent children whose parents routinely conduct emotion coaching had better physical health and academic performance than children whose parents do not provide such guidance. Naghavi and Redzuan 2012, Ozabaci 2006, proposed that the family environment is a place in which a child grows up and receives certain information about life. The growth of the kid is influenced by a healthy and high-quality family environment in many ways, including the child's ego

concept and emotional and social development. The qualities of the family environment are determined by the social position of the parents, their domicile, their relationships with their relatives, the number of siblings, and their relationships among themselves (Ozabaci, 2006).

Teenagers who are raised with love and laughter are more emotionally intelligent. Children's impulsive behavior can be influenced by increasing their emotional intelligence. Emotional intelligence enables children and parents to understand how they and others are experiencing, to manage intense emotions, to create goals and develop effective plans to achieve them, to demonstrate empathy and care, and to operate well in relationships (Elias. 2004). Parents that are emotionally intelligent can help their children navigate a positive path to adulthood.

Gardner (1993) claims that providing support and stimulating environments to adolescents allows them to develop their talents in a number of academic and artistic domains, as well as boost their multifaceted intelligence. As a result, parents can improve their children's lives by cultivating their emotional intelligence.

Area of Living

People live in various places of the world and pursue various lifestyles. Their lifestyles, as well as their cognitive processes, differ in different parts of the world. People are categorized into two major groupings around the world, rural and urban, based on the density of human-created structures and residents. Their style of life is directly influenced by the resources available in their locations or areas. Rural culture is characterized by tiny communities and modest living, with a strong emphasis on core relationships, religions, customs, and values. Urban areas, on the other hand, have all of the modern conveniences.

Satellite, mobile phones, the internet, television channels, and other forms of communication have recently been widely available in metropolitan areas.

Many urban households are benefiting from technology advancements. Additionally, Bala (2011) proposed that they have a wide range of opportunities to take advantage of all modern facilities, a large number of academic facilities, and a wide range of career opportunities because of all of these facilities. As a result of all of these facilities, their lives are enriched economically, and they live a luxurious lifestyle.

Occupational and environmental differences, variances in community size, population density, population homogeneity and heterogeneity, and disparities in social mobility are some of the most essential characteristics for separating the rural from the urban social world. Furthermore, societal stratifications and differentiations are evident. Urban life acquires greater complexity, manifoldness, superficiality, and standardized formality of relationships, whereas rural life acquires comparatively simplicity and sincerity of relationships, with a predominance of personal and relatively durable relationships, whereas rural life acquires greater complexity, manifoldness, superficiality, and standardized formality of relationships (Singh, 2004).

The institutional arrangements of metropolitan areas have evolved as a result of the spread of schooling. Urban regions gradually developed into epicenters of new social-political ideas, diverse economic activity, and a diverse population. In contrast to rural areas, urban settlements are distinguished by improved public facilities, educational possibilities, commercial and social connections, transportation, and high living conditions. The tension that comes with living in a fast-paced city is not present in the serene and relatively slow-paced existence of a rural place.

The rural family consists not only of immediate family members, but also of distant relatives, which is uncommon in the urban lifestyle. In contrast to the urban family, which is less authoritarian but also less cooperative, the rural family is more disciplined and united. Extra-family institutions such as school, club, and others meet the educational, recreational, and a variety of other requirements of its members. Aside from these differences, there are also

psychological differences between urban and rural locations. The members of a rural family's camaraderie is organic and spontaneous. They have stronger social drives, a stronger sense of social cohesion, and a greater ability to cooperate in general. Spontaneous cooperation and solidarity feelings are observed to be significantly lower among urban residents than among rural residents (Bala, 2011).

Psychological processes are thought to be culturally constructed, and differences in cultural meanings and practices may be expected to affect them. As a result, emotions can be viewed as being influenced by cognitive appraisal, experiences, and a culturally based process (Lutz, 1988).

The quantity of emotion people express to one another is influenced by their culture. Because culture is such a complex construct, it is critical to comprehend and quantify what it is that accounts for emotional differences. One of the most essential aspects of culture is one's place of residence. As a result, the current study considers both rural and urban areas of residency.

Parker et al. (2004) cautioned that emotional intelligence constructs may change across cultures due to cultural influences on emotional experience and presentation (Scollon et al, 2004). Although different patterns in emotions were noticed along the lines of the distinction between political systems of countries, individualism versus collectivism values, and religiosity, a meta-analysis of 190 cross-culture quantitative studies on emotions revealed that the size of cross-cultural differences reported in the literature may be overestimated (Van Hemert et al 2007).

Individual emotional adjustment is influenced by culture. People in rural areas acquire a more collectivistic sense of family and less individualistic emotion. The family members' interconnectedness intensifies their emotions, resulting in a compact unit. The character and meaning of emotions are systematically tied to the type of ethic prevailing in a culture community, according to recent

studies. People in rural areas have strong emotional bonds with their friends, neighbors, and relatives.

Such emotional relationships, on the other hand, are uncommon in urban areas. According to Bala (2011), people in rural communities have a more personal relationship with one another, which is more emotional, direct, and socially supportive, with a sense of true compassion and belonging. Urban societies, on the other hand, have a more impersonal, indirect, and often contradictory social interaction structure. People in cities operate on a personal and impersonal level, and they have their own social support network.

These were the evidences found in various areas of residence regarding various psychological traits; differences in place of residence are believed to be one of the most important deciding variables of emotional intelligence in adolescents since adolescence.

Socio-Economic Status

A person's entire social position or standing is described by their socioeconomic status, which is a graded hierarchy of social positions. According to (Graetz 1995), socio-economic status is frequently denoted by a number of sub-concepts such as educational success, employment status and remuneration, professional status, earnings and wealth, and so on, making it a multi-faceted concept. The most prestigious vocations (such as surgeons) would be at the very top of the hierarchy, while the least prestigious occupations would be at the very bottom.

Because parental and student education are likely to be significantly associated, parental education is also an important part of students' socioeconomic status. Parents with a higher education are more likely to impart strong educational ideals in their children, have a better awareness of what

schools require, and are more inclined to assist their children with their schoolwork (Marks, et al. 2000).

Psychologists, educators, researchers, and policymakers are worried about how low-income students are systemically disadvantaged in terms of academic performance, school completion, and involvement in post-secondary education and training. When there is a link between socioeconomic background and educational achievement, it follows that pupils from low-income families would experience challenges in school and later in life. As a result, there will be a less efficient matching of ability with occupational destinations, resulting in human resource waste and, potentially, economic inefficiencies.

Health has been connected to socioeconomic status. Individuals at the top of the social hierarchy usually have superior physical and mental health than those at the bottom (Adler, et al, 1994). Almost every disease and condition has socioeconomic status disparities in death and morbidity rates (Antonovsky, 1967; Illsley and Baker, 1991).

Socioeconomic factors play a key role in human growth, well-being, and physical and mental health throughout life. These are the most important considerations in psychological research, practice, education, and policy. According to an APA task group report from 2007, work on socioeconomic status has increased exponentially in other fields like as economics, sociology, epidemiology, and others.

School environment

Adolescents spend the majority of their days at school or participating in school-related activities. The fundamental goal of school is for children to improve their academic performance, but its consequences on teenagers are far-reaching, encompassing their physical and mental health, safety, civic involvement, and social development. Furthermore, it has an impact on all of

these outcomes through a variety of activities such as formal teaching, after-school programs, caretaking activities, and the informal social milieu established on a daily basis by students and staff (P Marinand B Brown, 2008).

Obesity, drug and alcohol abuse, sexual activity, and emotional health are all challenges that adolescents face. Furthermore, academic expectations can cause high amounts of stress in some students, which might harm their mental health (Jones, Russell, 1992 & Ainslie et al; 1996)

School surroundings can have an impact on students' mental health because of the academic and social pressures they face. Furthermore, schools are venues where mental health issues can be detected and treated. This is significant in a population where 15% of people said they had seriously considered suicide in the preceding year (CDCP, 2008).

A healthy environment is essential for effective learning, so much so that No Child Left Behind, the country's largest education reform initiative, mandates that school systems have measures in place to lower levels of violence as part of a bigger plan to improve academic achievement. Students who are afraid of violence in the classroom are more inclined to skip class (Dukes et al; 2001, Bowen et al; 1999)

Risky surroundings can also have a direct impact on pupils' health. Students who attend unsafe schools are more likely to get into fights, be wounded, and suffer from emotional stress (Flannery et al; 2004).

At school, peer and teacher cooperation can have a significant impact on student well-being. Adolescents who feel linked to their school and that others care about them are more likely to be academically motivated and less likely to engage in a number of bad behaviors such as drug use, violence, and sexual activity (Ryan et al; 2001).

A favorable relationship with a teacher may encourage a student to learn more, participate more in class, or engage in other academic-related behaviors.

Furthermore, teacher support may be beneficial to students' psychological well-being. According to one study of middle school pupils, those who received increased teacher support throughout the transition to middle school reported higher self-esteem and lower depressive symptoms, while those who perceived decreased teacher support reported the opposite (Fredriksen et al;2004)

The general affective environment in which a kid is exposed at school and in the community, particularly if it is unfavorable, may have an impact on the child's emotional competence. Children may internalize these affective states and feel them in a variety of contexts if instructors or community leaders frequently exhibit anger or anxiety (Denham & Grout, 1993). Children who are exposed to this type of adverse affective environment are more likely to learn incorrect and dysfunctional reactions to other people's emotions, which can have a severe impact on their emotional development and control.

CHAPTER: II

CHAPTER: II

Review of literature

Gupta and Kumar (2009) investigated the relationship between emotional intelligence and mental health with self-efficacy among 200 college students. Male and female respondent were pinched from science and arts streams of Kurukshetra University, Kurukshetra. Product moment method of correlation and t-test were administered for the data analysis. The results recommended that mental health is positively correlated with emotional intelligence and self-efficacy. It also discloses that female students were lower than male students in terms of emotional intelligence, mental health, and self-efficacy which underline the significance of training in self efficacy, emotional intelligence and mental health for female college students.

Garg and Rastogi (2009) administered a study on 140 students which are from technical backgrounds. The study unearthing that students being emotionally intelligent can guide them to be resilient to stress, which regulate their success at personal and professional life. The study designates aspects for building resiliency among students from the physiological and psychological viewpoint. These include the execution of various educational programmes which can amplify their levels of emotions and be more resilient to stress. Intelligence and stress resiliency is linked together to develop muscular strength. And once this strength is developed intellectually, it leads to comprehensive development of human.

Palmer *et al.*, (2002) investigated that the higher emotional intelligence was a indicator of life satisfaction. In addition, reported that people higher in emotional intelligence were also more likely to use an adaptive defense style. It exhibited healthier psychological adaptation. Showing measures of emotional intelligence have illustrated that an increased likelihood of attending

to health and appearance, positive interactions with family, friends and owning objects are associated with higher levels of emotional intelligence that are reminders of their loved ones. Mayer *et al.*, (1999) also revealed that higher emotional intelligence correlated strongly with better parental warmth and attachment style, while others showed that those scoring high in E.I. also reported increased positive interpersonal relationships among adults, adolescents and children, (Rice, 1999; Rubin, 1999).

Costello *et al.*, (2003) studied a sample of 1,420 rural children ages 9 to 13 years. In the middle of that study, a casino opening on the Indian reservation gave every American Indian an extra income that moved 14% of the study families out of poverty. After the opening of the casino, however, levels among the ex-poor fell to those of the never-poor children, whereas levels among those who were persistently poor remained high. The poor and ex-poor children had more psychiatric symptoms (4.38 and 4.28 respectively) than the never-poor children (2.75) before the casino opened. If the cause for the relation between poverty and child psychopathology was the low mental health of families in poverty, relieving the poverty would have left the relation intact. But this did not go on. However, this natural experiment revealed that absence of poverty brought children's psychopathology levels to the level of children well being who'd never been poor.

Hetal A. Patel (2015) investigated that there is strong difference exists between urban and rural adolescents in relation to emotional intelligence. Rural adolescents are having more emotional intelligent than urban adolescents. The study also showed that important interaction effect exists between gender and area of residence on emotional intelligence. Female have higher emotional intelligence than both urban and rural area males. Remarkable difference exists between rural and urban adolescents on psychological wellbeing. Urban adolescents have higher psychological wellbeing than rural adolescents. Remarkable interaction effect exists between area of residence and gender on

psychological wellbeing. In both urban and rural area male adolescents are having better psychological wellbeing than female adolescents.

Dr. Anju sharma *et al* (2013) revealed in their study that adolescents who are poor on punishment, conformity, dimensions-control, social isolation, deprivation of privileges, rejection-are more emotionally intelligent as compared to their opposite peer. Autocratic atmosphere, restrictions, physical as well as affective punishment, or the child is deprived of his right for love and expression of feelings can be attributed to the prevalence of poor home environment. the expression of child thus, causing poor development of emotional intelligence in child is the result of a home atmosphere comprising of rejection, neglecting the child and indifferent parent- child relationship.

Alumran and Pnnamaki (2008) administered a research to investigate age and gender differences in EI. A total of 312 students randomly selected from various educational institutes viz. intermediate school, high schools and the University of Bahrain. Emotional intelligence of the subjects was chosen by Bar-On Emotional Quotient Inventory (WQ-i:YV). Result showed that Emotional Intelligence was strongly related with gender. Girls showed higher levels of Interpersonal Emotional Intelligence than that of boys with an age range of 17 to 45 years. The research indicated that non-significant gender differences in aggression and panic attack.

Babu and Rath (2007) administered a study on a large sample of children across gender and ecological setting. The study investigated recognition and attribution of desire based-happy, sad, fear and belief based-surprise, curiosity emotions among the children from urban, rural and tribal ecological setting. Results showed remarkable developmental and ecological variance in attribution and recognition of desire and belief based emotions. It was found that there was no significant differences between boys and girls were noted.

Veereshwar (1979) investigated the adjustment and mental health problems of college going girls age range from 18-20 years. A sample of 406 girls was chosen from the undergraduate students. From the study it was found that there was a remarkable difference exists in the area of family adjustment between urban and rural girls. The variance in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

Anand (1989) conducted a study on mental health of high school students. The respondent was in the age group between 14-15 year's age. A sample of 262 high school student- boys (169) and girls (93) participated in the study. He showed on his study that the mental health of students; their academic achievement and the educational and occupational status of parents were positively related.

Prathima H. P. & Dr. U. Kulsum (2013) investigated the relationship between secondary school teachers' mental health and their social intelligence. They also wanted to find out the effect of different level of social intelligence of teachers on their Mental Health. A sample of 150 secondary school teachers was the participants. The outcomes of the study showed that there was a remarkable relationship between social intelligence of secondary school teachers and their mental health. The remarkable difference exists between mental health of male and female secondary school teachers. The results acknowledged that the teachers who having the higher the social intelligence had the better mental health.

Ranhotra (1996) conducted a study and found that the family is the complex of social and cultural conditions. He also added that family environment is the combinations of external or extrinsic physical conditions that affect and influence the growth and development of the member of family. He also concluded that it is the most intrinsic fundamental social group which includes parents and their children.

Castro-Schilo and Kee (2006) investigated the relationship between EI and right hemisphere processing regarding gender. A sample of 122 (males-54, females-68) ethnicity diverse college students were selected in the study. Outcomes of the study showed that, women with less right hemisphere arousal can identify the most effective action to experience a specific emotion where males with more aroused right hemisphere tend to have greater EI and greater knowledge of how feelings evolve and combine to form different feelings, and that.

Gasima Gupta and Sushil Kumar, (2010) examined the emotional intelligence, self efficacy and mental health in relation to college students. It studies the relationship of emotional intelligence and self-efficacy with mental health among college students male (100) and female (100) were pinched from science and arts streams of Kurukshetra University, Kurukshetra. Product moment method of correlation and t-test were administered for the data analysis. The results revealed that self efficacy and are emotional intelligence positively correlated with mental health. It also found that female students were lower score than male students in terms of mental health.

Depape *et al.* (2006) have conducted a study to know gender as a premonition of EI. In their research they included 126 graduate participants in which 42 men and 84 women. Authors reveal that gender found to be insignificant predictor of emotional intelligence.

Done (2007) conducted a study on 1577 11th grade college students in which 781 males and 796 females. All students were attaining different public and government colleges in Kolhapur district. Author does not found remarkable sex difference in Emotional Intelligence.

Sambrani (1997) investigated that the cold home environment affect remarkable more frequent occurrence of emotional disturbance to normal level. Psychological environment of home may fall into any of the four areas, each of which represents one of the four normal combinations rejection-control acceptance-autonomy, acceptance-control, rejection-autonomy and.

Farooq (2003) investigated the relationship of emotional intelligence on academic performance of 246 adolescent students. His research reports showed that the students with high level of emotional intelligence function well relatively with that of the students having low level of emotional intelligence.

Drago (2004) in his research studies showed that the relationship between academic achievement and emotional intelligence in non-traditional college students. Have different cognitive abilities, the role of emotional intelligence can be better understood in their academic achievement. He analyzed that emotional intelligence was significantly related with the students' GPA, cognitive abilities and age.

Parker *et al.*, (2005) investigated the consequence of emotional intelligence on the successful up gradation from high school level to university level. The results of their study showed that academically shine students had remarkable higher levels of several different emotional and social abilities. From this study they concluded the importance of emotional intelligence in the successful transition of students from high school to university.

The emotional intelligence of 200 male and female police constable trainees was studied by Jadhav and Havalappanavar (2009). Female police constable trainees scored much higher on emotional intelligence than male police constable trainees, according to the findings. The authors are provided possible explanations for these discrepancies. Men spend the majority of their time with their peers and at home, whereas women spend the majority of their time at home, with family members, and even in their later years. As a result, they

learn how to interact with others and manage their emotions. Women are more focused in all areas and make better use of opportunities, among other things. Furthermore, the findings revealed that female.

Joshi and colleagues (2009) looked at gender variations in adolescent emotional maturity. A total of 200 boys and girls (N=200) were surveyed. The adolescent's emotional maturity was assessed using Singh and Bhargav's "Emotional Maturity Scale" (1990). The study's findings revealed a considerable disparity in emotional maturity. Boys were discovered to be emotionally more mature than girls.

Kadam et al. (2011), conducted a study on Emotional Intelligence to detect gender disparities among male and female performers from the Rambo circus in Pune. A random sample of 40 performers was chosen, 20 of whom were male and 20 of whom were female. These circus performers ranged in age from 25 to 35 years old and were involved in a variety of circus activities. In the research The Schutte Self Report Emotional Intelligence Test (SSREIT) was administered. The results show that there is no significant difference in Emotional Intelligence between male and female performance.

According to Mestre et al., (2006) The ability to comprehend and manage emotions, as measured by a performance measure of emotional intelligence (the MSCEIT), linked positively with teacher judgments of academic accomplishment and adaptation for both males and females, Emotional abilities are favorably correlated with peer friendship nominations among females, according to the study. EI is also positively associated with teacher ratings of academic adaptation among boys and peer friendship nominations among girls, according to the study.

Tamannaifar et al. (2010) investigated the association between emotional intelligence, self-concept, and self-esteem and academic accomplishment among 6,050 students at the University of Kashan. The students in the sample were picked at random. The study found that students' emotional intelligence, self-concept, and self-esteem were all favorably related to their academic achievement.

Yahaya et al. (2011) investigated the association between self-awareness, emotional management, self-motivation, empathy, interpersonal skills, and academic achievement, as well as the five aspects of emotional intelligence. According to the findings, there is a link between self-awareness, emotional control, and empathy and academic success.

Malekari and Mohanty (2011) did a study and concluded that Emotional intelligence has significant clinical and therapeutic significance since it is based on a compilation of research findings on how people perceive, communicate, and use emotions.

Kattekar (2010) conducted a study of 500 Kannada language IX students to determine the effect of emotional intelligence on academic progress. His findings demonstrated that pupils' emotional intelligence and academic achievement have a beneficial link.

Bai (2011) looked at anxiety proneness and emotional intelligence in relation to pre-university students' academic progress. The study is exploratory, and the students' exam performance was taken extremely seriously in order to investigate the impact of anxiety proneness and emotional intelligence on their academic accomplishment. He enlisted the help of 500 students from Bangalore's urban and rural areas.

Nasar and Nasar (2008) conducted a research of 100 male and female undergraduate college students with an age range of 17-20 years and a mean of

18.75 years to investigate gender differences in emotional intelligence. In both samples, socioeconomic status, educational level, and IQ level have been matched. All of the students came from a city background. Pandey and Anand (2003) employed the Hindi version of the 'Emotional Intelligence Scale' (HEIS-26) to assess the students' Emotional Intelligence. The authors discovered a large gender gap in emotional intelligence, with female students being emotionally smarter than male students.

Niazi and Adil (2008) wanted to see how panic attacks and aggression differed by age and gender. The sample comprised of 150 participants, 75 males and 75 females, who were examined on their patience (State) and emotional expressiveness (which could be influenced by cultural display rules). In feminine and masculine civilizations, depression predictors differ. Culture also has a moderate effect on Emotional Intelligence's effect on depression, according to the studies.

Rai and Pande (2009) investigated the emotional maturity of Mizo teenagers, a distinct North-East Indian tribe. A total of 100 teenagers (50 boys and 50 girls) were chosen from various schools in Aizawl, Mizoram's capital. Adolescents varied in age from 16 to 19 years old. SES and age were kept under check. The emotional maturity of teenagers was assessed using Singh and Bhargav's "The Emotional Maturity Scale" (1990). In comparison to Mizo boys, Mizo girls show higher levels of mental instability, social maladjustment, personality disintegration, and lack of independence. The considerable difference in emotio's overall score of EI.

The study conducted by Salguero and et al. (2012) intends to investigate the moderator function of gender in the ability Emotional Intelligence and

depression link. The participants in this study were 620 high-school and undergraduate students from rural and urban areas of Maharashtra's Aurangabad district. 350 topics were chosen from various Junior colleges in the rural area, while 350 subjects were chosen from other Junior colleges in the city. The participants ranged in age from 14 to 16 years old. The Emotional Intelligence Scale (EIS) of Anukool Hyde, Sanjyot Pethe, and Upinder Dhar was used to assess the individuals' emotional intelligence. The authors discovered no significant differences in Emotional Intelligence between men and women.

Sanchez-Numez et al. (2008) investigated gender differences in Emotional Intelligence aspects among teenagers. According to the study, there were no evident significant differences in self-reported Emotional Intelligence between male and female teenagers. Female adolescents, on the other hand, were better at directing and managing their own and others' emotions, as well as emotional attention and empathy, whereas male adolescents were better at regulating emotion.

Gupta (1977) conducted research to determine the impact of geographic location on emotional maturity. He compared the emotional maturity of pupils in India (domestic students) and students from other countries (International students). The author discovered that Indian kids are emotionally more mature than students from other countries.

Individuals from diverse subcultures approach emotions differently, according to Mayer and Salovey (1997).

Saranya and Velayudhan (2008) conducted a study of 60 University students, 30 males and 30 females, to determine gender differences in emotional intelligence. In comparison to upper-class respondents, male and females scored higher on an empathic accuracy test, rated the emotions of an interaction partner more accurately, and made more accurate inferences about emotion from static photos of muscle movements in the eyes.

Konwar and Ram (2004) looked into the impact of anger's cultural setting. The survey included a sample of students from colleges and universities in Kohima, Nagaland, and Pune, Maharashtra. Between the Pune and Kohima groups, there were substantial differences in State-anger (experience) and Anger manifestation. The Pune participants were more enraged than the Kohima participants. However, there are no cultural differences in Trait-anger. This suggests that the experience (State) and expression of anger, which may be impacted by cultural display conventions, are more affected by cultural context than the Stable Emotional disposition of rage.

Berrocal et al. (2005) looked at how cultural influences can mediate the relationship between emotional intelligence and depression. Individualism-collectivism and masculinity-femininity were the cultural elements studied. The 'Trait Meta-Mood Scale' (TMMS) was completed by participants from three distinct cultures (the United States, Chile, and Spain), and the 'Beck Depression Inventory' (BDI) was utilized to measure depression in the patients. According to the findings, in feminine cultures, focus and clarity were stronger predictors of depression than in masculine cultures. The findings also show that Emotional Intelligence has an effect on depression in moderate to severe cases.

Babu and Rath (2007) did a study on a large number of youngsters of various genders and ecological settings. Children from urban, rural, and tribal ecological settings were studied for recognition and attribution of 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.

Bhanderkar (2007) studied 900 junior college pupils in Maharashtra's Nagpur district. The study's goal was to look into the differences in Emotional Intelligence between pupils in rural and urban areas. Significant disparities in

Emotional Intelligence were discovered among the students. Rural pupils were found to be emotionally smarter than city students.

A study by Duhan and Chhikara (2007) looked into the human ecological elements that influence emotional intelligence skills. The study found a link between the developmental facilities available in the community, as well as the subjects' emotional intelligence skills. The findings also revealed that high emotional intelligence respondents lived in areas with more developmental facilities (such as a hospital, bank, park, or market), but low emotional intelligence respondents lived in areas with fewer development facilities for emotional intelligence.

Anolli & et al. (2008) conducted an exploratory comparative research of emotional vocal expressiveness in participants from Chinese and Italian cultures. The findings show that in both cultures, distinct emotions can be represented through variations in vocal cue modulation; however, there are differences in the specific patterns of vocal cues used to portray emotions between Chinese and Italian participants.

Cleik and Deniz (2008) conducted a study to see if there were any differences in emotional levels between Turkish scouts and scouts from other nations. The results showed that Turkish scouts had much greater emotional intelligence than scouts from other countries.

Jazaeri and Kirankumar (2008) looked into the function of emotional intelligence in predicting cultural adjustment in Indian students. The study included students from four regions: the Middle East, Africa, East Asia, Western Europe, and the United States. They were enrolled at five universities in Mysore, Bangalore, Pune, Hyderabad, and Delhi to pursue diverse courses. Positive impression, general mood, flexibility, and interpersonal components of emotional intelligence were significant predictors of cultural adjustment, according to stepwise regression analysis.

Mandal (2008) demonstrates that emotional sentiments expressed through vocal tone can result in a cultural advantage. Vocal expressions of emotions from both groups were rated by 50 participants from India and 63 individuals from the United States. In-group expressions had a higher recognition accuracy than out-group ones. The findings show that there may be cultural differences in the speech signals utilized to convey emotions.

In two nations, Nezlek et al. (2008a) investigated the link between self-construal and emotion experiences in social interactions. The social interactions were recounted by participants in Greece (a more collectivist society) and the United Kingdom (a more individualistic culture). Independent self-construal was positively connected with positive affect for Ss in the UK, according to the authors. Independent self-construal was negatively related with positive emotion in Greek Ss. Furthermore, the findings show the interaction between cultural values and individual differences in self-construal and their impact on people's emotional experiences.

In their study, Nezlek et al. (2008b) found that the Japanese were more reactive to positive social situations in terms of positive affect than North Americans. The Japanese were more receptive to unfavorable social events in terms of depressed mood and de-active positive affect than North Americans. In terms of apprehensive mood, the Japanese, on the other hand, were less susceptible to bad achievement events than the North Americans. Positive achievement events elicited a stronger reaction in the Japanese than in the North Americans. The findings show that the Japanese are more sensitive to social problems than North Americans, and that North Americans are more affectively sensitive to failure in AD.

Vijayalakshmi et al. (2008) investigated post-graduate female students' emotional intelligence and social reluctance. According to the findings, there is no substantial difference in emotional intelligence and social reticence based on birth order or residence type.

Vandello et al. (2008) investigate the reasons why male honor-related hostility persists in the US South. The authors propose that internalized honor-related values differ according to culture. They suggested that in the United States, south Ss are more likely than north Ss to detect peer support for aggression-related norms. According to the authors, southern guys are more likely to exaggerate their peers' hostility. They believe that southerners are more inclined to actively encourage aggressive behavior in others, however the findings contradict this belief. Southern males were also more likely than northern men to see people as encouraging, according to the findings.

Wong et al. (2008) looked at how cultural value orientations influenced self-reported emotional expressiveness in 25 different cultures. The study looked at both verbal and nonverbal self-reported emotional reactions. There was no evident pattern of cultural value orientations moderating the link between emotion factors and emotional manifestations. However, there were substantial links discovered between cultural value orientations and hierarchy, autonomy, and mastery, as well as culture level emotional expression methods.

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.

Ranjha and Shujja (2010) investigated the link between emotional intelligence and adjustment in nurses working in private and government hospitals' emergency and non-emergency wards. Emotional intelligence and psychological adjustment were assessed using the Bar-On EQ-I (1997) and Psychological Adjustment Scale (Sabir, 1999) among teenagers. Other factors, particularly hospital type, were collected using a demographic form. The type of hospital (private or government) appeared as a significant predictor of emotional intelligence in a simple regression study.

Waddar & Aminbhavi (2010) looked at the differences in self-efficacy and emotional intelligence between postgraduate students who lived at home and those who lived in a dormitory. 200 PG students enrolled in a PG course and living at home or in a hostel were chosen as a sample. Both groups are made up of students from various departments at Karnataka University in Dharwad. In comparison to hostel students, postgraduate students who live at home have much higher self-efficacy and general emotional intelligence.

Mimrot (2011) investigated the impact of teenage emotional intelligence and self-concept on the development of emotional intelligence and self-concept. The Emotional Intelligence Scale (EIS) of Anukool Hyde, Sanjyot Pethe, and Upinder Dhar was used to assess the individuals' emotional intelligence. The authors discovered substantial disparities in the mean Emotional Intelligence score of teenagers in urban and rural areas. They come to the conclusion that adolescents in urban areas develop much more Emotional Intelligence than adolescents in rural areas.

Pawar (2011) investigated the impact of geography and gender on teenage emotional adjustment. As a sample, 400 effective participants were chosen from various junior and senior colleges in the Aurangabad district. The investigation was conducted using a factorial design. Emotional adjustment was shown to be much better among adolescents living in urban areas than among adolescents living in rural areas, according to the study.

A study was undertaken by Abdel-Khalek et al. (2012) to assess self-esteem among college students from four Arab nations. They compared the self-esteem of undergraduate students from four Arab countries. Egypt (n=576), Kuwait (n=674), Lebanon (n=826), and Oman (n=567) provided four samples of 2643 students. They answered questions on the Rosenberg Self-Esteem Scale in Arabic (RSES). Those living in Kuwait and Oman had much higher self-esteem than men living in Egypt and Lebanon, according to the findings. Women in Egypt were found to be significantly inferior to women in other countries, but the gap was little.

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 the Hyde, Dhar, and Pethe's Emotional Intelligence Scale (EIS). In terms of emotional intelligence, the author indicates that there is no substantial difference between female hostel students and students living in residence. On the emotional intelligence scale, there are no significant differences in mean scores of female hostel students and students living in residence with their parents, according to the study. It means that students in both areas of residence have equal chances.

Najib et al. (2012) conducted a study to assess the emotional intelligence of Malaysian university students based on a variety of demographic factors. As a sample, 3101 final-year students from ten public universities were chosen at random. The students' emotional intelligence was assessed using the Bar-On Emotional Intelligence Inventory (EQ-i:S). According to the findings, there is a substantial disparity between pupils from cities and those from small towns, rural areas, and small villages. Emotional competences were shown to be higher in urban kids than in other regions. The authors argue that numerous advanced facilities, such as computers and recreational components available in the region the EI will be better.

Ramaswami and Venkatesh (2012) investigated teenage issues in urban and rural adolescents in and around Mysore. A total of 631 teenagers ranging in age from 11 to 20 years old were chosen at random. They were given the Joshi and Pandey Problem Checklist, which is a tool for assessing teenage problems. Rural teenagers had more difficulty with Social Psychological Relations (SPR) and Personal Psychological Relations (PPR) than urban students, according to the findings.

Rao and Raju (2012) conducted research to identify emotional and behavioral issues among early adolescents in high schools. In the Andhra Pradesh district of Shrikakulam, 343 people were included in the sample. The study relied on Achenbach's Youth Self Report (YSR). The findings found that while private

school students had emotional and behavioral issues, government school students had emotional issues as well.

Venu Gopal and Ashok (2012) conducted research into the prevalence of emotional and behavioral disorders among tribal and non-tribal school-aged children. It is made up of 452 students from different schools in the Visakhapatnam district of Andhra Pradesh. The tribal sample came from Araku Valley, whereas the non-tribal sample came from Visakhapatnam's rural and urban neighborhoods. The Achenbach and Rescoria (2001) Youth Self Report Inventory (YSRI) was used to examine adolescent difficulties. In the tribal teenagers, there was a considerably higher prevalence of anxiety/depression, somatic, withdrawn/depressed, thought issues, and attention problems than in the general population.

Wang et al. (2012) looked at the emotional intelligence of international students at American colleges. A total of 375 people were included as a sample. The pupils were 26.31 years old on average. Three groups of pupils were formed: T) Students from Hong Kong, Taiwan, Japan, Korea, and Mainland China (n=169), II) Students from 19 European nations (n=98), and III) Indian students (n=108). The first group was used as a control group, while the others were used as a comparison group. The Ss' emotional intelligence was measured using Wong and Law's Emotional Intelligence Scale (WLEIS). The findings imply that pupils from various civilizations had comparable patterns.

Kar et al., (2014) investigated secondary school pupils' emotional intelligence in relation to their gender and residential origin. A total of 235 subjects were chosen at random from the Purulia area in West Bengal, India. The findings show that the living environment has a major impact on emotional development. A residential background in the city offers more opportunities for emotional growth than a rural residential background.

Makvana (2014) investigated the relationship between emotional intelligence and several types of areas (rural and urban). A total of 240 cases were chosen

from secondary and higher secondary school students in Gujarat's Bharuch district. According to the author, the kind of environment is a key predictor of emotional intelligence; rural kids have higher emotional intelligence than urban pupils.

Nara Archana (2014) did a study to look at the emotional intelligence of Haryana school pupils based on their location. A random sampling procedure was used to pick 800 secondary school pupils from four Haryana districts. The author discovered a substantial difference in emotional intelligence between rural and urban school pupils, and she argued that an urban residential background gives greater opportunities for emotional growth than a rural residential background.

According to Kiran and Singh (1982), children's performance is often influenced by their parents' parenting techniques. They asserted once again that positive parent-child relationships promote greater social adjustment, emotional development, and self-esteem in children.

According to Green & Goidbery (1989), the child's primary role models are his parents, and their behavior can have a positive or negative impact on the child's development. The youngster develops his or her ability to perceive, think, feel, and act. The level of investment in parenting by men and women has a greater impact on their socialization methods and views of their children than the level of investment in work.

According to Steinberg (1990) parents who provide emotional support, appropriate monitoring, and discipline include inculcate and provide opportunity for development of higher self-esteem, less depression, and anxiety, and children are less likely to engage in anti-social behavior such as delinquency and substance use.

Carlson et al. (1991) proposed that children's negative perceptions of parental affect are linked to parental rejection, whereas positive perceptions of parental affect are linked to increased parental acceptance.

A study on emotional maturity was undertaken by Chaudhari and Bajaj (1995). A total of 80 adolescents (40 at home and 40 outside the house) were chosen for the study. Adolescents who stayed at home with their parents showed a better level of emotional maturity than those who stayed in orphanages, according to the findings.

Chaudhari and Uppal (1996) investigated the relationship between achievement motivation and emotional maturity in teenagers living at home and in orphanages. The sample consisted of 80 people between the ages of 13 and 16. Adolescents who grew up with their parents had higher emotional maturity than those who grew up in orphanages, according to the findings.

Laurence et al. (1994) investigated changes in adjustment and competence over time among adolescents from various types of households, including kind, strict, ignore, and reliable families. In 1987, an ethnically and socioeconomically varied sample of 2300 teenagers ranging in age from 14 to 18 years old was followed up on for a year to see if the observed differences were sustained over time. The results revealed that the benefits of authoritative (reliable) parenting were mostly in the maintenance of improved adjustment, while the negative repercussions of neglected parenting continued to build.

Garg (1996) discovered that perceived overprotective parenting plays a role in the development of a few emotional competences such as proper emotion expression and management, as well as the stimulation of good emotion. The behavior of their father was viewed as more protective by girls than by boys.

Gottman (1997) explored the nature of interpersonal reactions among parents and children in emotionally charged situations by observing 119 homes. From the age of four to adolescence, the author accompanied the children. Information was gathered from a variety of sources, including parent

interviews, wedding information, and parent reactions to their children. Emotional experiences and children's understanding of their emotions are also included, as are role plays in their daily lives. The majority of parents, according to the author, fall into two categories: those who provide instruction to their children about the world of feeling and those who do not. Emotionally coached children have fewer negative sentiments and more positive feelings.

According to Mithas (1997) emotional competence was found to be higher in early adolescents whose perceived mothering was related with acceptance rather than rejection. Emotional competency, according to the author, is the product of mothering and fathering indulgence in general, as well as in laborer early teens of both sexes. Early adolescents who believe their mothering is imbued with utopian expectations have higher emotional competence than those who believe their mothering is imbued with realities.

Martinez-Pons (1999) investigated the impact of parents' parenting strategies on their children's emotional intelligence. The author stated that children's positive perceptions of their parents as ideal, hopeful, helpful, and rewarding were linked to higher emotional intelligence.

According to Cabrera et al. (2000), fathers are commonly involved in child parenting practices in a variety of ways, including encouraging them, taking care of them, engaging in free time and playing various activities, punishment, moral advice, and emotional support. Such children grow up to be more emotionally competent.

Manuel (2002) conducted research on the effects of parents on emotional intelligence in 109 children. Following a path analysis investigation, it was discovered that parental models using strategies such as encouraging, rewarding, and guiding have significant influence on emotional intelligence, social activities, and depression symptoms.

Sim (2003) analyzed previous research on the emotional tie between a father and an adolescent, as well as the relationship between a mother and an

adolescent. Physical and emotional distances are observed in father-child relationships, according to the authors. The mother-child relationship, on the other hand, is enriched by a high level of attachment and intimacy. Because most father-adolescent relationships have been evaluated either separately or solely in this study, the author noted that the distance that characterizes the father-adolescent connection. He came to the conclusion that father traits regulate the relationship between maternal features and adolescent characteristics. As father racked up more and more debt, the link between mother's responsiveness and self-worth grew stronger.

Chakra and Prabha (2004) investigated the impact of the family environment on adolescent emotional competence. A total of 120 teenagers aged 13 to 16 years old were chosen as a sample from higher secondary schools in Hyderabad and Secunderabad. The authors found that the family environment had a substantial impact on teenagers' emotional competence. The authors also claimed that the family environment is a result of interactions between parents and adolescents, and that it has a substantial impact on teenagers' emotional competence.

Tiwari and Srivastav (2004) investigated the impact of perceived home environmental quality on Emotional Intelligence development. The study included 270 children from Gorakhpur, Uttar Pradesh, who were taught in Hindi, English, and mixed mediums. Emotional Intelligence scores were found to be positively associated to perceived environmental quality at home and at school.

Devi and Royal (2004) investigated the association between emotional intelligence and adolescent perceptions of their familial environment. The sample consisted of 224 adolescents enrolled in an intermediate level. The authors found that emotional intelligence was favorably and strongly connected to cohesion, expressiveness, acceptance, and caring, as well as an active recreational orientation. They also claimed that the expressiveness dimension of the intrapersonal component was linked to the assertiveness dimension.

Finally, the authors find that empathy and interpersonal interaction qualities were significantly and positively associated to cohesion, expressiveness, and care.

The association between attachment orientation and emotional intelligence was investigated by Kafetsios (2004). The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT V2.0) and the relationship questionnaire were completed by 239 people. Secure connection was positively associated with all sub-scales (excluding perception of emotion) and total emotional intelligence score, according to the author. The ability to understand emotion was also favorably connected with discarding attachment, according to the author.

In order to construct the concept of emotional intelligence in the Indian social-cultural context, Sibia et al. (2004) undertook an empirical study. 1047 people responded to open-ended questions about the emotional qualities they want in children and the ones they need to be successful in life. The authors showed that the Indian perspective on emotional intelligence is context-sensitive, with a focus on the role of family and society in forming one's emotions.

Autonomous mothers, according to Deoliveira et al., (2005), had the most open and adaptable mental set when it came to a variety of emotions in themselves and their kids. The dismissive moms had a tendency to underestimate their own and their children's internalizing feelings.

According to Gerl (2005), parental behavior, thinking style, attitudes, and other factors influence children's and teenagers' emotional development. Emotional intelligence is linked to self-reported parental warmth, according to the authors. The perceived quality of one's home environment is linked to emotional intelligence scores as measured by Schulte's EIS.

Kaur and Jaswal (2005) investigated the association between strategic emotional intelligence and Punjabi teenage family atmosphere. The study included 200 female adolescents aged 17 to 18, who were enrolled in CBSE-affiliated schools in Ludhiana, Punjab. Various dimensions of family climate,

such as indulgence vs. avoidance, partiality vs. fairness, attention vs. negligence, acceptance vs. rejection, trust vs. distrust, expectation vs. hopelessness, and open communication vs. controlled communication, were positively and significantly associated with better emotional intelligence, according to the authors. They also revealed both positive and negative correlations.

Rana et al. (2005) investigated the link between the family environment and the emergence of violent behaviors. A total of 200 Ss were chosen as a sample, with ages ranging from 15 to 18. The findings revealed that the family environment had an impact on violent conduct. The results also suggest that guys outperformed girls in terms of verbal, physical, and indirect violence.

Devi (2005) investigated the link between emotional intelligence measures and selected social variables in parents and their children. The children who were chosen for the study were between the ages of fifteen and seventeen. According to the authors, parental education and occupation have a strong and favorable relationship with optimism, impulse regulation, social responsibility, and social regard, all of which are emotional intelligence aspects. The total intrapersonal subscale is also strongly and favorably connected to the mother's education, occupation, and income, underlining the importance of the mother in boosting self-development.

Biradar (2006) conducted research on college students' parenting styles and emotional intelligence. The study's participants were undergraduates from Hubali-Dharwad, Karnataka's college of agriculture and college of "Rural Home Science." A total of 500 people aged 18 to 23 years old were chosen as part of the sample. The 'Parenting Scale' of R. L. Bhardwaj et al. was used to assess the adolescents' parenting styles (1998). Emotional intelligence was measured using the Dulewicz and Higgs (2001) Emotional Intelligence Questionnaire. The findings revealed that certain aspects of parenting, such as rejection, have a significant and favorable impact on self awareness.

According to Estres (2006), a secure attachment style is linked to warm parental connection. Cohesion and expression are important outcomes of improved emotional intelligence, and adaptive coping is linked to happiness. They gathered information from 357 university students from three different nations (Spain, Chile and Mexico). The author proved that a high level of well-being is linked to a stable attachment, a solid family relationship, good emotional expression, greater behavioral clarity, high emotional regulation, and good ability.

Ozabaci (2006) investigated the association between EQ and family environment in a study. In Istanbul, 274 people were chosen as a sample for the study (Turkey). To assess EQ and family features, data were collected using the emotional intelligence scale (EQ-NED) and the family environment scale. According to the findings, there was a substantial association between EQ and family environment dimensions, and that the characteristics of the home environment may alter as the level of emotional intelligence changes. The authors also mentioned that the child's emotional and social development is greatly aided by the family setting.

Sharma and Sandhu (2006) investigated the relationship between parental aspects and children's externalizing behavior. The sample included 240 girls from Patiala, Punjab, who came from middle-class nuclear homes. The authors discovered that parenting characteristics were strongly linked to externalizing behaviors like emotion.

Aligre and Benson (2007) investigated the parenting styles and practices of Spanish parents. They also looked into how Spanish parents influence the development of emotional intelligence in their children. In the study, 159 youngsters were chosen from four separate private and public schools in the Spanish city. All of the households represented a wide range of socioeconomic status. The children's emotional intelligence was assessed using the Emotional Quotient Inventory (EQI). Parents were asked to fill out three different surveys regarding their parenting styles. According to the study, the parenting habits of

Spanish mothers had a considerable impact on their children's emotional intelligence. According to the authors, Spanish women who spend more time with their children have a better quality of life.

Duhan and Chhikara (2007) looked at emotional intelligence skills in connection to parenting practices and television exposure. The findings show that emotional intelligence skills are strongly linked to parenting strategies. They went on to say that the more appropriate the parenting style, the higher the emotional intelligence abilities will be. Furthermore, the authors claim that television shows have no bearing on emotional intelligence skills.

Emotional intelligence, according to Misra (2007), is a person's natural capacity for emotional functioning. Emotional abilities are honed or harmed as a result of various life situations. Different emotional lessons are taught by parents, siblings, carers, family, friends, and others during adolescence and childhood, resulting in positive and negative emotional concerns. The influence of these lessons is reflected in one's "EQ" level. In other words, the habits of a youngster from an abusive family will cause him to have a poor "EQ" as an adult. On existing emotional intelligence tests, abused, neglected, and emotionally disturbed children will score significantly lower. The term "EQ" stands for "equal opportunity."

Misra (2007) looked at emotional intelligence in boys and how it relates to their family environment. The study's sample included 75 males in the ninth grade from three Alahabad city schools. To assess emotional intelligence and family environment, a self-created 'Emotional Intelligence Questionnaire' and 'Family Environment Inventory' were utilized. This questionnaire is meant to assess a student's emotional intelligence as well as their assessment of their family's environment. The degree of warmth, humanized thrust, control, empathy, cohesion, compulsion, spirit, formality, acculturation, conformity, and competition as demonstrated by males is unaffected by their level of emotional intelligence, according to the study.

Varshney (2007) looked examined how 100 intermediate kids' emotional intelligence was affected by parental encouragement. The findings demonstrated that parental encouragement had a favorable influence on both boys and girls' emotional intelligence, and that parental encouragement is linked to strong emotional intelligence and vice versa. It implies that discouragement has a negative impact on kids' emotional intelligence. Emotional intelligence is also promoted by a loving, open-minded, and understanding home setting, according to the study.

The impact of the parent-child connection on emotional intelligence was investigated by Sethi and Ajawani (2008). A total of 240 students between the ages of 16 and 18 were chosen at random for the study. From a wide population, 120 kids with a good parent-child relationship and 120 students with a poor parent-child relationship were chosen. The average emotional intelligence score of individuals with a good parent-child relationship was found to be greater than that of subjects with a poor parent-child relationship, according to the findings.

Audichya and Jain (2009) investigated the emotional development of teenage boys and girls from nuclear and combined homes. The research was conducted out in the Rajasthani city of Udaypur. The sample included 240 adolescents aged 14 to 18 years old from joint households and 240 adolescents aged 14 to 18 years old from nuclear families. These young men and women were hand-picked from Udaypur's secondary and senior secondary schools. Singh and Bhargav (1990) established the 'Emotional Maturity Scale,' which was used to assess the emotional maturity of teenage boys and girls. The study's findings demonstrated that boys from joint homes and girls from nuclear households are both mature as companions.

Mirza et al. (2010) investigated the link between fathers' emotional intelligence and their pleasure-anger reactions to their children's behavior. A total of 107 dads of Iranian pupils were interviewed at an Iranian primary school in Kuala Lumpur, Malaysia. The students were between the ages of 8 and 10. The

Emotional Intelligence Inventory - Adult Version (Bar-On EQ-I-1997) and the Parent Affect Test were used to collect data (PAT, Linehan and Egen, 1983). In comparison to fathers with low emotional intelligence, those with high emotional intelligence showed more favorable responses to their children's behavior. A study also shown that fathers' wit is important.

Mohanty and Devi (2010) investigated the association between adolescents' Emotional Intelligence and their family's secure attachment style and other socio-personal characteristics. A total of 60 teenagers from Hyderabad and Secunderabad, both in Andhra Pradesh, were included in the study. According to the findings, teenagers who had a strong bond with their parents had stronger interpersonal relationships, problem-solving abilities, and were happier. It was also discovered that a conducive family environment with secure sensations produces emotionally intelligent people in the future.

Bala (2011) looked at several psychological and social factors of emotional intelligence. The survey included 745 higher secondary students from rural and urban parts of the Durg district in the Indian state of Chhattisgad. On emotional intelligence, a 2x2x2 factorial design was used. The 'Mangal Emotional Intelligence Inventory' (MEII-2007) was used to assess emotional intelligence, while the 'Home Environment Inventory' (HEI-1989) was utilized to assess family environment. The home environment was found to be a negligible predictor of emotional intelligence, according to the findings.

Temperament, family environment, and early trauma were investigated as developmental determinants of emotional intelligence by Gardner et al. (2011). A total of 97 university students took part in this study. The pupils' average age was 22.29 years. Ability and trait Emotional Intelligence were measured using the Scutte Emotional Intelligence Scale (SEIS) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIS), respectively. Temperament features were associated to trait emotional intelligence but not to ability emotional intelligence, according to co-relational analysis. Emotional intelligence was not strongly associated to family environment or early trauma.

Kausar and Kazmi (2011) looked at the relationship between parental acceptance-rejection and Pakistani teenagers' self-efficacy. A total of 162 adolescents were recruited from various public sector schools in Lahore, Pakistan, with an equal proportion of girls and boys. The PARQ and GSE were shortened Urdu versions of the Parental Acceptance-Rejection Questionnaire (PARQ) and General Self-Efficacy Scale (GSE). The warmth of mothers and fathers was found to have a significant positive association with adolescents' general self-efficacy. The study also discovered a substantial negative association between adolescent self efficacy and mother and father animosity, neglect, and nonspecific rejection.

In previous research, Naghavi and Redzuan (2012) discovered that family environment influences emotional intelligence, but that the level of parental education as one of the main characteristics that buffers this effect received less empirical attention. As a result, they look into the function of father's education in moderating the relationship between family environment and emotional intelligence in 234 early adolescents in Tehran, Iran, ranging from 11 to 14th grade. On the above sample, the Emotional Quotient Inventory Youth Version EQ-i: YV and the Moos and Moos Family Environment Scale were used. According to the authors, a positive family environment encourages early teenage emotional intelligence.

Baker and Hoerger (2012) studied the relationship between parental child-rearing practices in the family and early adulthood differences in emotional adjustment, social adjustment, psychopathology, and self-regulation. A large Midwestern university was used to recruit 286 young adult volunteers. The Ss were between the ages of 18 and 35. The authors discovered that parental warmth was linked to academic adjustment, overall enhanced self-regulation, and improved interpersonal relationships. Parental rejection and over-control of their child were also found to be substantially linked to general self-regulation deficiencies, psychopathology, and difficulties.

In their study, Biglan et al. (2012) underlined the importance of environmental influences in human well-being. They said that the environment promotes healthy growth and prevents the emergence of psychological and behavioral issues. Biologically and psychologically hazardous events are minimized in environments. Environmental factors encourage pro-social behavior, which leads to the development of productive adult members of society. The ability to be attentive of one's thoughts and feelings and to act in the service of one's values, even when one's thoughts and feelings discourage adopting value action, is fostered by the environment.

Sonthalia and Dasgupta (2012) investigated the effects of familial attachment style on adolescent self-esteem, emotional intelligence, and risk behavior (boys and girls). A total of 120 teenage males and girls were included in the study. Parents' attachment style was assessed using the Inventory of Parent and Peer Attachment (IPPA-1979), adolescents' self-esteem was assessed using the Rosenberg Self-Esteem Scale (RSES-1965), and emotional intelligence was assessed using the Salovey and Mayer Emotional Intelligence Scale (EIS) (1990). The findings demonstrated that a positive attachment style of parents is critical for adolescent self-esteem and emotional intelligence.

Sunil Kumar (2014) did research on teenage pupils' emotional maturity in regard to family relationships. According to the author, there is a link between adolescent pupils' emotional development and their family relationships. The author demonstrates that adolescent pupils' emotional development is determined by their familial ties.

Bagdy et al. (2005) conducted research to see how socioeconomic diversity in the classroom affected the social-emotional development of preschool children from low-income families. In a private university's child development center, twenty-seven youngsters were enrolled in two classrooms. Twenty-seven of the twenty-seven youngsters in the study came from low-income families. The kids were assessed to provide a baseline of their social emotional abilities. To measure progress in social-emotional abilities, post-testing was done at the end

of the school year. There were significant disparities in social-emotional development, according to the authors.

Holmes (2007) did a preliminary investigation into the relationship between emotional intelligence and socioeconomic level. Emotional intelligence was used as a criteria variable while socioeconomic position was used as a predictor in his study. Household income, parent education, and occupation were used to determine socioeconomic position. Correlation study found a substantial positive association between emotional intelligence and socioeconomic status aspects such as parent education and employment, but no significant relationship between emotional intelligence with mother's occupation or household income.

Namdar et al. (2008) looked at Emotional Intelligence and its association with socioeconomic position and other demographic factors. The study's participants were 144 nursing students from Tabriz School of Nursing. The census approach was used to pick the sample. The nursing students' Emotional Intelligence was measured using the Bar-On'Emotional Quotient Inventory⁵ (EQI), which includes 90 items in five categories and 15 scales. The pupils were asked to provide some personal and demographic information. According to the findings of the study, there was a substantial difference in Emotional Intelligence ratings between pupils who were content with their family's socioeconomic level and those who were not.

The effect of monthly salary on the level of emotional intelligence among 300 B. Ed. teacher trainees was investigated by Gowdhaman & Murugan (2009). The findings revealed that neither socioeconomic class nor monthly income has a substantial impact on emotional intelligence.

In a study of 221 college students, Jacques (2009) looked at the association between emotional intelligence and socioeconomic level. According to the findings, socioeconomic status had no bearing on emotional intelligence.

The significance of socioeconomic class in the development of empathic accuracy was investigated by Kraus et al. (2010). The capacity to judge the feelings of others is known as empathy accuracy. It's measured by the accuracy with which people judge others' spontaneous emotions, as well as by well-validated standard tests. According to the authors, sympathetic accuracy increases with increasing interdependence and is a significant predictor of relationship outcomes and social adjustment. The authors hypothesized that people from lower social classes are more empathically accurate in judging other people's emotions. The study included 200 individuals, with 134 females and 66 males from Public University.

In their study, Mohanty and Devi (2010) found that good parental education and occupation were positively and significantly connected with adolescents' interpersonal relationships (EI). It indicates that adolescents with good education and occupation have the potential to form and sustain mutually gratifying relationships marked by emotional closeness and intimacy with their parents.

Shinde (2012) conducted research to see how strong the link between socioeconomic position and emotional intelligence was among the participants. The study included 40 girls from Phalton, Maharashtra, ranging in age from 18 to 23 years old. The girls' educational levels ranged from 12th grade to undergraduation. The students' emotional intelligence was assessed using Hyde and Pethe's Emotional Intelligence Scale (EIS), while their socioeconomic level was assessed using D. S. Janbandhu's Socio-economic Status Scale (SES). According to the findings, there is no substantial link between socioeconomic class and emotional intelligence.

Poverty is a key risk factor for many mental, emotional, and behavioral disorders, according to Yoshikawa et al. (2012), who conducted a theoretical study. Poverty has been linked to a number of unfavorable consequences for children, including linguistic and cognitive development, physical health, and educational attainment.

Naik (2014) did research on the impact of socioeconomic status on college students' emotional intelligence. A total of 360 undergraduate college students were chosen from various colleges in Kolhapur and Sangli. The author discovered that a college student's socioeconomic situation had a considerable impact on emotional intelligence. He also stated that pupils from upper socioeconomic position have higher emotional intelligence than students from lower socioeconomic status and intermediate socioeconomic status.

Boys and girls are given significantly distinct lessons about handling emotions, according to Goleman (1995). Typically, parents talk about emotions with their daughters more than with their sons. Girls are more exposed to emotional information than boys. When parents make up stories for their pre-school children, they use more emotional terms with daughters than with males; also, when mothers interact with their infants, they show a wider spectrum of emotions to daughters than to sons. Mothers communicate to their daughters in great length about their feelings, whereas they go into greater detail with their sons about the reasons and repercussions of emotions like rage. Males and females, according to Goleman, have different emotional state.

Salovey et al. (1995) investigated gender differences in Emotional Intelligence measures among college students. According to a study, female students pay more attention to their emotions than male pupils. Male students are better at regulating urges and accepting stress, whereas female students are better at not just dealing with but also comprehending their emotions.

There are some major distinctions between male and female, according to Bar-On (1996)'s Emotional Quotient Inventory. Males appear to have a stronger sense of self and deal better with stress than females, whereas females have much superior interpersonal skills than males. Females, according to Bar-On (1996), do better in self-awareness, interpersonal relationships, and social responsibility than males. Males, on the other hand, outperform girls in areas such as self-esteem and coping methods when faced with imminent stressful

situations. Females who are more emotionally aware, according to Bar-On, show more empathy and act more.

Male and female have equal opportunity to improve their emotional intelligence, according to Ballou (1997). Females are typically better at empathy and social based competences than males, while males are better at self-regulation. The same study of MBA students revealed that men and women, regardless of where they start out on a given competency, may improve to some level.

In his study of emotional intelligence in thousands of men and women, Goleman (1997a) discovered that on average, women are more conscious of their emotions, show more empathy, and are more capable of interpersonal adaptation. Women work better with others than men, according to the study. Men, on the other hand, are more self-assured and hopeful. They are more adaptable and cope with stress better.

Bar-On (2000) evaluated the emotional intelligence scores of over 7700 participants and discovered that there is no difference in emotional intelligence between men and women. However, there were substantial gender disparities in emotional intelligence measures. In terms of impulse control, flexibility, stress tolerance and management, self-actualization, and daring, males outperform females. Females outperformed males in terms of interpersonal relationships, social responsibility, and empathy.

Men, like women, can communicate their sentiments provided they are given the words and opportunities to do so, according to Heinz (2000). Males are typically thought to be brave; they do not cry, and if they do, they are labeled as undesirable by society. One of the earliest lessons guys learn in the masculine society is that expressing any so-called female feelings would rapidly result in scorn, humiliation, rejection, and other sorts of social rejection. Boys are typically given social training in order to play with injuries and are accepted once they can bear pain. Men, on the other hand, have been educated

to follow blindly in bold domains such as the military and even in some other corporations.

Petrides and Furnham (2000) looked at the differences in measured and self-reported emotional intelligence between men and women. 260 white participants (175 females and 85 males) took the 'Trait Emotional Intelligence Inventory' to assess their emotional intelligence aspects scores. Females scored higher than males on the "Social Skills" aspect of measured trait emotional intelligence, according to the study. However, when all aspects of emotional intelligence were merged into a single, consistent scale score, the result was consistent. Males had a stronger correlation between measured and self-estimated scores than females, according to the study, and a regression analysis demonstrated that gender was a significant predictor of self estimated Emotional Intelligence.

Thingujam & Ram (2000) developed Indian norms (N=811) for male and female individually in an attempt to adapt the 'Emotional Intelligence Scale' (Schutte et al. 1998), and found that females scored much higher than males.

Ciarrochi et al. (2001) found that women are more emotionally aware, empathic, have better interpersonal relationships, and are more socially responsible than men. Males, on the other hand, are superior to females in terms of positive self-esteem, optimism, better coping skills, ability to solve problems in the moment, self-reliance, flexibility, and so on. Females were found to have higher emotional intelligence than males.

Simon (2001) found that women are not more emotionally sophisticated than men based on his studies. They are, instead, emotionally intelligent in various ways. According to another author, women have better inter-personal skills, are more self-aware, and have more empathy than men. Men, on the other hand, are found to be more self-assured, cheerful, and adaptive, as well as better stress managers. In terms of Emotional Intelligence, men and women have more similarities than differences. As Simon puts it, some men are as

empathic as the most interpersonally intelligent women, and some women are just as capable of enduring stress as the most emotionally resilient males.

Charbonneau and Nicol (2002) studied the connection between emotional intelligence and sex differences in 134 teenagers who participated in a military-run six-week training program. In terms of emotional intelligence, girls scored somewhat higher than boys, but not considerably higher.

According to Brackett & Mayer (2003), gender differences in emotional intelligence are a function of the measure employed to assess emotional intelligence. When the 'Mayer-Salovey-Caruso Emotional Intelligence Test' was used, females scored higher in emotional intelligence than males, whereas no such evidence was found when the 'self-report measure of Bar-On Emotion Quotient Inventory' (EQ-I) and 'self-Report Emotional Intelligence Test' (SREIT) were used. The authors also claim that gender differences in emotional intelligence can only be detected when emotional intelligence is defined in a strictly cognitive fashion rather than through a mixed perspective approach.

Chouhan and Bhatnagar (2003) conducted research on adolescent male and female students' emotional maturity, emotional expression, and emotional quotient. A total of 120 male and female teenagers were included in the study. Female post-adolescents had a higher emotional quotient than their male counterparts, according to the findings.

Mishra and Ranjan (2008) investigated whether there was a gender difference in emotional intelligence, and found that boys scored significantly higher than girls. Adolescent boys' higher scores imply that they have superior interpersonal, intrapersonal, adaptability, and stress management skills, as well as a better overall general mood (happiness and optimism) than adolescent girls. Affects teenagers' emotional intelligence (N=80, 40 male, 40 female). The findings revealed considerable differences between adolescent boys and girls.

Need of the study

Individuals' emotional intelligence is crucial to their success. Working with emotional intelligence gives you a whole new perspective on yourself. Individuals who work with emotional intelligence will be able to make decisions that they can live with. According to research, successful people did not rise to the top by ignoring their feelings. In order to prosper in the future, youth must deal with a variety of issues. Adolescents are expected to form their own identity and prepare for adulthood during this critical era of physical and psychological maturity by gaining skills necessary for socially acceptable behavior (Arati and Prabha 2004).

The smooth transition of a teenager from infancy to maturity can be aided by the supervision of secure, nurturing, and understanding parents in an emotionally supportive home environment.

Educating teenagers about their emotions and how they interact with others, as well as their own actions, may be extremely beneficial in overcoming daily challenges and sustaining positive relationships. There are various reasons why emotional intelligence and personality should be studied jointly.

Emotional intelligence is a crucial component of human personality, and personality provides the setting in which emotional intelligence functions.

Despite numerous studies linking home environments, personality, and emotional intelligence, there is little, if any, documentation of the influence of home environment, personality, and their interactive effect on emotional intelligence that addresses differences in children based on home environment and personality. With this background in mind, the following aims were set for the current study:

Objectives of the study

1. To study and compare emotional intelligence of urban and rural adolescents of plain land.
2. To study and compare emotional intelligence of young adolescents in relation to school environment of plain land.
3. To study and compare of family environment and its effect on emotional intelligence of young adolescents of plain land.
4. To study and compare emotional intelligence of young adolescents in relation to socioeconomic status of plain land.
5. To study and compare emotional Intelligence of young adolescents in relation to Sex of plain land.
6. To study and compare emotional intelligence of urban and rural adolescents of low land.
7. To study and compare emotional intelligence of young adolescents in relation to school environment of low land.
8. To study and compare of family environment and its effect on emotional intelligence of young adolescents of low land.
9. To study and compare emotional intelligence of young adolescents in relation to socioeconomic status of low land.
10. To study and compare emotional Intelligence of young adolescents in relation to Sex of low land.

11. To study and compare emotional intelligence of urban and rural adolescents of plain and low land.
12. To study and compare emotional intelligence of young adolescents in relation to school environment of plain and low land.
13. To study and compare of family environment and its effect on emotional intelligence of young adolescents of plain and low land.
14. To study and compare emotional intelligence of young adolescents in relation to socioeconomic status of plain and low land.
15. To study and compare emotional Intelligence of young adolescents in relation to Sex of plain and low land.
16. To study and compare emotional Intelligence of young adolescents in relation to plain and low land.

Rationale of the Study

It goes without saying that adolescence is the most crucial stage of human growth. This is the stage where they are plagued by a slew of unresolved questions. It is a phase of personal transformation and a turning point in one's life. This is an era characterized by emotional turmoil. Emotional turmoil and stress have characterized adolescence. Their feelings are really strong. Emotional intelligence is particularly crucial during adolescence since it is emotional intelligence that allows an individual to monitor one's own and others' emotions. Individuals' emotional intelligence is crucial to their success.

Adolescents can make a smooth transition from childhood to adulthood with the help of secure, nurturing, and understanding parents in an emotionally supportive home environment.

Understanding teenagers' emotions and how they interact with others, as well as their own actions, may be extremely beneficial in assisting them in their daily problems and maintaining positive connections. There are numerous reasons why emotional intelligence and personality should be studied together.

Despite several publications on the links between home surroundings, personality, and emotional intelligence, there is little evidence of the impact of family environment, school environment, gender, socioeconomic status, and their interactions on emotional intelligence. With this backdrop in mind, the current investigation was undertaken.

The findings of this study will also be useful to adolescents, parents, and psychologists in properly guiding and channeling adolescent energy in order to make them physically, mentally, and emotionally healthy, so that they can adapt to society and maximize their potential for the benefit of the nation.

CHAPTER: III

CHAPTER: III

Methodology

The goal of this study was to look into the link between emotional intelligence and young adolescent development in connection to specific environmental influences. According to the research found that, environmental influences play a major role in the development of emotional intelligence.

Sample selection:

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.

For data collection, only those tools with strong psychometric properties were used. Appropriate statistical approaches were used to treat the data.

Aim of the Study

The study's goal is to determine the relative impact of a young adolescent's living environment, school environment, socioeconomic position, family environment and gender in the development of emotional intelligence.

Study areas

The researcher was born in Bangladesh's Rajshahi area. He visited practically every part of the district. The Rajshahi District covers an area of 2407.01 square kilometers and is located between 24°07' and 24°43' north latitudes and 88°17' and 88°58' east longitudes. It is bordered on the north by the naogaon district, west bengal state of India, on the south by the kushtia district and the Ganges river, on the east by the natore district, and on the west by the nawabganj district. Barind tract, Diara, and Char lands make up the region. The climate in Rajshahi is classed as tropical. In Rajshahi, the summers are more rainier than the winters.

Rajshahi has an average yearly temperature of 25.8 degrees Celsius. Annual precipitation totals 1419 mm (Mahbubar Rahman, Md.) (2012). Average literacy is 30.61 percent, with males accounting for 37.6 percent and females accounting for 23.2 percent. University 2, university college 1, medical college 2, college 149, cadet college 1, teachers training college 1, physical training college 1, primary teachers training institute 1, institute of health technology 1, polytechnic institute 2, survey institute 1, nursing institute 1, vocational school 26, secondary school 160, primary school 1028, kindergarten, and NGO school are among the educational institutions (Bangladesh Bureau of statistics, 2011).

He also went on a shoreline exploration in Bangladesh's Satkhira district. He was fascinated by the way of life of the people who lived around the coast. The researcher was intrigued by their ability to survive in the face of nature. Satkhira District covers an area of 3858.33 square kilometers, with latitudes ranging from 21°36' to 22°54' north and longitudes ranging from 88°54' to 89°20' east. Satkhira is a district in Khulna Division in southern Bangladesh. It has a border with India's West Bengal state. It is located on the Arpangachhia River's bank. Jessore District borders it on the north, the Bay of Bengal on the south, Khulna District on the east, and the 24 Pargana District of West Bengal on the west.

The average annual maximum temperature is 35.5 °C (95.9 °F), with a low of 12.5 °C (54.5 °F). The average yearly rainfall is 1710 millimeters (67 in). The Kopotakhi River, which flows through the Dorgapur union of Assasuni Upazila, the Morichap River, the Kholpetua River, the Betna River, the Raimangal River, the Hariabhanga River, the Ichamati River, the Betrabati River, and the Kalindi-Jamuna River are the principal rivers. The majority of residents in Satkhira's southern region rely on pisciculture, often known as gher (Amirul Ashraf, 2012).

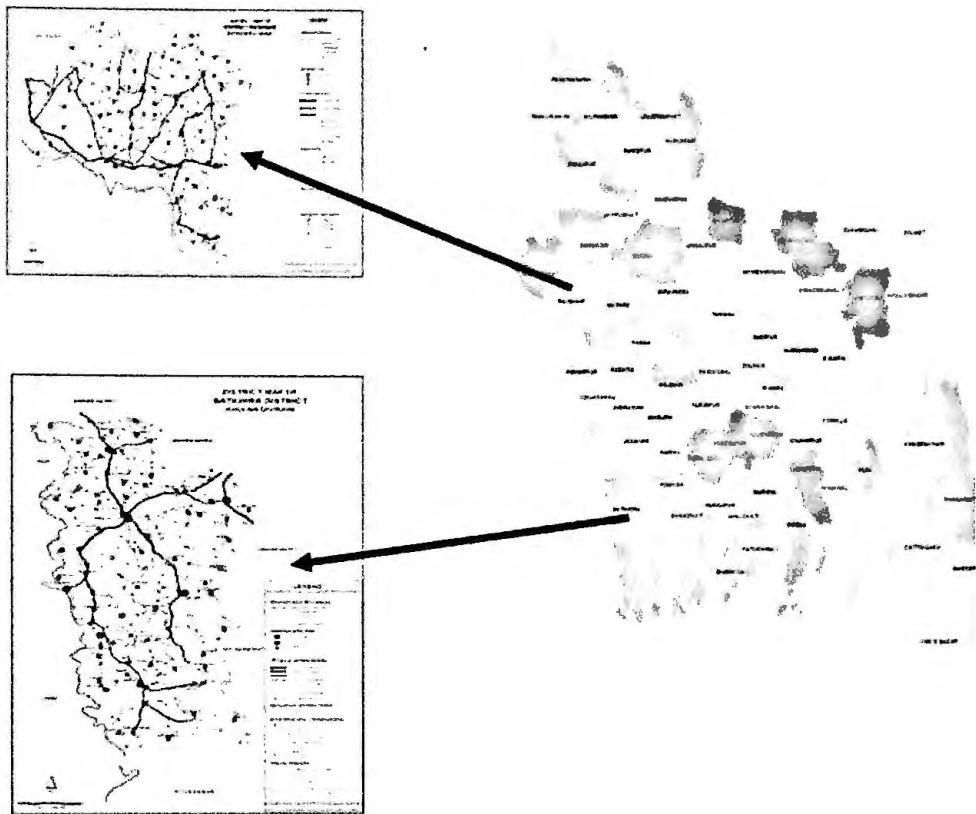
The average literacy rate is 45.52 percent, with males accounting for 51.84 percent and females accounting for 38.91 percent. One medical college, 79 colleges, one primary teachers training institute, 421 high schools, 41 junior high schools, 259 madrassas, and 822 government elementary schools have all recently been constructed (Bangladesh Bureau of statistics, 2011).

Here the Average literacy 45.52%; male 51.84%, female 38.91%. Recently established one medical college, 79 colleges, one primary teachers training institute, 421 high schools, 41 junior high schools, 259 madrassas, 822 government primary schools(Bangladesh Bureau of statistics, 2011).

From the reports published in the newspapers it is understood that differences of salinity of water in low land adversely affect the overall growth of the prenatal development of the babies, which ultimately affects the Emotional Intelligence.

Finally the Rajshahi district (Plain land) and Satkhira district (Low land) were selected as the study area.

District	Upazila
Rajshahi (Plain Land)	Bagmara Upazila
	Paba Upazila
	Charghat Upazila
	Durgapur Upazila
	Godagari Upazila
	Mohanpur Upazila
	Bagha Upazila
	Puthia Upazila
	Tanore Upazila
Satkhira (Low Land)	Satkhira Sadar Upazila
	Shyamnagar Upazila
	Assasuni Upazila
	Kaliganj Upazila
	Debhata Upazila
	Kalaroa Upazila
	Tala Upazila



Study Area in the Map of Bangladesh

Sample of the study

For the present study, a sample of 321 adolescents, age ranged from 11 to 14 years was purposively selected.

Sample distribution in brief

Study area	Rural area	Urban area	Total
Rajshahi (Plain land)	61	97	158
Satkhira (Low land)	109	54	163
Total	170	151	321

Tools of Data Collection

The questionnaire

Hyde et al., (2002) developed the Emotional Intelligence Scale, which consists of 34 statements to be scored on a five-point scale ranging from "strongly agree" (5) to "strongly disagree" (1). Self-awareness, empathy, self-motivation, emotional stability, managing relationships, integrity, self-development, value orientation, commitment, and altruistic behavior are all mentioned in the statements. The content validity of the original scale is high. The scale's split-half reliability is 0.88.

The EIS scale's adapted Bangla version (Uzzaman & Karim, 2017) was shown to be reliable and valid. The revised EIS scale has 33 questions with four

response options (ranging from "extremely important" to "not at all important"). All of the item-total correlations were significant, with a mean of .58 and a range of .33 to .84. In exploratory factor analysis (EFA), the seven-component model generated for the EIS is an excellent model match [$\chi^2(469) = 1325.99$, in confirmatory factor analysis, RMSEA = .06, RMR = .08, CFI = .87, GFI = .86] (CFA). The Bangla version of the EIS, according to the judges, has good substance and face validity. Estimating inter-factor correlations and factor-total correlations was used to test the convergent validity of the Bangla version EIS. The inter-factor correlations (Pearson's r) ranged from .39 to .66 and were all positively significant. The EIS as a whole was likewise substantially linked with the seven components, with coefficients ranging from .70 to .79.

For the Bangla version EIS, Cronbach's (Unstandardized) was .92. The EIS demonstrated significantly negative correlations with the Children Hopelessness Scale (CHS) ($r = -.34$; $p.01$) and the Hostility Scale (HS) ($r = -.16$; $p.01$), indicating that the measures are discriminant. The scale, on the other hand, demonstrated substantial positive correlations with the School Engagement Scale (SES: $r = .39$; $p.01$) and the Classroom Environment Scale (CES: $r = .25$; $p.01$), indicating that it has convergent validity.

Procedure of data Collection

Adolescents of 9th and 10th grades were chosen as responders after selecting a sample and refining procedures for collecting data that were readily available. The respondents were seated in a classroom, an open place, and in their own homes. When two subjects sat in the same classroom, enough space was maintained between them so that no one could peer into the responses written by other students.

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. As a result, they were confident in their ability to respond freely and honestly. When it was discovered that the respondents were eager to take the scales, booklets of the "Emotional Intelligence Scale" (EIS) were delivered to them, along with response sheets without consulting each other's responses in the response sheet they were provided instructions based on the exam manual's guidelines. The response sheets and test booklets were collected after the activity was completed.

Variables of the Study

Independent Variables:

1. Area of living
2. School environment
3. Family environment
4. Socioeconomic Status
5. Sex
6. Land Type

Dependent Variable:

1. Emotional intelligence

Data Analysis

Data Analysis was done using the SPSS software. For the analysis of data independent sample t-test and Chi-square test were treated to find the difference and relationship of various variable of environment (Area of living, school environment, family environment, socioeconomic status and sex, land type and the variable of Emotional intelligence).

Research limitations

There are many variables which affect emotional intelligence. But in the present study following variables were taken into account only Family environment, school environment, Area of living, socioeconomic status, sex and land type. Sample size of the study was not sufficiently large. Here is only High class was not included in the socioeconomic status. The geographical area of the study was restricted for Rajshahi and Satkhira district only.

CHAPTER: IV

CHAPTER IV: RESULT

Table 01: Comparison of Emotional Intelligence of young adolescents in relation to Area of living (Urban and Rural area) of plain land.

Variable	Area of living (AOL)	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Urban	6.17	156	1.5730	.76704	.001
	Rural			2.1475	.35759	

An independence sample t-test was conducted to compare mean of Emotional intelligence (EI) of Urban and Rural adolescent of plain land. There was a significant difference in the score of Urban adolescent ($M=1.58$, $SD=.767$) and Rural adolescent ($M=2.15$, $SD=.357$) with $t(156)=6.157$, $P=.001$

These results suggest that the emotional intelligence of the Urban and Rural adolescents is significantly different of plain land.

Table 1.2: Cross tabulation of Emotional Intelligence of young adolescents in relation to Area of living (Urban and Rural area) of plain land.

		Emotional Intelligence(EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Area of living(AOL)	Urban	57	25	15	97
		58.8%	25.8%	10.0%	100.0%
	Rural	0	52	9	61
		0.0%	85.%	15.0%	100.0%
Total		57	77	24	158
		36.1%	48.7%	15.2%	100.0%

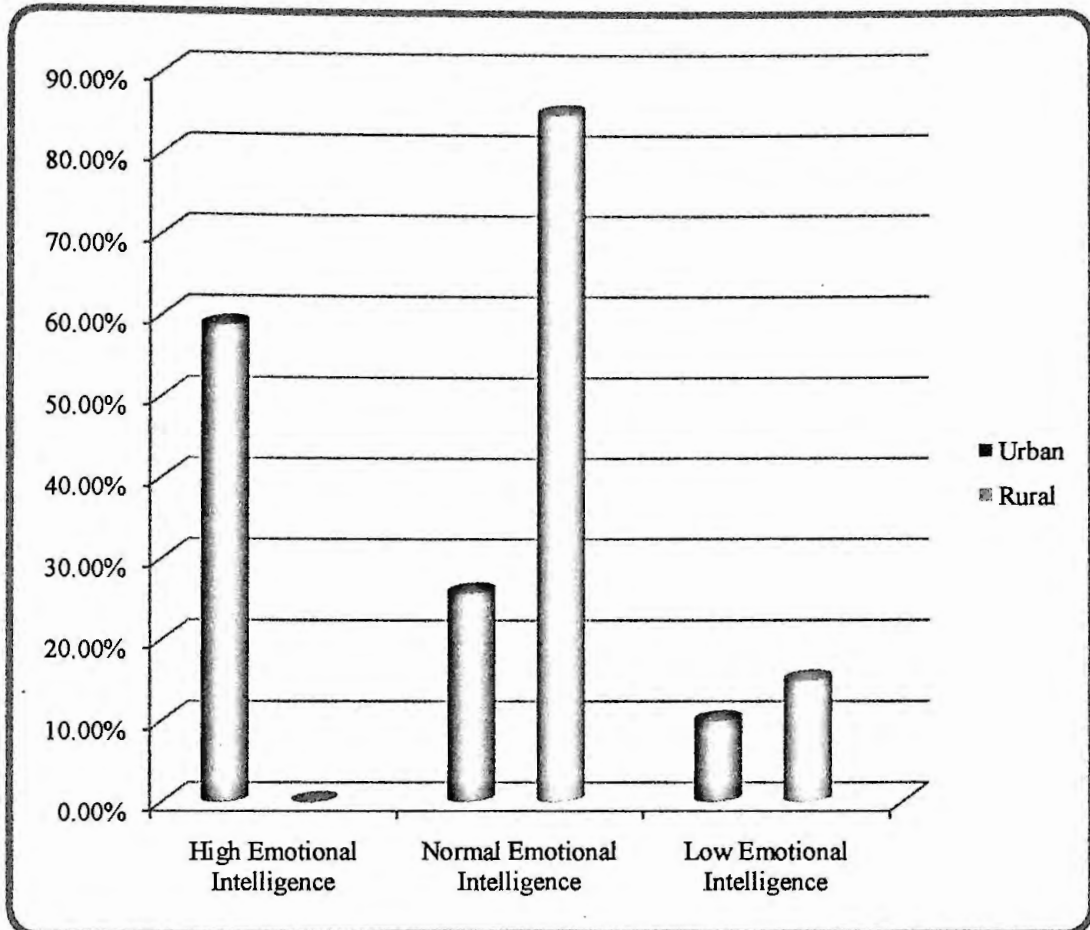


Figure: 01

A chi-square test for independence with $\alpha=.05$ was used to access whether the urban and rural adolescents was related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N=158)=63.03, P<.001$, with cramer's V coefficient .63 indicating strong relationship. As seen in the figure 1 that urban adolescent possess high emotional intelligence where rural mostly possess normal emotional intelligence.

Table 2: Comparison of Emotional Intelligence of young adolescents in relation to School environment (Private and Govt. school) of plain land.

Variable	School Environment (SE)	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence(EI)	Private School	-5.8	156	1.596	.70788	.001
	Govt. School			2.166	.46581	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Private and Govt. school adolescent of plain land. There was a significant difference in the score of Private school adolescent ($M=1.59$, $SD=.707$) and Govt. school adolescent ($M=2.16$, $SD=.465$) with $t(156) = -5.8$, $P=.001$

These results suggest that the emotional intelligence of the Private and Govt. school adolescent are significantly different of plain land.

Table 2.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to School environment (Private and Govt. school) of plain land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
School environment (SE)	Private School	55	36	13	104
		52.9%	34.6%	12.5%	64.0%
	Govt. School	2	41	11	54
		3.7%	75.9%	20.2%	36.0%
Total		57	73	24	158
		36.1%	48.7%	16.0%	100.0%

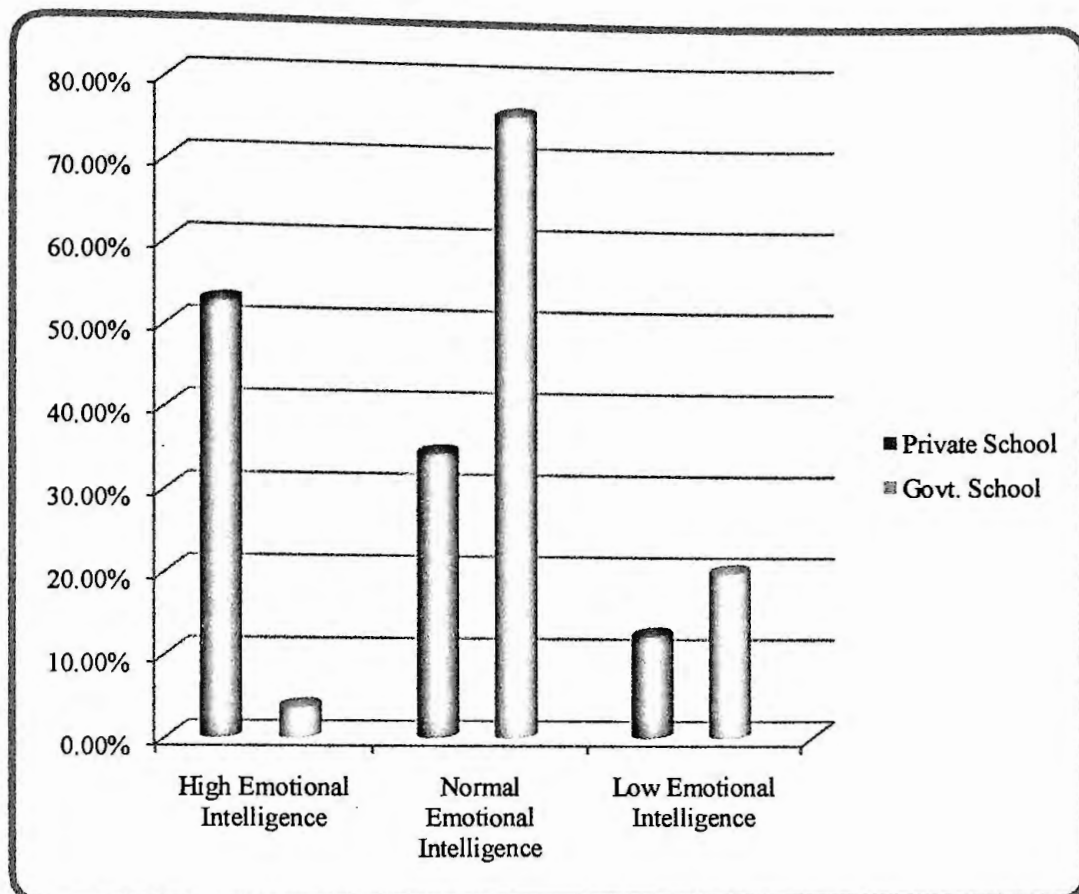


Figure 02

A chi square test for independence with $\alpha=.05$ was used to access whether the Private and Govt. school adolescents was related to emotional intelligence. The result of chi square shows statistically significant $\chi^2 (2, N=158)=37.8$, $P<.001$, with cramer's V coefficient =.50 indicating strong relationship. As seen in the figure 2 that Private school adolescent possesses high emotional intelligence where Govt. mostly possesses normal and low emotional intelligence.

Table 03: Comparison of Emotional Intelligence of young adolescents in relation to Family environment (Favorable and Unfavorable family) of plain land.

Variable	Family Environment	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Favorable Family Environment	-8.07	156	1.4943	.66251	.001
	Unfavorable Family Environment			2.2381	.46539	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Favorable Family Environment and Unfavorable Family Environment adolescent of plain land. There was a significant difference in the score of Favorable Family Environment adolescent ($M= 1.49$, $SD=.662$) and Unfavorable Family Environment adolescent ($M=2.23$, $SD=.465$) with $t(156)=-8.07$, $P=.001$. These results suggest that the Emotional intelligence of the Favorable Family and Unfavorable Family Environment adolescents are significantly different of plain land.

Table 3.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to Family environment (Favorable and Unfavorable family) of plain land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Family Environment (FE)	Favorable Family Environment(FFE)	56	31	8	95
		58.9%	32.6%	8.4%	100%
	Unfavorable Family Environment(UFE)	1	46	16	63
		1.6%	73.0%	25.4%	100%
Total		57	73	24	158
		36.1%	48.7%	16.0%	100%

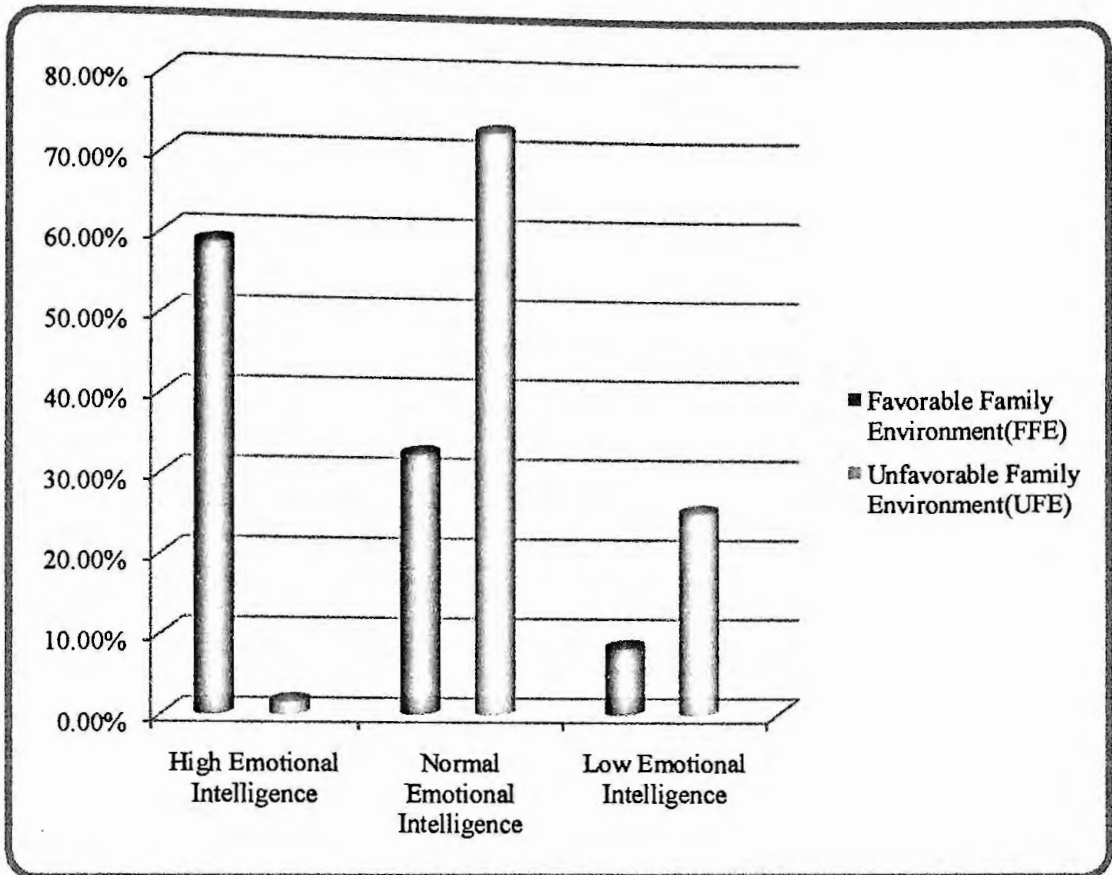


Figure 03

A chi-square test for independence with $\alpha=.05$ was used to access whether the Favorable Family Environment and Unfavorable Family Environment adolescents were related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N= 158)=54.2, P<.001$, with cramer's V coefficient =.601 indicating strong relationship. As seen in the figure 3 that Favorable Family Environment adolescent possess high emotional intelligence where Unfavorable Family Environment mostly possess normal emotional intelligence.

Table 4: Comparison of Emotional Intelligence of Socio economic Status(Middle and Low class) of young adolescents in relation to plain land.

Variable	Socioeconomic Status(SES)	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence(EI)	Middle Class	-2.26	156	1.7559	.73156	.001
	Low Class			2.0870	.28810	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Middle and Low Class adolescent of plain land. There was a significant difference in the score of Middle Class adolescent ($M=1.75$, $SD=.731$) and Low Class adolescent ($M=2.08$, $SD=.288$) with $t(156)=3.7$, $P=.001$.

These results suggest that the Emotional intelligence of the Middle and Low Class adolescents is significantly different of plain land.

Table 4.1: Cross tabulation of Emotional Intelligence of Middle and Low class young adolescents in relation to plain land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Socioeconomic Status(SES)	Middle Class	57	56	22	135
		42.2%	41.5%	16.3%	100%
	Low Class	0	21	2	23
		0.0%	91.3%	8.7%	100%
Total		57	77	24	158
		36.1%	48.7%	15.2%	100%

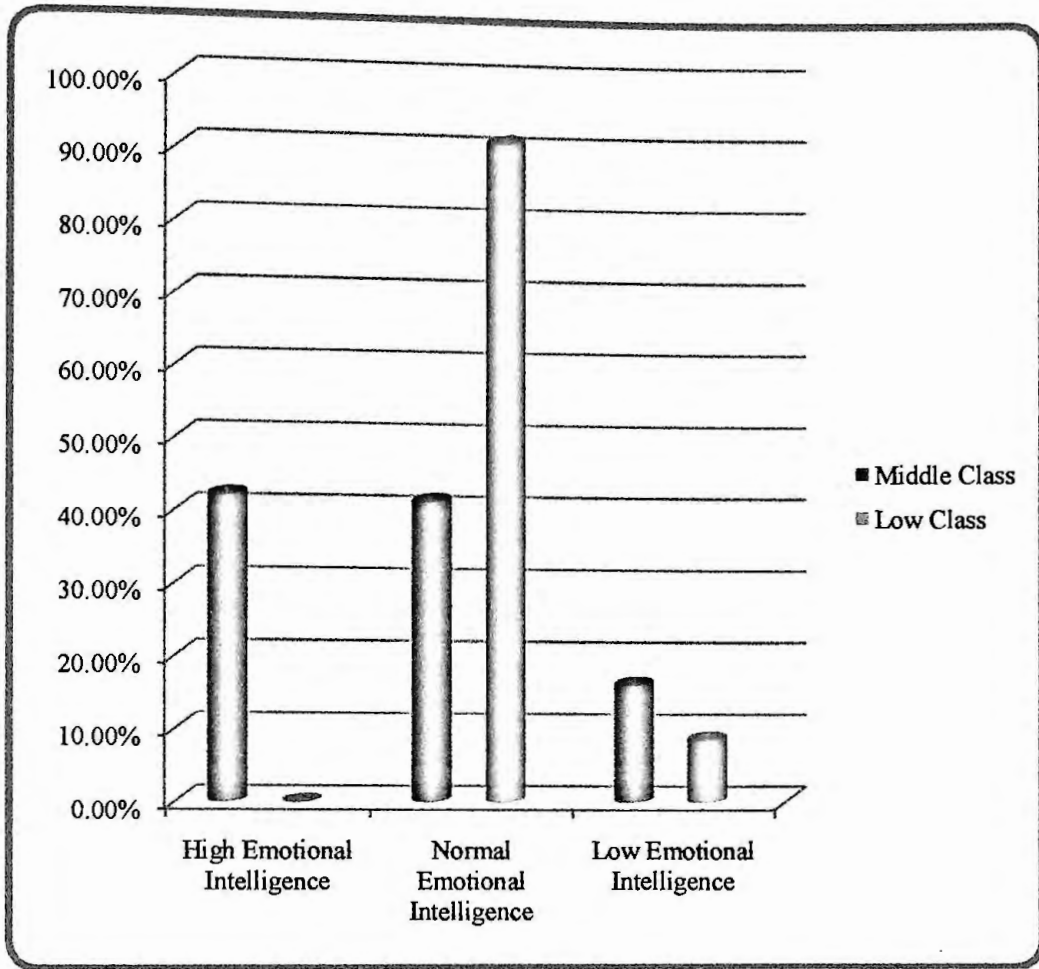


Figure 04

A chi-square test for independence with $\alpha=.05$ was used to access whether the Middle and Low Class adolescents was related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N= 158) = 20.4$, $P < .001$, with cramer's V coefficient = .360 indicating strong relationship. As seen in the figure 4 that middle class adolescent possesses high emotional intelligence where low class mostly possesses normal emotional intelligence.

Table 05: Comparison of Emotional Intelligence of young adolescents in relation to male and female of plain land.

Variable	Sex	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Male	-.753	156	1.7000	.69749	.453
	Female			1.8133	.69152	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Male and female adolescent of plain land. There was a significant difference in the score of Male adolescent ($M=1.7$, $SD=.697$) and female adolescent ($M=1.8$, $SD=.691$) with $t(158) = -.753$, $P=.453$

These results suggest that the Emotional intelligence of the Male and female adolescents are same of plain land.

Table 5.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to male and female of plain land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Sex	Male	34	38	13	85
		40%	44.7%	15.3%	100%
	Female	23	39	11	73
		31.5%	53.4%	15.1%	100%
Total		57	77	24	158
		36.1%	48.7%	15.2%	100%

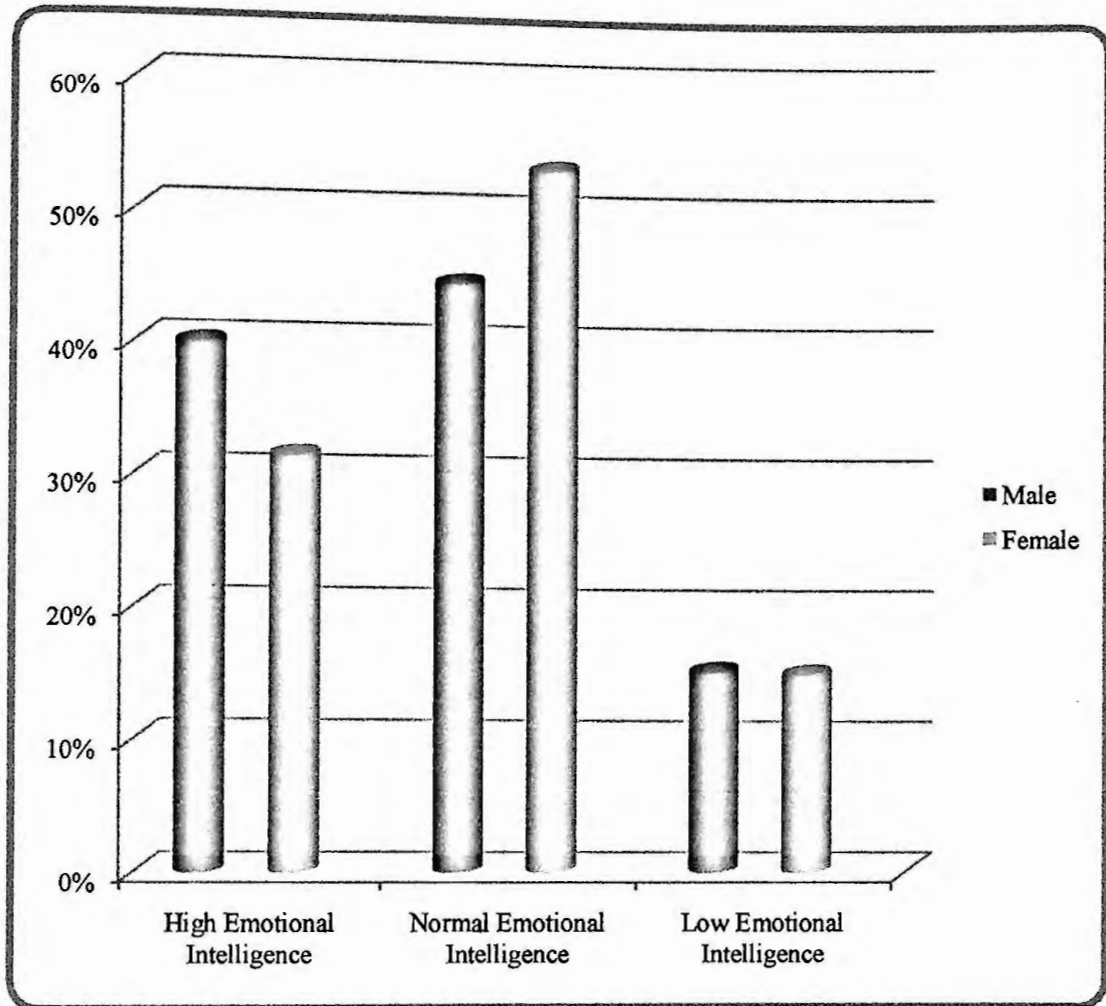


Figure 05

A chi square test for independence with $\alpha=.05$ was used to access whether the male and female adolescents was related to emotional intelligence. The result of chi-square shows that $\chi^2 (2, N=158) = 1.399$, $P < .984$, with cramer's V coefficient = .094 indicating relationship. As seen in the figure 5 that male and female adolescent possesses almost same emotional intelligence.

Table 06: Comparison of Emotional Intelligence of young adolescents in relation to Urban and Rural area of low land.

Variable	Area of living (AOL)	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence (EI)	Urban	-	161	2.0370	.4327	.001
	Rural	13.1		2.8598	.3488	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Urban and Rural adolescent of low land. There was a significant difference in the score of Urban adolescent ($M=2.037$, $SD=.432$) and Rural adolescent ($M=2.85$, $SD=.348$) with $t(161) = -13.1$, $P=.001$

These results suggest that the Emotional intelligence of the Urban and Rural adolescents are significantly different of low land.

Table 6.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to Urban and Rural area of low land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Area of living	Urban	4	44	6	54
		7.4%	81.5%	11.1%	100%
	Rural	0	15	94	109
		0.0%	13.8%	86.2%	100%
Total		4	59	100	163
		2.5%	36.2%	61.3%	100%

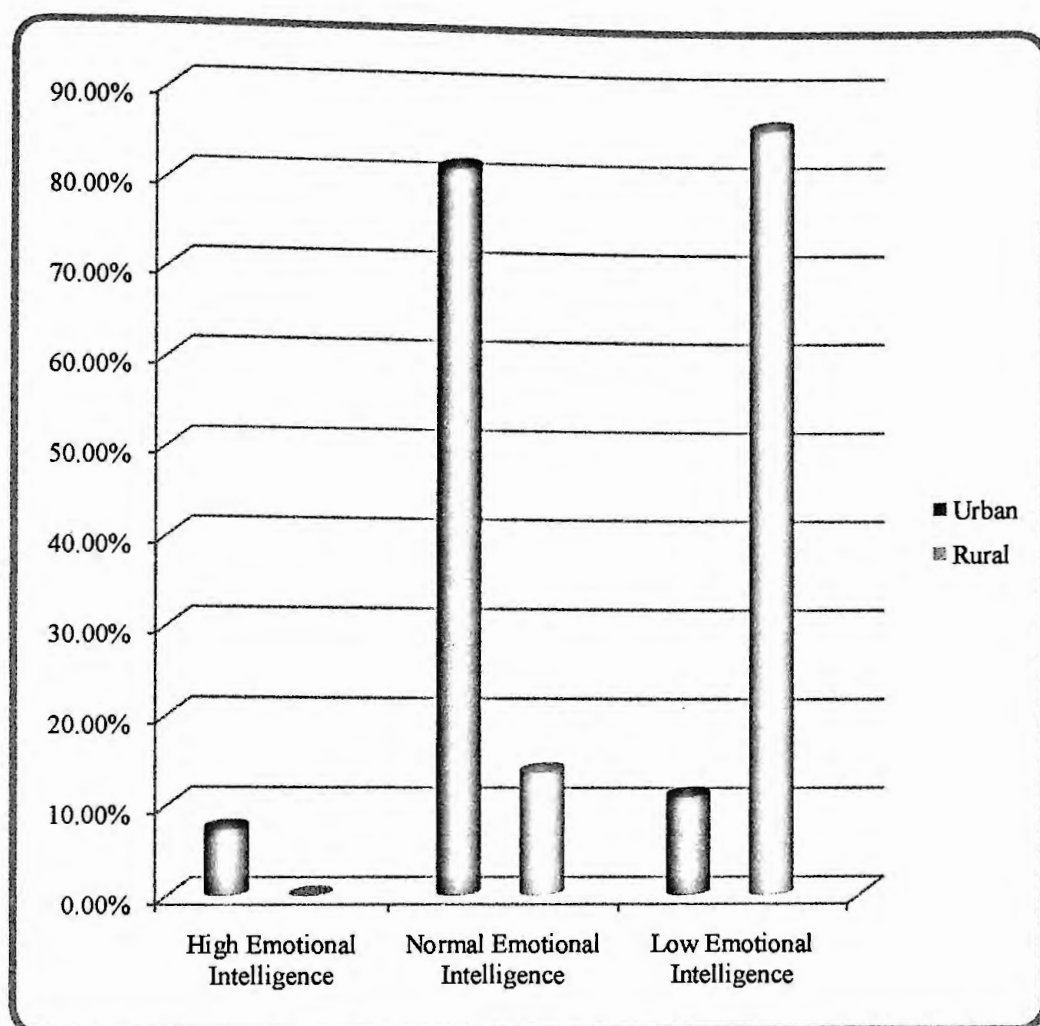


Figure 06

A chi-square test for independence with $\alpha=.05$ was used to access whether the urban and rural adolescents was related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N=163)=87.4, P<.001$, with cramer's V coefficient = .731 indicating strong relationship. As seen in the figure 6 that urban adolescent possess better emotional intelligence where rural mostly possess low emotional intelligence.

Table 7: Comparison of Emotional Intelligence of young adolescents in relation to School environment(Private and Govt. school) of low land.

Variable	School Environment (SE)	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence(EI)	Private School	-	161	2.057	.4607	.001
	Govt School	11.57		2.837	.3702	

An independent sample t-test was conducted to compare mean of Emotional intelligence of Private and Govt. school adolescent of low land. There was a significant difference in the score of Private school adolescent (M=2.057, SD=.460) and Govt. school adolescent (M=2.83, SD=.370) with $t(161) = -11.573$, $P = .001$

These results suggest that the Emotional intelligence of the Private and Govt. school adolescent are significantly different of low land.

Table 7.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to School environment (SE-Private and Govt. school) of low land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
School environment (SE)	Private School	4	41	7	52
		7.7%	78.8%	13.5%	100.0%
	Govt School	0	18	93	111
		0.0%	16.2%	83.8%	100.0%
Total		4	59	100	163
		2.5%	36.2%	61.3%	100.0%

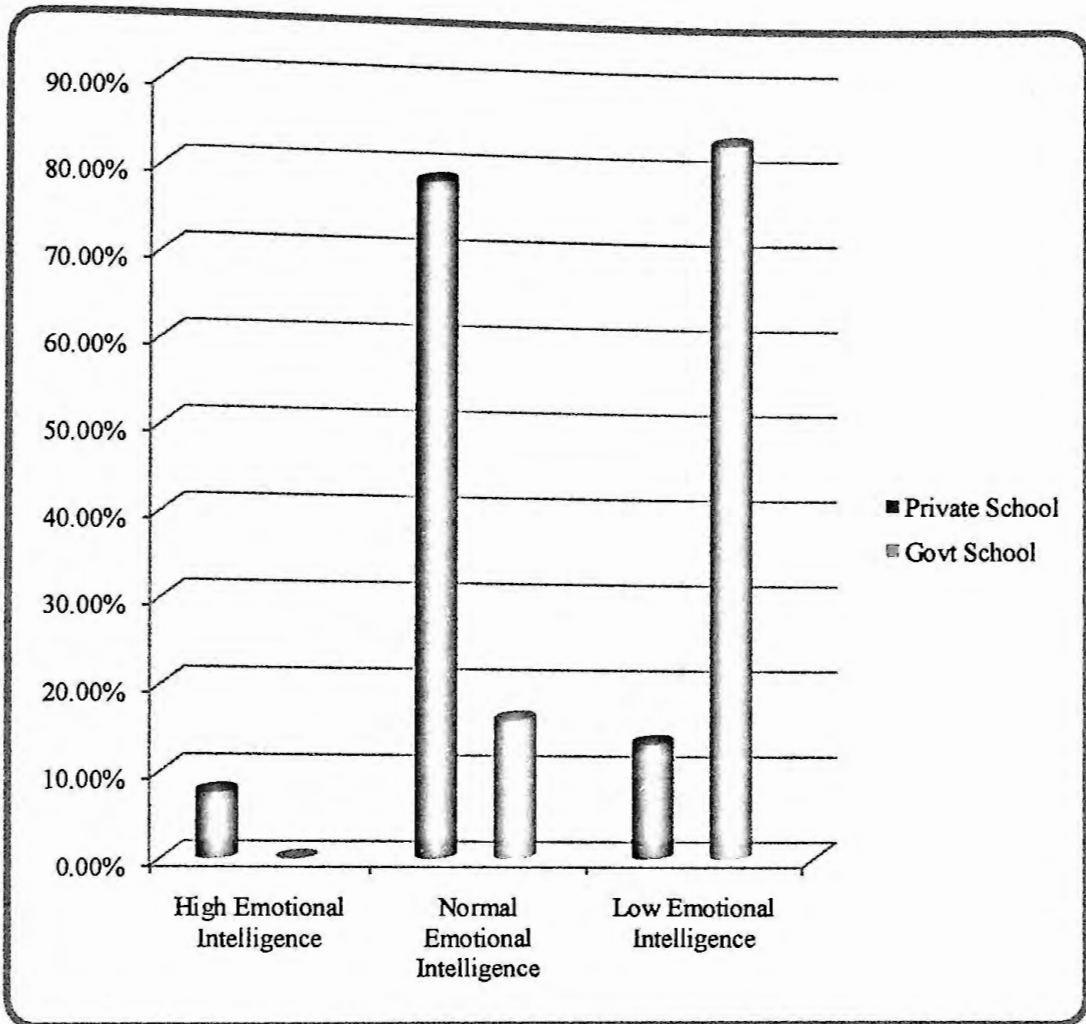


Figure 07

A chi square test for independence with $\alpha=.05$ was used to access whether the Private and Govt. school adolescents was related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N=163)=75.45$, $P<.001$, with cramer's V coefficient =.680 indicating strong relationship. As seen in the figure 7 that Private school adolescent possesses high emotional intelligence where Govt. mostly possesses normal emotional intelligence.

Table 8: Comparison of Emotional Intelligence of young adolescents in relation to Family environment(Favorable and Unfavorable family) of low land.

Variable	Family Environment (FE)	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Favorable Family Environment	-7.5	161	2.3026	.56615	.001
	Unfavorable Family Environment			2.8919	.31264	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Favorable Family Environment and Unfavorable Family Environment adolescent of low land. There was a significant difference in the score of Favorable Family Environment adolescent ($M= 2.30$, $SD=.566$) and Unfavorable Family Environment adolescent ($M=2.89$, $SD=.312$) with $t(161)=-7.5$, $P=.001$

These results suggest that the EI of the Favorable Family Environment adolescents and Unfavorable Family Environment adolescents are significantly different of low land.

Table 8.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to Family environment(FE-Favorable and Unfavorable family)of low land.

		EI			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Family Environment (FE)	Favorable Family Environment(FFE)	4	51	34	89
		4.5%	57.3%	38.2%	100.0%
	Unfavorable Family Environment(UFE)	0	8	66	74
		0.0%	10.8%	89.2%	100.0%
Total		4	59	100	163
		2.5%	36.2%	61.3%	100.0%

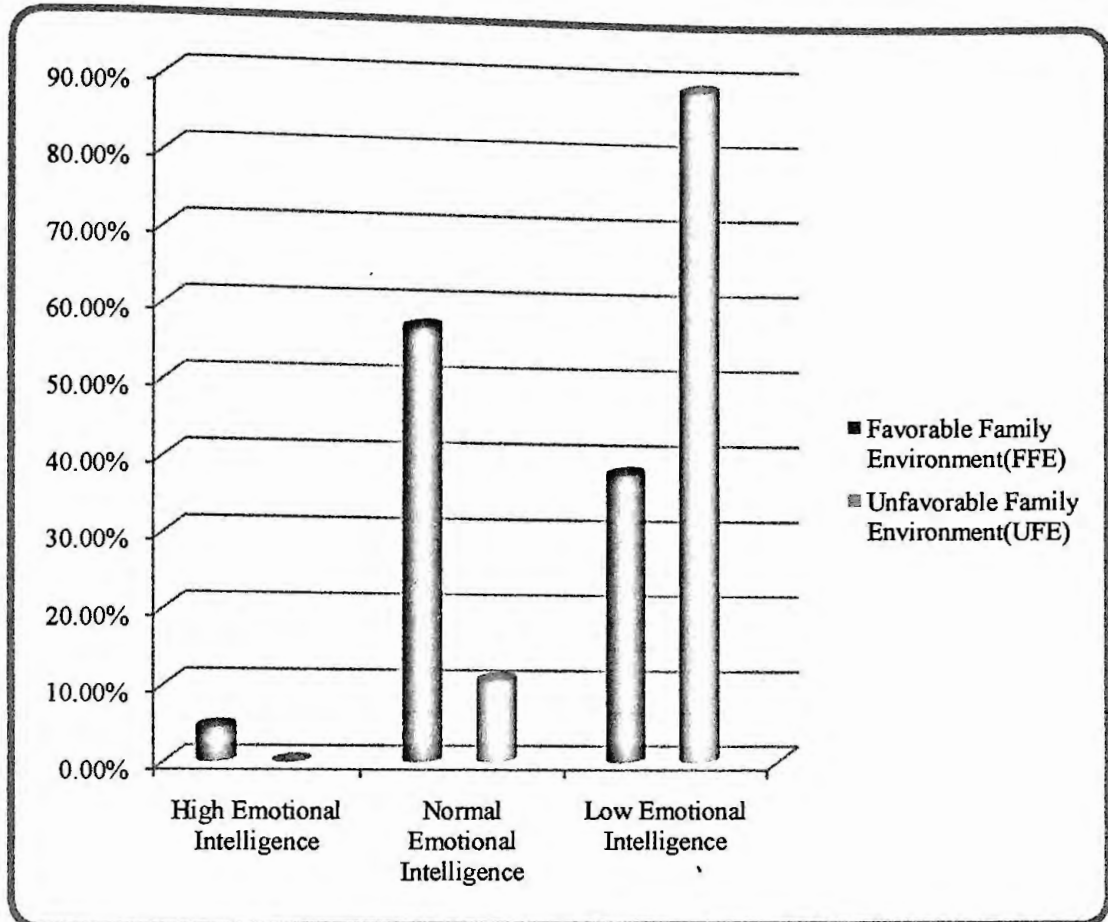


Figure 08

A chi-square test for independence with $\alpha=.05$ was used to access whether the Favorable Family Environment and Unfavorable Family Environment adolescents were related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N= 163)=44.5, P<.001$, with cramer's V coefficient =.523 indicating strong relationship. As seen in the figure 08 that Favorable Family Environment adolescent possess high emotional intelligence where Unfavorable Family Environment mostly possess normal emotional intelligence.

Table 09: Comparison of Emotional Intelligence of Socio economic Status(Middle and Low class) of young adolescents in relation to low land.

Variable	Socioeconomic Status(SES)	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Middle Class	10.15	161	2.2219	.53113	.001
	Low Class			2.9070	.29017	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Middle Class and Low Class adolescent of plain land. There was a significant difference in the score of Middle Class adolescent ($M=2.22$, $SD=.531$) and Low Class adolescent ($M=2.90$, $SD=.290$) with $t(163)=10.36$, $P=.001$

These results suggest that the Emotional Intelligence of the Middle and Low Class adolescents are significantly different of low land.

Table 9.1: Cross tabulation of Emotional Intelligence of Middle and Low class young adolescents in relation to low land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Socioeconomic Status(SES)	Middle Class	4	51	21	76
		5.3%	67.1%	27.6%	100.0%
	Low Class	0	8	79	87
		0.0%	9.2%	90.8%	100.0%
Total		4	59	100	163
		2.5%	36.2%	61.3%	100.0%

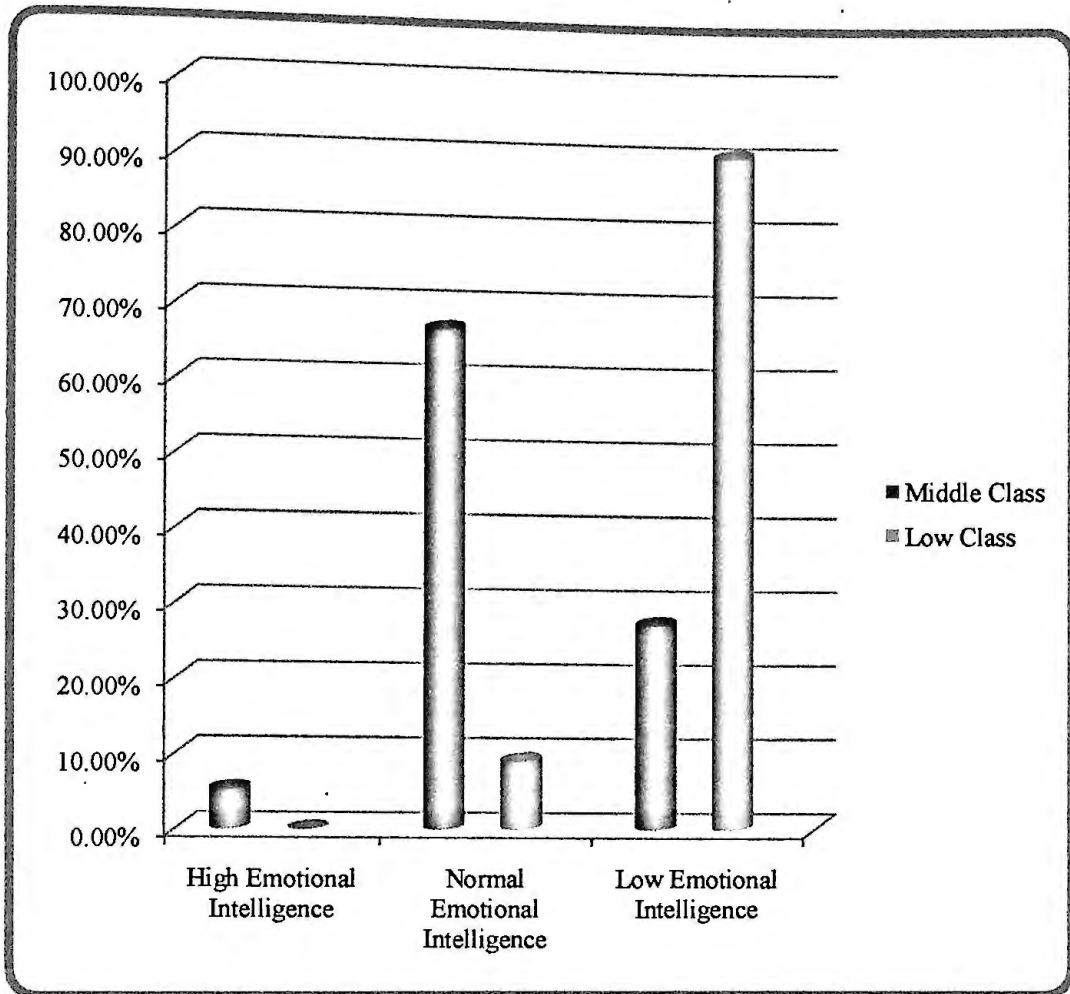


Figure 09

A chi-square test for independence with $\alpha=.05$ was used to access whether the Middle and Low Class adolescents was related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N= 161)=68.5$, $P<.001$, with cramer's V coefficient = .648 indicating strong relationship. As seen in the figure 09 that middle class adolescent possesses high emotional intelligence where low class mostly possesses normal emotional intelligence.

Table 10: Cross tabulation of Emotional Intelligence of young adolescents in relation to male and female of low land.

Variable	Sex	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Male	-.225	161	2.5930	.53967	.994
	Female			2.6938	.54546	

An independent sample t-test was conducted to compare mean of Emotional intelligence of Male and female adolescent of low land. There was a significant difference in the score of Male adolescent ($M = 2.5$, $SD = .539$) and female adolescent ($M = 2.69$, $SD = .545$) with $t(161) = -.225$, $P = .994$

These results suggest that the Emotional intelligence of the Male and female adolescents are same of low land.

Table 10.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to male and female of low land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Sex	Male	2	35	56	93
		2.2%	37.6%	60.2%	100.0%
	Female	2	24	44	70
		2.9%	34.3%	62.9%	100.0%
Total		4	59	100	163
		2.5%	36.2%	61.3%	100.0%

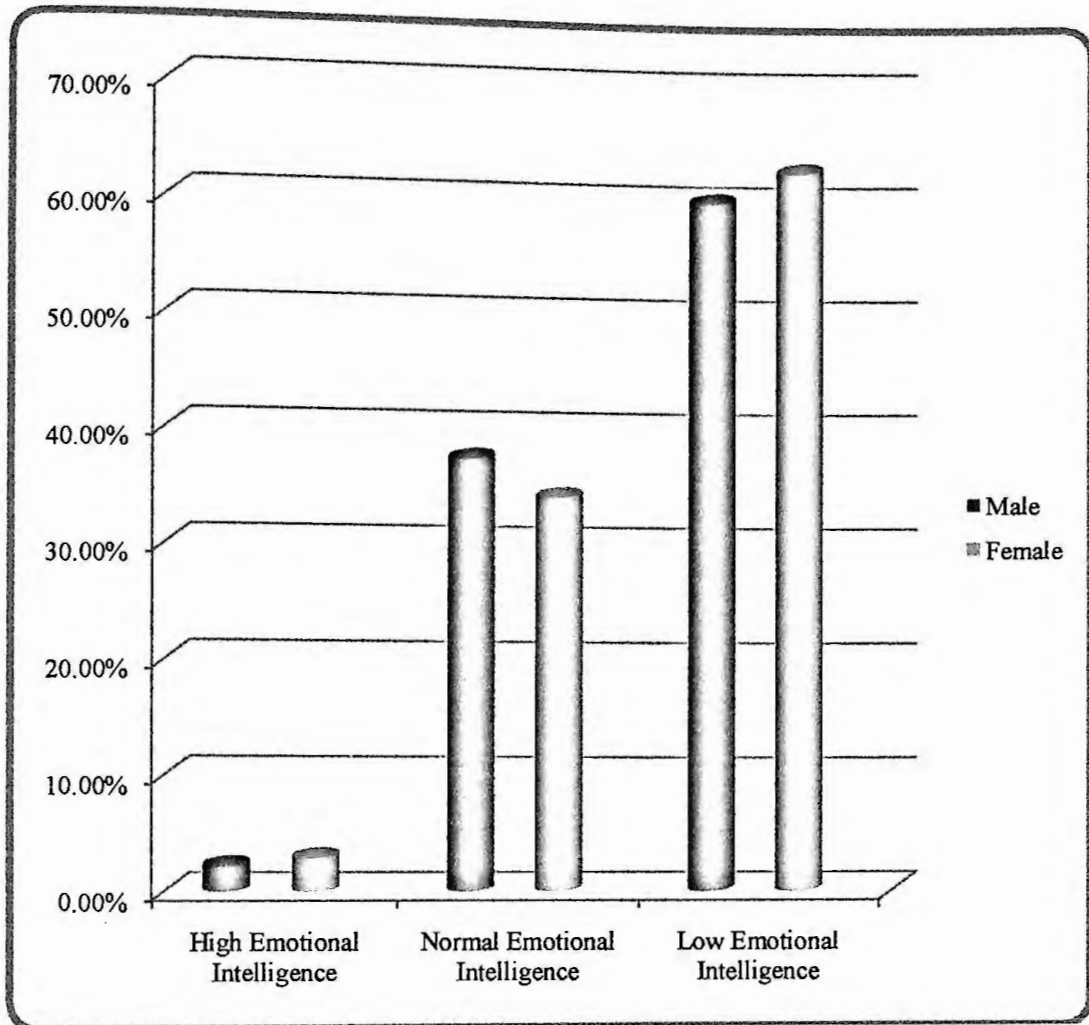


Figure 10

A chi-square test for independence with $\alpha=.05$ was used to access whether the male and female adolescents was related to emotional intelligence. The result of chi-square shows that $\chi^2 (2, N=163) = .250$, $P < .941$, with cramer's V coefficient = .039 indicating the relationship. As seen in the figure 10 that male and female adolescent possesses almost same emotional intelligence.

Table 11: Comparison of Emotional Intelligence of young adolescents in relation to Area of living (AOL- Urban and Rural area) of plain and low land.

Variable	Area of living	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Urban	-13.49	319	1.6894	.67826	.001
	Rural			2.6012	.49112	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Urban and Rural adolescent of plain and low land. There was a significant difference in the score of Urban adolescent ($M=1.6894$, $SD=.678$) and Rural adolescent ($M=2.6012$, $SD=.491$) with $t(298)=-13.496$, $P=.001$

These results suggest that the emotional intelligence of the Urban and Rural adolescents is significantly different of plain and low land.

Table 11.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to Area of living (Urban and Rural area) of plain and low land.

		Emotional Intelligence(EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Area of living(AOL)	Urban	61	69	21	151
		40.4%	45.7%	13.9%	100.0%
	Rural	0	67	103	170
		0.0%	39.4%	60.6%	100.0%
Total		61	136	124	321
		19.0%	42.4%	38.6%	100.0%

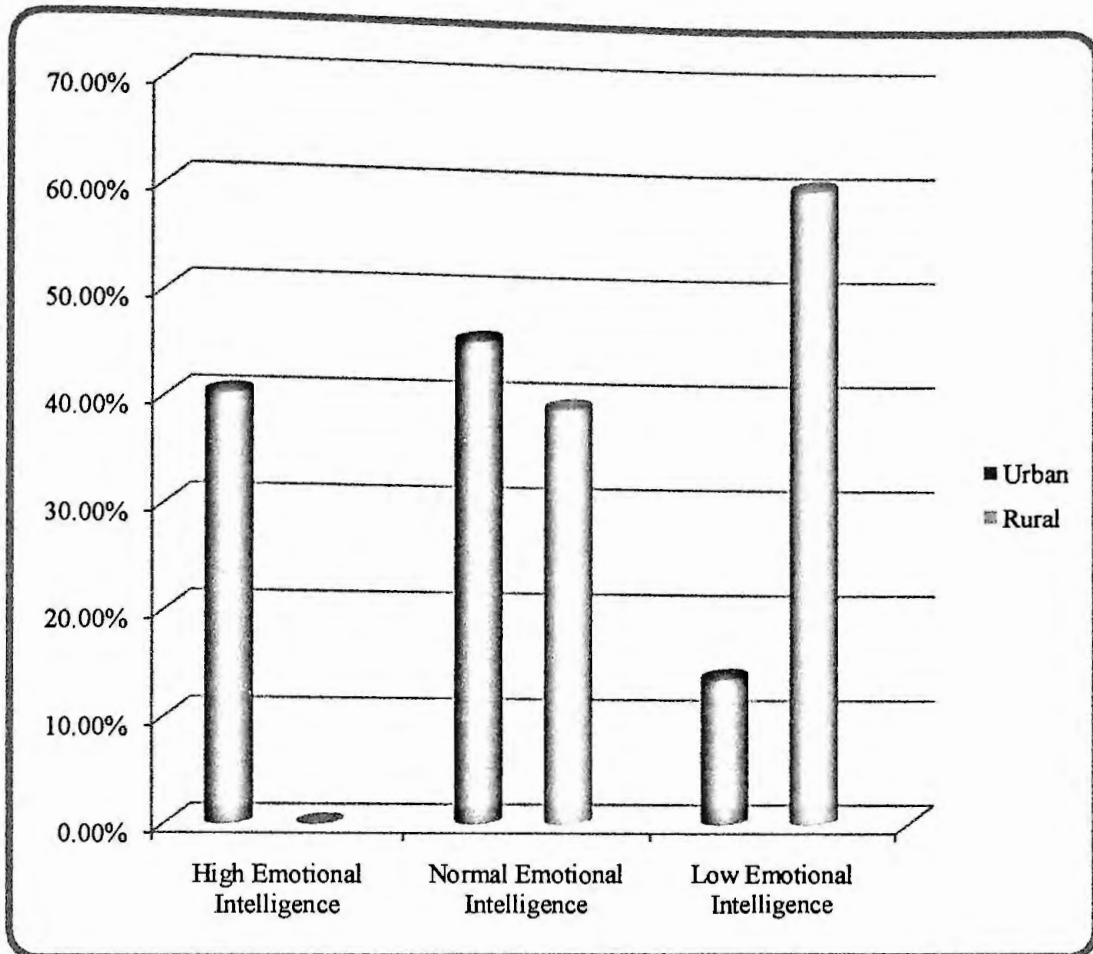


Figure 11

A chi-square test for independence with $\alpha=.05$ was used to access whether the urban and rural adolescents plain and low land were related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N=321)=114.6, P<.001$, with cramer's V coefficient .597 indicating strong relationship. As seen in the figure 11 that urban adolescent possess better emotional intelligence where rural mostly possess low emotional intelligence.

Table 12: Comparison of Emotional Intelligence of young adolescents in relation to Private and Govt. school of plain and low land.

Variable	School Environment	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence(EI)	Private School	-	319	1.6889	.66027	.001
	Govt. School	13.97		2.6182	.51173	

An independence sample t-test was conducted to compare mean of Emotional intelligence (EI) of Private and Govt. school adolescent of plain land. There was a significant difference in the score of Private school adolescent ($M=1.68$, $SD=.66$) and Govt. school adolescent ($M=2.61$, $SD=.51$) with $t(319) = -13.97$, $P=.001$

These results suggest that the Emotional intelligence of the Private and Govt. school adolescent are significantly different of plain and low land.

Table 12.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to School environment (Private and Govt. school) of plain and low land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
School environment (SE)	Private School	59	77	20	156
		37.8%	49.4%	12.8%	100.0%
	Govt. School	2	59	104	165
		1.2%	35.8%	63.0%	100.0%
Total		61	136	124	321
		19.0%	42.4%	38.6%	100.0%

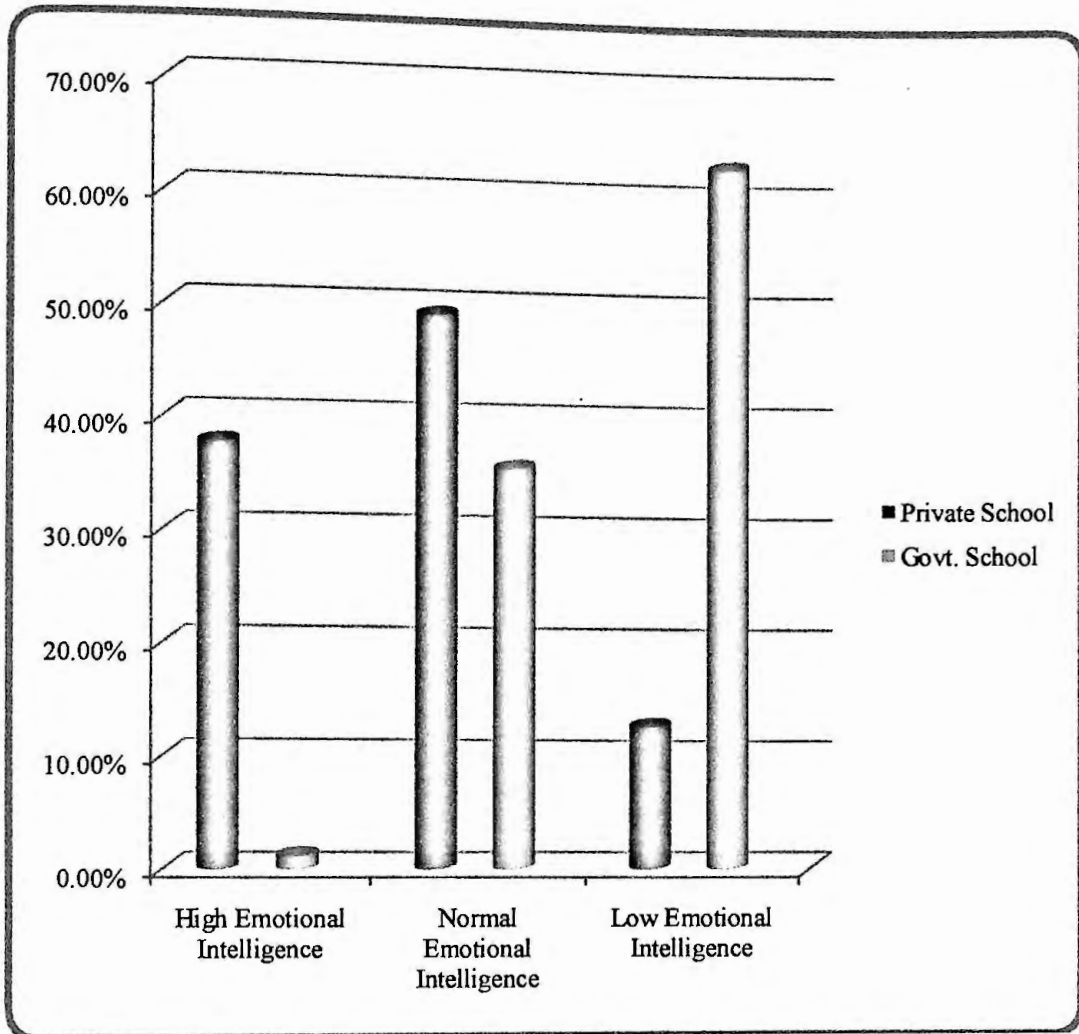


Figure 12

A chi-square test for independence with $\alpha=.05$ was used to access whether the Private and Govt. school adolescents of plain and low land was related to emotional intelligence. The result of chi-square shows statistically significant $\chi^2 (2, N=321)=112.38$, $P<.001$, with cramer's V coefficient =.592 indicating strong relationship. As seen in the figure 12 that Private school adolescent possesses high emotional intelligence where Govt. mostly possesses normal emotional intelligence.

Table 13: Comparison of Emotional Intelligence of young adolescents in relation to Family environment (Favorable and Unfavorable family) of plain and low land.

Variable	Family Environment	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Favorable Family Environment	-9.37	319	1.920	.74826	.001
	Unfavorable Family Environment			2.591	.50809	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Favorable Family Environment and Unfavorable Family Environment adolescent of plain and low land. There was a significant difference in the score of Favorable Family Environment adolescent ($M=1.920$, $SD=.748$) and Unfavorable Family Environment adolescent ($M=2.59$, $SD=.508$) with $t(319) = -9.37$, $P=.001$. These results suggest that the Emotional intelligence of the Favorable Family Environment and Unfavorable Family Environment adolescents are significantly different of plain and low land.

Table 13.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to Family environment (Favorable and Unfavorable family) of plain land.

		EI			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Family Environment	Favorable Family Environment	60	82	42	184
		32.6%	44.6%	22.8%	100.0%
	Favorable Family Environment	1	54	82	137
		0.7%	39.4%	59.9%	100.0%
Total		61	136	124	321
		19.0%	42.4%	38.6%	100.0%

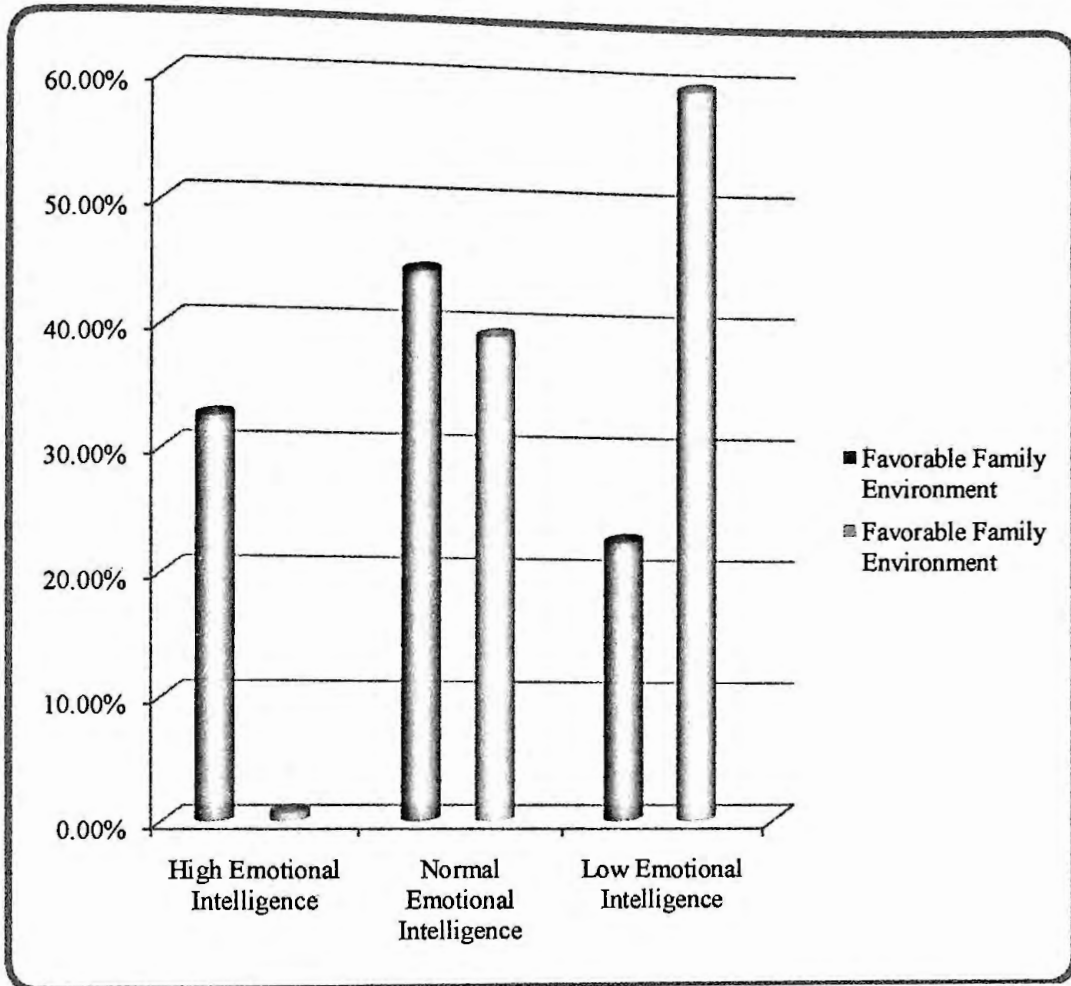


Figure 13

A chi-square test for independence with $\alpha=.05$ was used to access whether the Favorable Family Environment and Unfavorable Family Environment adolescents of plain and low land were related to emotional intelligence. The result of chi square shows statistically significant $\chi^2 (2, N= 321)=70.36$, $P<.001$, with cramer's V coefficient =.468 indicating strong relationship. As seen in the figure 13 that Favorable Family Environment adolescent possess high emotional intelligence where Unfavorable Family Environment mostly possess normal and low emotional intelligence.

Table 14: Comparison of Emotional Intelligence of Socio economic Status(Middle and Low class) of young adolescents in relation to plain and low land.

Variable	Socioeconomic Status(SES)	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Middle Class	-	319	1.914	.69550	.001
	Low Class	11.33		2.733	.44393	

An independent sample t-test was conducted to compare mean of Emotional intelligence of Middle Class and Low Class adolescent of plain and low land. There was a significant difference in the score of Middle Class adolescent ($M=1.914$, $SD=.695$) and Low Class adolescent ($M=2.733$, $SD=.443$) with $t(319) = -11.33$, $P=.001$

These results suggest that the emotional intelligence of the Middle and Low Class adolescents are significantly different of plain and low land.

Table 14.1: Cross tabulation of Emotional Intelligence of Middle and Low class young adolescents in relation to plain and low land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Socioeconomic Status	Middle Class	61	107	43	211
		28.9%	50.7%	20.4%	100.0%
	Low Class	0	29	81	210
		0.0%	26.4%	73.6%	100.0%
Total		61	136	124	300
		19.0%	42.4%	38.6%	100.0%

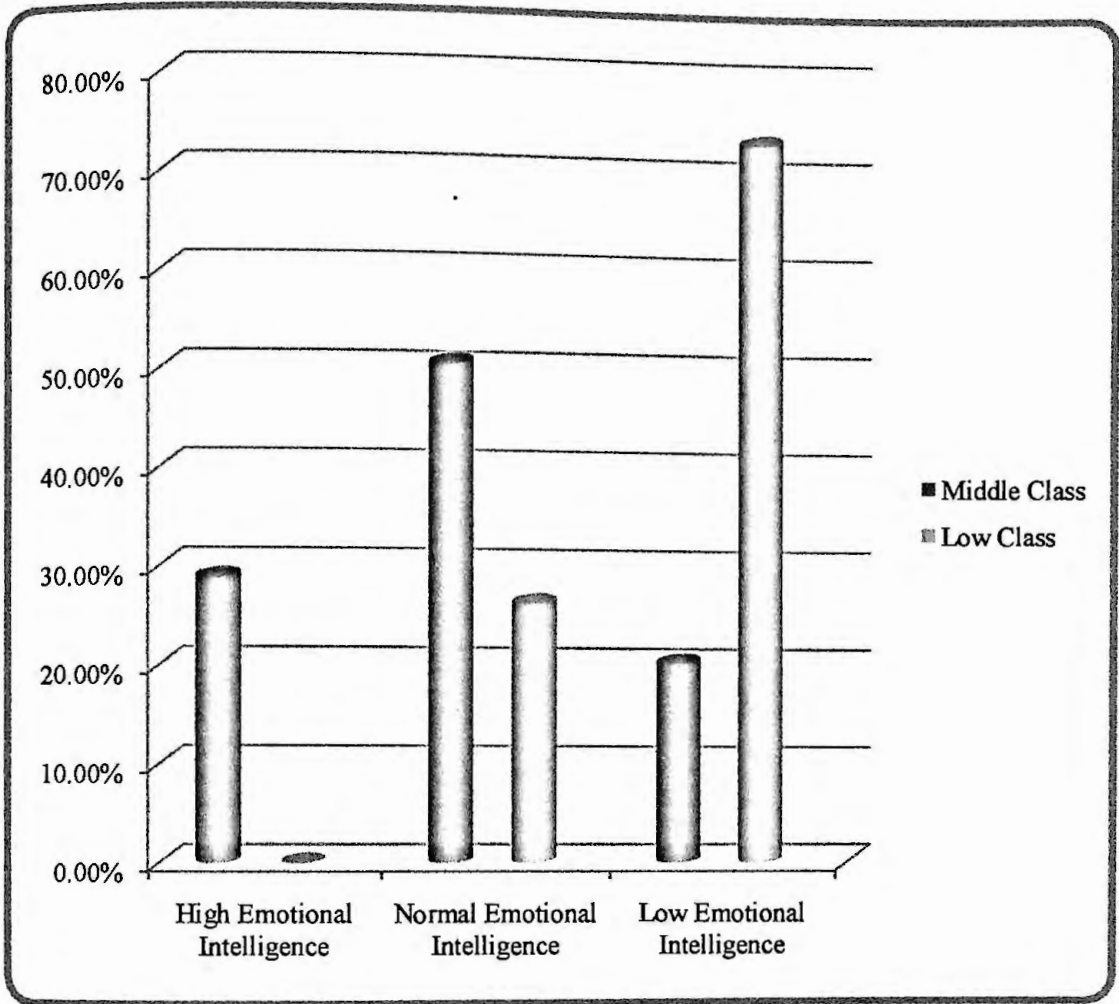


Figure 14

A chi-square test for independence with $\alpha=.05$ was used to access whether the Middle and Low Class adolescents was related to emotional intelligence. The result of chi square shows statistically significant $\chi^2 (2, N= 321) = 95.12$, $P < .001$, with cramer's V coefficient = .544 indicating strong relationship. As seen in the figure 14 that middle class adolescent possesses high emotional intelligence where low class mostly possesses normal and low emotional intelligence.

Table 15: Comparison of Emotional Intelligence of young adolescents in relation to male and female of plain and low land.

Variable	Sex	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Male	-.295	319	2.18	.747	.768
	Female			2.17	.720	

An independence sample t-test was conducted to compare mean of Emotional intelligence of Male and female adolescent of plain and low land. There was a significant difference in the score of Male adolescent ($M= 2.18$, $SD= .747$) and female adolescent ($M=2.17$, $SD=.720$) with $t(319) = -.295$, $P=.768$

These results suggest that the Emotional intelligence of the Male and female adolescents are almost same of plain land.

Table 15.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to male and female of plain and low land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Sex	Male	36	73	69	178
		20.2%	41.0%	38.8%	100.0%
	Female	25	63	55	143
		17.5%	44.1%	38.5%	100.0%
Total		61	136	124	321
		19.0%	42.4%	38.6%	100.0%

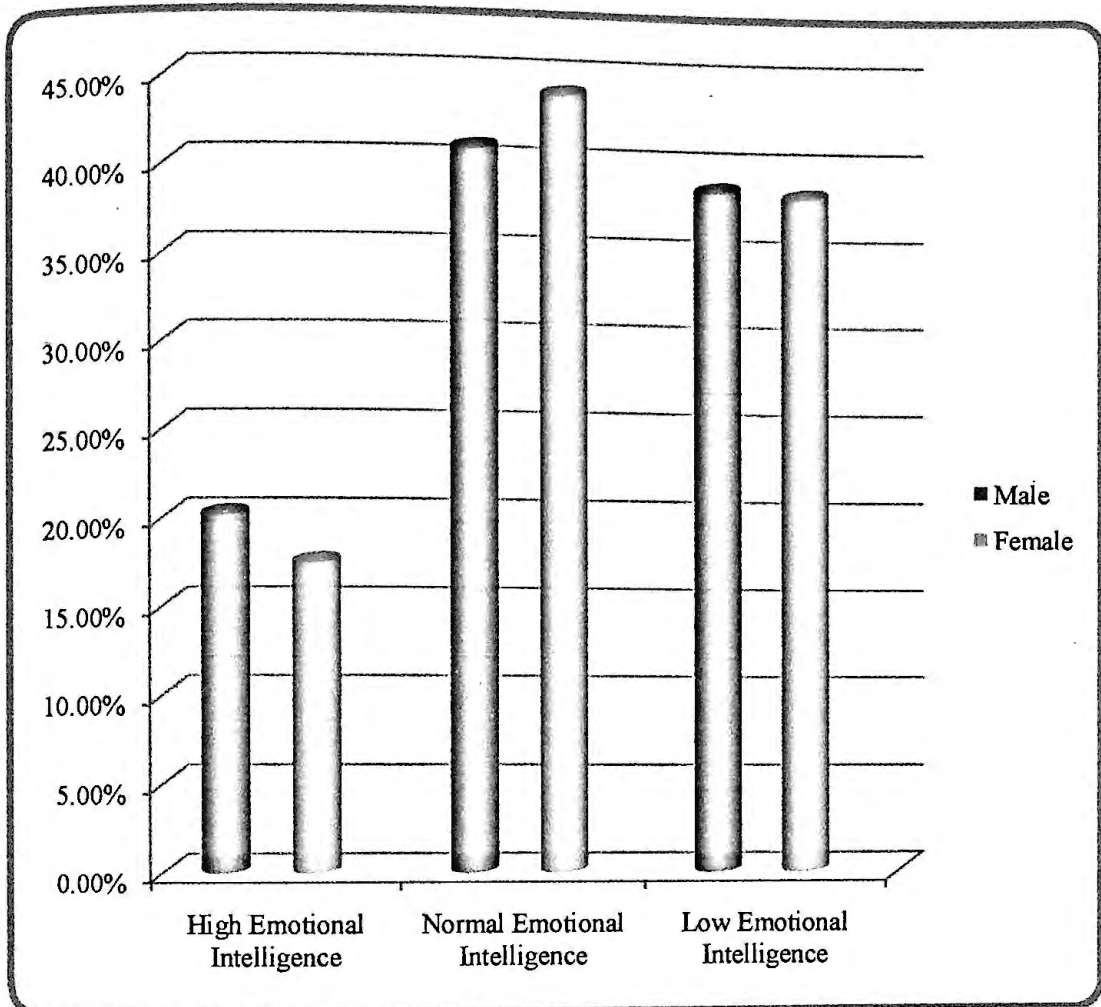


Figure 15

A chi-square test for independence with $\alpha=.05$ was used to access whether the male and female adolescents was related to emotional intelligence. The result of chi-square shows that $\chi^2 (2, N=321) = .489$, $P < .001$, with cramer's V coefficient = .039 indicating a relationship. As seen in the figure 15 that male and female adolescent possesses almost same emotional intelligence.

Table 16: Comparison of Emotional Intelligence of young adolescents in relation to plain and low land.

Variable	Landscape	t	df	Mean	Std. Deviation	Sig. (2-tailed)
Emotional Intelligence	Plain Land	-11.57	319	1.791	.68221	.001
	Low Land			2.5933	.54461	

An independence sample t-test was conducted to compare mean of Emotional intelligence (EI) plain and low land young adolescent. There was a significant difference in the score of plain land adolescent ($M=1.791$, $SD=.68$) and low land adolescent ($M=2.59$, $SD=.54$) with $t(319)=-11.57$, $P=.001$

These results suggest that the Emotional intelligence of the plain land young adolescent is higher than the low land adolescent.

Table 16.1: Cross tabulation of Emotional Intelligence of young adolescents in relation to plain and low land.

		Emotional Intelligence (EI)			Total
		High Emotional Intelligence	Normal Emotional Intelligence	Low Emotional Intelligence	
Landscape	Plain	57	77	24	158
	Land	36.1%	48.7%	15.2%	100.0%
	Low	4	59	100	163
	Land	2.5%	36.2%	61.3%	100.0%
Total		61	136	124	300
		19.0%	42.4%	38.6%	100.0%

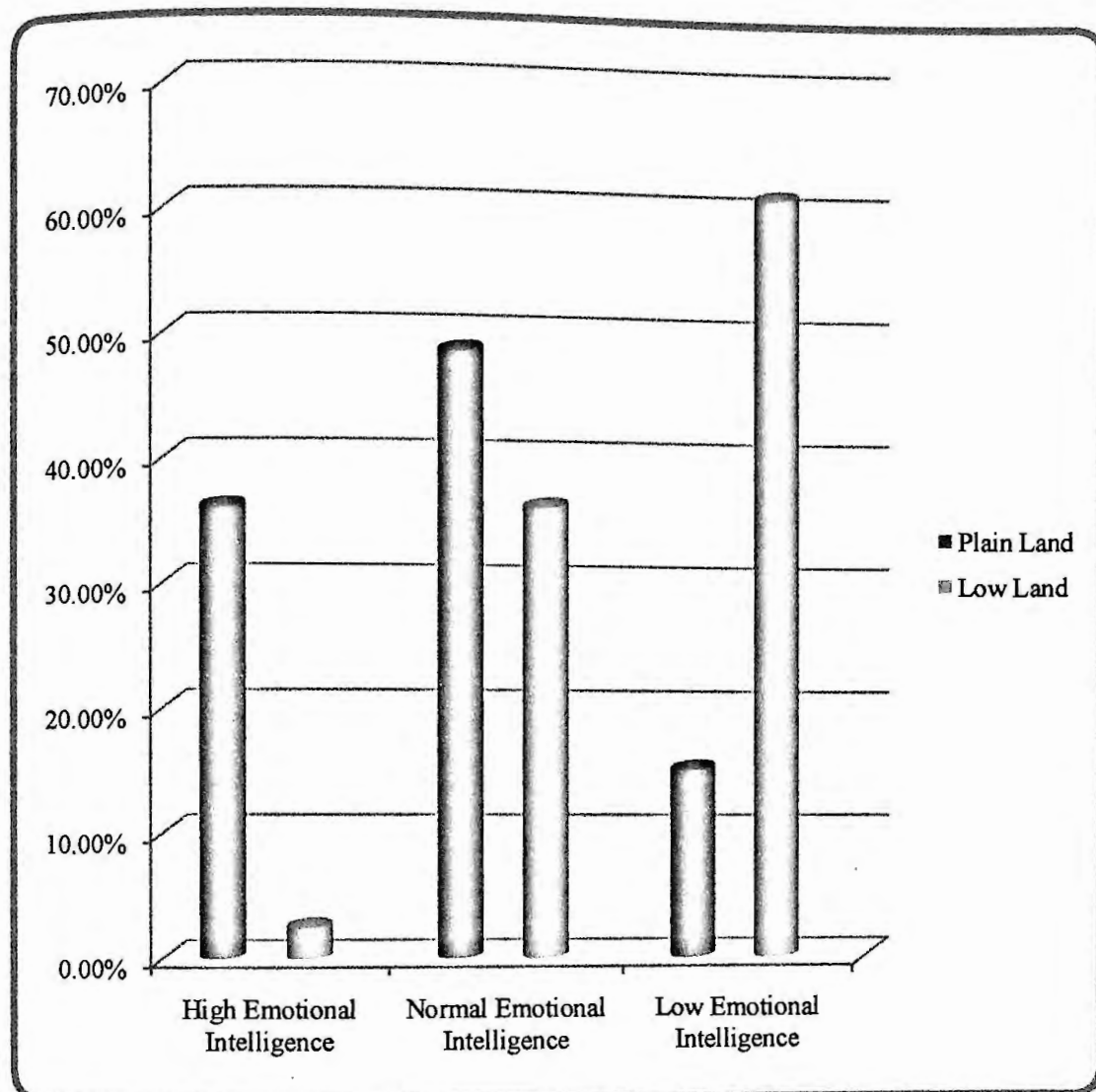


Figure 16

A chi-square test for independence with $\alpha=.05$ was used to access whether the plain and low land young adolescents was related to emotional intelligence. The result of chi-square shows that $\chi^2 (2, N=321) = 94.957$, $P < .001$, with cramer's V coefficient = .544 indicating strong relationship. As seen in the figure 16 that plain land adolescent possesses higher emotional intelligence than low land.

CHAPTER: V

Discussion

Emotions are very complex and intense. Emotion can be divided in two parts positive or negative and it is related to physiological activity. Behavior of humankind is related to all about emotions. Emotion has a great impact on inhuman life. Without emotions we can't find any meaning to life. As emotion is the most important factor of life, so it is very essential to express the emotions in right way, right degree and right time. The skill to understand one's own emotion as well as others, control them in a proper way and to deal proper way with them is called emotional intelligence.

The term emotional intelligence itself was used in the 1960s in an incidental fashion in literary criticism (Van Ghent, 1961) and Psychiatry (Leuner, 1966). Salovey and Mayer (1990) at first used the term "Emotional Intelligence"

From the literature review it appears that there are several factors that enhance the emotional intelligence skill. The factors like experimental intelligence, interpersonal competence, psychological maturity, social skill, parenting style, parent child relationship, socioeconomic status, culture, area of living and many others environmental factors have prove to be significant predictors of emotional intelligence.

This is just impossible to take under consideration the entire variables in a study. So the present study deals with a few of them- Area of living, School environment, Family environment, Socioeconomic status Sex, and Land type which are important to consider. Present study is aimed to know the influence of this variable on emotional intelligence.

Present study is focused on mainly early adolescent. Early adolescence is the period of life filled with excitement, new feelings, many unanswered questions,

transitional changes and difficult choices. Young people need to be helped with life skill essential for wisely navigating this life situation with intelligently. They need to know the facts about themselves their dreams, dignity, own relationship and most important one is emotion.

According to Goleman (1995), today's adolescent population is more emotionally tormented than ever before: more lonely and unhappy, more furious and rebellious, more nervous and worried, more impulsive and aggressive. These findings point to the importance of addressing adolescent and child mental health. According to Aristotle, anyone can easily become enraged. But it's not easy to be angry at the right person, to the right degree, at the right moment, for the right reason, and in the right way. This is applicable to people of all ages, particularly adolescents, who are more vulnerable than adults.

In the present study the dependant variable was Emotional intelligence. And the independent variables are taken under consideration - Area of living, Family environment, School environment, Socioeconomic Status, Sex, Land Type.

In the present study the first independent variable was Area of living divided into two cluster-urban and rural areas. Different people live in the different area all over the world. They lead different life style and possess different values and norms. And these significantly impacts on their thought process and personality. Not only Bangladesh but all over the world people divided into two distinct clusters as rural and urban. It depends on the several things such as density of population, manmade structure, available privileges and many more opportunities.

In the present study the second independent variable was the school environment. In the present study school environment is divided into two categories – Private school and Government school. It was observed that the environment of the private and govt. school environment far difference. The

education quality and the discipline of the private school are much better than the govt. school.

Every student spends a large proportion of the time in their school. This has a great impact on the students. The main purpose of the school is to educate them but mean time their personality developed. Their norm and beliefs is constructed during this time. It has a significant impact on their psychological well-being. The intellectual and social challenges that kids face in the classroom might have an impact on their mental health. Furthermore, schools are venues where mental health issues can be detected and treated. This is significant in a population where 15% of people said they had seriously considered suicide in the preceding year (CDCP, 2008). For optimal learning, a safe setting is required. As part of a bigger plan to increase academic achievement, schools must have measures in place to minimize levels of violence. Dukes et al., 2001; Bowen et al., 1999 Unsafe settings can also have a direct impact on pupils' health. Students who attend unsafe schools are more likely to get into fights, be wounded, and suffer from emotional stress (Flannery et al;2004).

In the present study the third independent variable was family environment. Family is basically a unit in which parents and children live together. Parents directly or indirectly influence children's reaction to or way of coping with emotionally evocative situations. In this study the family environment is divided into two categories – favorable family environment and unfavorable family environment. Some criteria were taken under consideration for favorable family environment such as good parenting style, warm relationship of parents; motivation, suitable developmental demands, parental acceptance to child was desirable etc. On the hand unfavorable family environment such as faulty parenting style, conflicting or quarreling parents, rejection of the child, broken family, lack of motivation etc. Family environment is directly influence the mental health of the child. It is also significantly affect on the emotional intelligence. According to Gardner (1993) by providing support and inspiring

surroundings by parents to adolescents produce a chance to develop their talents in a variety of academic and creative fields and enhance to developing their multiple intelligence. Thus by fostering child's emotional intelligence, parents can make the child's life more favorable and healthy.

In the present study the fourth independent variable was socioeconomic status. In this study socioeconomic status is divided into two categories- Middle class and Lower class. In this study some criteria were taken under consideration for socioeconomic status. For middle class such as- enough family income to meet daily needs of the family members, parents education, wealth etc. The family in which parents are illiterate, poor family income to meet daily needs of the family members considered as low socioeconomic status. It is most influential factor in the development of the emotional intelligence. For physical and mental health well being it is a fundamental determinant of human functioning. It is very easy to assume that the well off family can provide much opportunity than a poor family. The adolescent of the poor family suffers for their daily needs where the well off adolescent is not. So the mental state of these two adolescent possibly will not the same. In our society middle class families does provide better opportunities to develop good mental health where the lower class couldn't provide so. Health has been connected to socioeconomic status. Individuals at the top of the social hierarchy usually have superior physical and mental health than those at the bottom (Adler, et al, 1994). Almost every disease and condition has socioeconomic status disparities in death and morbidity rates (Antonovsky, 1967; Illsley and Baker, 1991).

In the present study the fifth independent variable was sex. The ability of adolescent boys and girls to recognize and deal with their emotions and interpersonal connections differs significantly. This is not an unusual occurrence in our society. Because they are cognitively and emotionally different, boys and girls react differently to their own development and life demands. Females are genetically constructed to be more emotionally sensitive, according to many studies, indicating that they are prepared to care for others.

Girls are expected to be warm and expressive in their culture. Boys, on the other hand, appear to be mostly responsive to the gender disparity in emotional sensitivity by becoming remote and controlled. In the present study the sixth independent variable was land type. The variable was categorized in two cluster plain land and low land. Plain land is indicating the Rajshahi district and low land indicating the Satkhira district. Satkhira district is known as vulnerable disastrous prone area. Low lying population's financial life has been affected by climate change. They are Due to a lack of job opportunities and to maintain the household expenses some of the families migrating to different cities. It affects the mental health of the people living this area. The impact of disaster is felt by different parts of the world and by different people. The Poor country like Bangladesh is no exception from that. The women and children tend to be the worst affected mentally. Bangladesh is considered to be highly vulnerable in the context of climate change. It is frequently at the mercy of the forces of nature, especially water from the sky, land, and sea (R.Kabir *et al.*, 2014). It was observed that the life style and personality of the coastal area people are totally different from the plain land. The people of plain land are unknown about the mental condition of the disastrous area people. The surviving and resilience power is of coastal people is greater than the plain land. The people of low lying area live always in a vulnerable condition. When the people of plain land area think about the luxuries of life the people of low lying area think about their one square meal.

The first objective of the research was to study and compare emotional intelligence of urban and rural adolescents of plain land. For the comparison of the result an independence sample t-test was conducted to compare mean of emotional intelligence of urban and rural adolescent of plain land. There was significant difference in the score of urban and rural adolescent seen in the table 01. For the difference analysis chi-square test for independence with

$\alpha=.05$ was used to access whether the urban and rural adolescents was related to emotional intelligence. The result of chi-square shows statistically significant. It is seen in the table 1.2 that urban adolescent possess 58.8% high 25.8% normal and 10% low emotional intelligence where rural possess 0% high 85.2% normal and 6% low emotional intelligence. There are many research studies found the same result as that one. Mimrot (2011) studied the role of area of residence on the development of emotional intelligence and self concept of adolescents. Authors found significant differences between mean score of adolescents in urban and rural area on emotional Intelligence. It concluded that, adolescents in urban area develop significantly better emotional Intelligence than that of rural Adolescents. Pawar (2011) studied the effect of locality and gender on emotional adjustment level of adolescents. Study found that, emotional adjustment had significantly better among adolescents living in urban area than adolescents living in rural area.

These results suggest that the emotional intelligence of the Urban and Rural adolescents is significantly different of plain land. Adolescent from urban area are more emotionally intelligent than rural.

The second objective of the research was to study and compare emotional intelligence of young adolescents in relation to school environment of plain land. For the comparison of the result an independence sample t-test was conducted to compare mean of emotional intelligence of Private and Govt. school adolescent of plain land. There was a significant difference in the score of Private school adolescent and Govt. school adolescent seen in the table 02. The results suggest that the emotional intelligence of the Private and Govt. school adolescent are significantly different of plain land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the Private and Govt. school adolescents was related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 2.1 that Private school adolescent possesses 52.9% of high, 34.6% normal and 12.5% low emotional intelligence where Govt. possess 3.7% high, 75.9% normal and 20.2% low

emotional intelligence. Rao & Raju (2012) conducted a study to find out emotional and behavioral problems among early adolescents studying in high schools. Results revealed that, private school was having emotional and behavioral problems, but emotional problems were evident in Government school adolescents.

The third objective of the research was to study and compare of family environment and its effect on emotional intelligence of young adolescents of plain land. For the comparison of the result an independence sample t-test was conducted to compare mean of emotional intelligence of favorable family environment (FFE) and unfavorable family environment (UFE) adolescent of plain land. There was a significant difference in the score of FFE and UFE adolescent seen in the table 03. The results suggest that the emotional intelligence of the FFE adolescents is significantly different from UFE adolescent of plain land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the FFE and UFE adolescents were related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 3.1 that FFE adolescent possess 58.9% high, 32.6% normal and 8.4% low emotional intelligence where UFE possess 1.6% high, 73% normal and 25% low emotional intelligence. There are many researches found the same result.

Mayer *et al.*, (1999) found that higher emotional intelligence correlated significantly with higher parental warmth and attachment style, while others found that those scoring high in emotional intelligence also reported increased positive interpersonal relationships among children, adolescents, and adults. In their study, Dr. Anju sharma et colleagues (2013) found that teenagers who score lower on variables such as control, punishment, conformity, social isolation, deprivation of privileges, and rejection are more emotionally intelligent than their peers. This can be ascribed to the presence of a dysfunctional home environment in which the child is denied of his right to

love and expression of feelings, or there is an authoritarian atmosphere, limits, physical as well as affective punishment. A child's expression is affected by a home environment that includes rejection, neglect, and an apathetic parent-child interaction, resulting in poor emotional intelligence development.

The fourth objective of the research was to study and compare emotional intelligence of young adolescents in relation to socioeconomic status of plain land. For the comparison of the result an independence sample t-test was conducted to compare mean of emotional intelligence of middle class and low class adolescent of plain land. There was a significant difference in the score of middle class and low class adolescent seen in the table 04. The results suggest that the emotional intelligence of the middle and low class adolescents are significantly different of plain land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the middle and low class adolescents was related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 4.1 that middle class adolescent possesses 42.2% high, 41.5% normal and 16.3% low emotional intelligence where low class possess 0% high, 91.3% normal and 8.7% low emotional intelligence.

Bagdy *et al.* (2005) conducted study to determine the effects of socio-economic diversity within the classroom on the social-emotional development of preschool children of low income backgrounds. Authors found there were significant differences in social-emotional development.

Namdar *et al.* (2008) assessed emotional Intelligence and its relationship with some demographic factor including socio-economic status. Study reported that, there was significant difference between emotional Intelligence scores of students, who were satisfied with their family socio-economic status and those who were not satisfied with it. In other words there was a remarkable relationship between emotional Intelligence scores and the student's satisfaction of their family socio-economic status.

The fifth objective of the research was to study and compare emotional Intelligence of young adolescents in relation to gender of plain land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of male and female adolescent of plain land. There was a difference in the score of male and female adolescent seen in the table 05. The results suggest that the emotional intelligence of the male and female adolescents is almost same of plain land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the male and female adolescents was related to emotional intelligence. The result of chi-square shows low relationship. As seen in the table 5.1 that male adolescent possess 40% high, 44% normal and 15% low emotional intelligence where female adolescent possess 31% high, 53% normal and 15% low emotional intelligence. The result shows almost same as male and female adolescent. Researcher Bar-on (1997) does not found any significant differences in overall emotional social intelligence between males and females. And Reif (2001) also found no difference between emotional intelligence scores of male and female professional and non-professional students.

The sixth objective of the research was to study and compare emotional intelligence of urban and rural adolescents of low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of urban and rural adolescent of low land. There was a significant difference in the score of Urban and Rural adolescent seen in the table 06. The results suggest that the emotional intelligence of the urban and rural adolescents is significantly different of low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the urban and rural adolescents was related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 6.1 that urban adolescent possess 7.4% high, 81.5% normal and 4.4% low emotional intelligence where rural possess 0% high, 13.8% normal and 86.2% low emotional intelligence. Duhan and

Chhikara (2007) did a study to investigate the human ecological elements that influence emotional intelligence abilities. The study found a link between the developmental facilities available in the community, as well as the subjects' emotional intelligence skills. The findings also revealed that high emotional intelligence respondents lived in areas with more developmental facilities (such as a hospital, bank, park, or market), but low emotional intelligence respondents lived in areas with fewer development facilities for emotional intelligence. Here the developmental facilities (i.e. hospital, bank, park, market etc.) are available in the urban area. Nara Archana (2014) conducted a study to examine the emotional intelligence of school students of Haryana with respect to locale. Author found a significant difference in emotional intelligence of rural and urban school students and she again argued that urban residential background provides better opportunity for emotional development than rural background.

The seventh objective of the research was to study and compare emotional intelligence of young adolescents in relation to school environment of low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of private and govt. school adolescent of low land. There was a significant difference in the score of private school adolescent and govt. school adolescent seen in the table 7.

The result suggests that the emotional intelligence of the Private and Govt. school adolescent are significantly different of low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the private and govt. school adolescents was related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 7.1 that Private school adolescent possess 7.7% high, 7.8% normal and 13.5% low emotional intelligence where Govt. school adolescent possess 0% high, 16.2% normal and 83.8% low emotional intelligence.

The eighth objective of the research was to study and compare of family environment and its effect on emotional intelligence of young adolescents of low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of favorable family environment (FFE) unfavorable family environment (UFE) adolescent of low land. There was a significant difference in the score of FFE adolescent and UFE adolescent seen in the table 8. The results suggest that the emotional intelligence of the FFE adolescents is significantly different from UFE of low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the FFE and UFE adolescents were related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 8.1 that FFE adolescent possess 4.5% high, 57.3% normal and 38.2% low emotional intelligence where UFE possess 0% high, 10.8% normal and 89.2% low emotional intelligence. Same result found by Kiran & Singh (1982) expressed that performance of children usually depends on their parents parenting styles. They again claimed that favorable parent-child relations enhance better social adjustment, development of emotional adjustment as well as self esteem among children. According to Green & Goidbery (1989), the child's primary role models are his parents, and their behavior can have a positive or negative impact on the child's development. The youngster develops his or her ability to perceive, think, feel, and act. The level of investment in parenting by men and women has a greater impact on their socialization methods and views of their children than the level of investment in work.

The ninth objective of the research was to study and compare emotional intelligence of young adolescents in relation to socioeconomic status of low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of middle class and low class adolescent of plain land. There was a significant difference in the score of middle class adolescent and Low Class adolescent seen in the table 09. The

results suggest that the emotional intelligence of the middle and low class adolescents are significantly different of low land. For the difference analysis chi square test for independence with $\alpha=.05$ was used to access whether the middle and low class adolescents was related to emotional intelligence. The result of chi square shows statistically significant and indicating strong relationship. As seen in the table 9.1 that middle class adolescent possess 5.3% high, 67.1% normal and 27.6% low emotional intelligence where low class possesses 2.5% high, 36.2% normal and 61.3% low emotional intelligence.

Naik (2014) conducted a study to examine the influence of socioeconomic status on emotional intelligence of college students. Author exposed that socioeconomic status of college students affect significantly on emotional intelligence. He also coined that upper socioeconomic status students are having high emotional intelligence than lower socioeconomic status and middle socioeconomic status students.

The tenth objective of the research was to study and compare emotional Intelligence of young adolescents in relation to male and female of low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of male and female adolescent of low land. There was a difference in the score of male and female adolescent seen in the table 10. The results suggest that the emotional intelligence of the male and female adolescents is same of low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the male and female adolescents was related to emotional intelligence. The result of chi-square shows weak relationship. As seen in the table 10.1 that male and female adolescent possesses almost same emotional intelligence. Bar-On (2000) analyzed emotional intelligence and revealed that male and females do not differ on the emotional intelligence. In their investigation of the association between emotional intelligence and sex differences, Charbonneau and Nicol

(2002) discovered that girls scored somewhat higher on emotional intelligence than boys, but not significantly higher.

The eleventh objective of the research was to study and compare emotional intelligence of urban and rural adolescents of plain and low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of urban and rural adolescent of plain and low land. There was a significant difference in the score of urban and rural adolescent seen in the table 11. The results suggest that the emotional intelligence of the urban and rural adolescents is significantly different of plain and low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the urban and rural adolescents plain and low land were related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 11.1 that urban adolescent possess 40.4% high, 45.7% normal and 13.9% low emotional intelligence where rural possess 0% high, 39.4% normal and 60.6% low emotional intelligence.

Najib *et al.* (2012) conducted a study to determine the emotional intelligence level of Malaysian university students from different demographic aspects. Authors justify that, various means of advance facilities such as computer, recreational activities, internet, learning facilities, information technology etc are used in city. However, such facilities are not used in other places due to its absence. Therefore, students from the city area may have better interpersonal relations through various activities.

The twelfth objective of the research was to study and compare emotional intelligence of young adolescents in relation to school environment of plain and low land.

For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of private and govt. school adolescent of plain land. There was a significant difference in the score of private school

and govt. school adolescent seen in the table 12. The results suggest that the emotional intelligence of the private and govt. school adolescent are significantly different of plain and low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the private and govt. school adolescents of plain and low land was related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 12.1 that private school adolescent possess 37.8% high, 49.4% normal and 12.8% low emotional intelligence where govt. adolescent possess 1.2% high, 35.8% normal and 63% low emotional intelligence. There are a few researches on this private and govt. school environment. Rao and Raju (2012) conducted research to identify emotional and behavioral issues among early adolescents in high schools. The findings found that while private school students had emotional and behavioral issues, government school students had emotional issues as well.

The thirteenth objective of the research was to study and compare of family environment and its effect on emotional intelligence of young adolescents of plain and low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of favorable family environment (FFE) and unfavorable family environment (UFE) of plain and low land. There was a significant difference in the score of FFE and UFE adolescent seen in the table 13. The results suggest that the emotional intelligence of the FFE and UFE adolescents are significantly different of plain and low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the FFE and UFE adolescents of plain and low land were related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 13.1 that FFE adolescent possess 32.6% high, 44.6% normal and 22.8% low emotional intelligence where UFE possess .7% high, 39.9% normal and 59.9% low emotional intelligence. Chaudhari and Uppal (1996) did a study on "achievement motivation in connection to emotional maturity of teenagers remaining at home and in orphanages." Adolescents who grew up with th

parents had higher emotional maturity than those who grew up in orphanages, according to the findings. Gerl (2005) revealed that emotional development of children and adolescents is influenced by parental behavior, their thinking style, attitudes etc. Authors demonstrated that emotional intelligence is significantly related to self reported parental warmth. Perceived environmental quality of home is correlated to emotional intelligence.

The fourteenth objective of the research was to study and compare emotional intelligence of young adolescents in relation to socioeconomic status of plain and low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of middle class and low class adolescent of plain and low land. There was a significant difference in the score of middle class and low class adolescent seen in the table 15. The results suggest that the emotional intelligence of the middle and low class adolescents are significantly different of plain and low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the middle and low class adolescents was related to emotional intelligence. The result of chi-square shows statistically significant and indicating strong relationship. As seen in the table 15.1 that middle class adolescent possess 28.9% high, 50.7% normal and 20.4% low emotional intelligence where low class possess 0% high, 26.4% normal and 73.6% low emotional intelligence. Sharma (2003) found positive relationship between emotional intelligence and Socio economic status among B.Ed. students.

Singh (2004) also found that students of high SES excel those of low SES in emotional maturity.

The fifteenth objective of the research was to study and compare emotional Intelligence of young adolescents in relation to male and female of plain and low land. For the comparison of the result independence sample t-test was conducted to compare mean of emotional intelligence of male and female

adolescent of plain and low land. There was a difference in the score of male and female adolescent seen in the table 15.

The results suggest that the emotional intelligence of the male and female adolescents is almost same of plain and low land. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the male and female adolescents was related to emotional intelligence. The result of chi square shows low relationship. As seen in the table 15.1 that male possesses 20.2% high, 41% normal and 38.8% low where female adolescent almost same 17.5% high, 44.1% normal and 38.5% low emotional intelligence. Gender differences in emotional intelligence among Chandigarh teenagers were investigated by Katyal and Awasti (2005). The majority of boys, girls, and the entire group had a high level of emotional intelligence, according to the data. Girls were found to have stronger emotional intelligence than boys, but because the results were small, the researchers decided that the above conclusion may not be conclusive, but rather suggestive of a trend.

Adeyemo (2008) looked into the demographics and emotional intelligence of employees in a few different firms in Oyo State, Nigeria. Female employees with high emotional intelligence were recruited. There was no significant association between emotional intelligence and age, marital status, or educational credentials. There is no substantial difference in the current study, however this could change depending on the context.

Katyal and Awasti (2005), Shanwal (2005), Adeyemo (2008), and Kumar and Muniandy (2008) all disagree with the findings (2012). They've all discovered that female emotional intelligence is superior than male emotional intelligence. The difference, however, is statistically negligible ($t = 1.683$; $p > 0.05$), which contradicts Harrod and Scheer's (2005) conclusion of significant results.

The sixteenth objective of the research was to study and compare emotional Intelligence of young adolescents in relation to plain and low land. For the comparison of the result independence sample t-test was conducted to compare mean of Emotional intelligence plain and low land young adolescent. There

was a significant difference in the score of plain land and low land adolescent seen in the table 16. The results suggest that the emotional intelligence of the young adolescent of plain land is higher than the low land adolescent. For the difference analysis chi-square test for independence with $\alpha=.05$ was used to access whether the plain and low land young adolescents was related to emotional intelligence.

The result of chi-square shows significant and indicating strong relationship. As seen in the table 16.1 that plain land adolescent possess 36.1% high, 48.7% normal and 15.2% low emotional intelligence where low land adolescent possess 2.5% high , 36.2% normal and 61.3% low emotional intelligence.

Conclusion:

The present study was to study and compare the emotional intelligence of the young adolescent in relation to some environmental factors in Bangladesh. There were five environmental factors taken under consideration- Area of

living, School environment, Family environment, Socio economic status and landscape.

After observation and analyzing the data the findings of the study reveals that the adolescent from urban area, private school, favorable family, middle class are possess much better emotional intelligence. The difference of the emotional intelligence between male and female found almost same.

Finally the young adolescent of the plain land possess better emotional intelligence than the adolescent of low land. While examining these developmental traits of young adolescents, two cautions should be considered. As previously stated, there are many developmental changes that occur throughout this period. To begin with, developmental features are overlapping and interconnected; each has an impact on the others. These classifications differ and are somewhat arbitrary (Scales, 2010). Second, developmental traits might be oversimplified or portrayed in broad strokes (Kellough & Kellough, 2008). If growth is impeded at this period, it will have a negative impact on teenagers' emotional intelligence.

Also from my research revealed the facts of the result. Asashuni is a large Upazilla in Satkhira district and has 11 unions. Among them Asashuni Sadar Union, Kulla Union, Kadakati Union, Durgapur Union, Baradal Union, Khagra Union, Anulia Union, Prabhat nogor Union, Sriula Union, Budhata Union, Swabnali Union.

Of these unions, only Asashuni and Budhata have some city-like facilities but the mobile network is very weak here. There is still a lot of development left in the remaining unions like Kadakati, Durgapur, Baradal, Hazra, Anulia, Sriula, is one of them.

The main livelihood of all the unions in Asashuni Upazilla is the shrimp farm. About 80% of the people are involved in this profession and the remaining 20% are involved in various occupations such as agriculture and others job.

Here I have learned some information about the fishing business by talking to the locals.

The shrimp farms are built around the river (saline water). Here two rivers have flowed through the whole Upazilla. 1. Marichchapa 2. Kholpetua. The shrimp farms are owned by someone on their own land or lease, but most of the shrimp farms are leased and all the family members of the farmer including child work there. After one month after the shrimp sell to the market. But at the end of the year all the fishes are picked up and sold after finishing the water of the whole fish enclosure.

It is a matter of luck to trade this shrimp. Because there are a lot facts of that can endanger a businessman for the rest of his life. These rivers are tidal because they are connected to the sea. Even after that, the water level rises for some time and the water enters the shrimp farm by climbing the bank. Somewhere the dam broke which resulted in infinite misery in the lives of these traders.

In fact, their finances are in shambles. As a result, they have to sacrifice a lot to overcome the bad situation. As I said before, most shrimp farms are mostly leased. Borrowing money at high interest rates makes it very risky for them to repay the loan because it is their main occupation.

Financial crisis is the first to hit the family. Then it becomes difficult to get three meals a day. The children stop going to school, which has a significant impact on the child's mental health. The only earning member of the family is totally mentally broken.

The investigation revealed that the main embankment was broken two years ago and water is still flowing into the residential area and the main embankment has been repaired. The houses are still submerged. The students have not been able to go to school for the last two years due to corona and water logging.

They have to go out from house through the water with great difficulty. They built small rafts to get out of the house. The girls also cross the water by carrying these. The school going students passing their time by catching fish crabs. Some are collecting bricks from the broken embankment and selling them to local market.

I witness the ultimate reality going there. When a child is supposed to be in the school, he is struggling with his father to protect his home. Someone is fishing in dirty water to satisfy their hunger.

During the inspection, I came to know that, two days ago, the dam broke again and as a result, 25 to 35 houses went under water. New houses have been flooded again. The electricity pole has gone under water. A mosque is waiting to be submerged at any moment.

All in all, there was panic situation existing among the people and everyone remembered Allah to protect them. They cursed the local representatives. One said there was no one to see them. One said that the people's representatives here offer prayers and pray that the dam should breaks at night. Then they will get government grants and money will go into their pockets. Tidal water increases at the beginning of the full moon. So many people are seen filling sacks with sand so that water can be trapped around the house. I don't know how much it will be possible!

The healthcare service is absolutely fragile there. A dying patient has to travel about 30 kilometers for emergency services by crossing inaccessible roads.

There are some community clinics but closed. Most of the primary schools are waterlogged. Boys and girls go to school by boat which is very risky. The sewerage system of Pratapnagar is absolutely risky. Most of the time, the child is infected with waterborne diseases. The adults are no exception. The condition of Pratapnagar is indescribable. The people here are living a very inhuman life. Not only their physical health is at risk but their mental health is at risk also.

And in such a situation, it is questionable to what extent the proper mental development of a child will be achieved. Compared to naturally benefited children, the child of coastal area will fall behind in the battle of life. For those who have never experienced a natural disaster, it is difficult to say what the survival for living is. The adolescent of Rajshahi region, Bangladesh have never faced such a natural calamity and their opportunities in life are more than the adolescent of Satkhira, Bangladesh. As a result, their mental health is better than that of adolescent in the flood-hit areas of Satkhira. And in my study I have noticed that adolescent in Rajshahi region are ahead in terms of emotional intelligence compared to adolescent of Satkhira, Bangladesh.

Recommendations:

- **Awareness session related to parenting skill should be implemented to the community level.**
- **Family environment should be friendly for the child.**
- **School environment should be child friendly and every school should have child psychologist or mentors for the child.**
- **Advanced facilities should be introduced in the rural area.**
- **The coastal area must be secure from the manmade disaster.**
- **Sustainable dam should be built in the coastal area.**
- **There is a rising tide of understanding among educators and psychologists that children's emotional learning should be given serious consideration and promoted in schools.**

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Appendices

Bangla Version of Emotional Intelligence Scale (EIS)

নিম্নে মানুষের আবেগীয় বুদ্ধি সম্পর্কিত কিছু বিবৃতি দেওয়া আছে। প্রতিটি বিবৃতির পাশে পাঁচটি বিকল্প উত্তর রয়েছে। প্রদত্ত উত্তরসমূহের মধ্য থেকে যেটি তোমার জন্য সবচেয়ে বেশি প্রযোজ্য তার ঘরে টিক (✓) চিহ্ন দাও। এখানে ভুল বা গুরুত্বপূর্ণ উত্তর বলে কিছু নেই। তাই অনুগ্রহ করে অকপটে উত্তর দাও।

Serial	বিবৃতি	উত্তর				
		সম্পূর্ণ সমর্থন করি	সমর্থন করি	অনিশ্চিত	সমর্থন করি না	একেবারেই সমর্থন করি না
	Factor-1: Self-Confidence & Analytic (আত্মবিশ্বাস এবং বিশ্লেষণাত্মক)					
০১	আমি বুঝি কোন কাজটিকে অগ্রাধিকার দিতে হবে।	৫	৪	৩	২	১
০২	নিজের প্রতি আমার বিশ্বাস আছে।	৫	৪	৩	২	১
০৩	আবেগ এবং যুক্তির ভারসাম্য রক্ষা করে আমি বুদ্ধিদীপ্ত সিদ্ধান্ত নিতে সক্ষম।	৫	৪	৩	২	১
০৪	আমি পরিস্থিতিতে মূল্যায়ন করতে এবং সে অনুযায়ী আচরণ করতে সক্ষম।	৫	৪	৩	২	১
	Factor-2: Self-Awareness & Development (আত্মসচেতনতা এবং বিকাশ)					
০৫	আমি যে কোন পরিস্থিতির ভাল দিক দেখতে পারি।	৫	৪	৩	২	১
০৬	আমি আমার বিশ্বাসের প্রতি সবসময় অটল থাকতে পারি।	৫	৪	৩	২	১
০৭	আমার কাছে যা কাম্য তার চেয়ে আমি অধিক সফলতা অর্জন করি।	৫	৪	৩	২	১

উত্তর						
Serial	বিবৃতি	সম্পূর্ণ সমর্থন করি	সমর্থন করি	অনিশ্চিত করি না	একেবারেই সমর্থন করি না	
০৮	আমি আমার দুর্বলতা সম্পর্কে সচেতন।	৫	৪	৩	২	১
০৯	আমি আমার আবেগগুলো সনাক্ত এবং পৃথক করতে সক্ষম।	৫	৪	৩	২	১
	Factor-3: Empathy (সহমর্মিতা)					
১০	সহপাঠী দের সাথে আমি সুসম্পর্ক বা বন্ধুত্বপূর্ণ সম্পর্ক গড়ে তুলেছি।	৫	৪	৩	২	১
১১	আমি অন্যদের উদ্দিগ্নতা এবং মতামতের প্রতি গুরুত্ব দেই।	৫	৪	৩	২	১
১২	কিছু বলার ইচ্ছা ব্যক্ত করার পূর্বে আমি অন্যদের কথা মনোযোগ দিয়ে শনি।	৫	৪	৩	২	১
১৩	অন্যের দৃষ্টিভঙ্গি আমি বোঝার চেষ্টা করি।	৫	৪	৩	২	১
	Factor-4: Emotional Stability (আবেগীয় স্থিরতা)					
১৪	আমি মনে করি অনুভূতিসমূহ নিয়ন্ত্রণে থাকা উচিত।	৫	৪	৩	২	১
১৫	আমি বিশ্বাস করি যে, সুখ হল একটা মনোভাব।	৫	৪	৩	২	১
১৬	আমার কাজের সাথে আমি অশ্রমোজর্নিয় আবেগগুলো সংযুক্ত করি না।	৫	৪	৩	২	১
১৭	ভাল এবং খারাপ উভয় পরিস্থিতিতেই আমাকে নিজের অবস্থানে থাকতে হয়।	৫	৪	৩	২	১
১৮	আমার কাজ ভালভাবে সম্পন্ন করার জন্য আমি অন্যের উৎসাহের উপর নির্ভর করি না।	৫	৪	৩	২	১
১৯	অন্যেরা আমাকে বন্ধুত্বপূর্ণ এবং খোলা মনের মানুষ হিসেবে মনে করে।	৫	৪	৩	২	১
	Factor-5: Enthusiasm & Firmness (অনুপ্রেরণা এবং দৃঢ়তা)					
২০	চাপমূলক পরিস্থিতিতে আমি নিজের অবস্থানে অটল থাকতে পারি।	৫	৪	৩	২	১

Serial	বিবৃতি	উত্তর				
		সম্পূর্ণ সমর্থন করি	সমর্থন করি	অনিশ্চিত	সমর্থন করি না	একেবারেই সমর্থন করি না
২১	আমি বহুবিধ বিষয় মোকাবেলা করতে সক্ষম।	৫	৪	৩	২	১
২২	লোকে বলে, আমি তাদের জন্য অনুপ্রেরণা।	৫	৪	৩	২	১
২৩	প্রতিবন্ধকতা থাকা সত্ত্বেও আমি আমার কাজে মনোযোগ দিতে পারি।	৫	৪	৩	২	১
২৪	প্রতিকূল পরিস্থিতিতেও আমি যা বিশ্বাস করি তা চালিয়ে যেতে পারি।	৫	৪	৩	২	১
	Factor-6: Integrity & Commitment (সততা এবং দায়বদ্ধতা)					
২৫	আমি সততা এবং ন্যায্যপরায়ণতার আদর্শ মেনে চলতে সক্ষম।	৫	৪	৩	২	১
২৬	আমি অন্যদের অনৈতিক কর্মকাণ্ডের বিরোধিতা করতে সক্ষম।	৫	৪	৩	২	১
২৭	আমি আমার প্রতিশ্রুতি এবং অঙ্গীকার রক্ষা করতে সক্ষম।	৫	৪	৩	২	১
২৮	আমি আমার কাজে সুসংগঠিত এবং যত্নশীল।	৫	৪	৩	২	১
২৯	আমি অন্যদেরকে দায়িত্ব নিতে উৎসাহিত করতে সক্ষম।	৫	৪	৩	২	১
৩০	আমি আশেপাশের দ্বন্দ্বমূলক পরিস্থিতি মোকাবেলা করতে সক্ষম।	৫	৪	৩	২	১
	Factor-7: Survival (টিকে থাকা)					
৩১	অভিনব ধারণা এবং নতুন নতুন তথ্য গ্রহণে আমি স্বচ্ছন্দ ও উদার।	৫	৪	৩	২	১
৩২	বাধা এবং প্রতিবন্ধকতা সত্ত্বেও আমি আমার লক্ষ্য অর্জনে সচেষ্ট।	৫	৪	৩	২	১
৩৩	পরিস্থিতি অনুকূলে না থাকলেও আমি অন্যদেরকে কাজে উৎসাহিত করতে পারি।	৫	৪	৩	২	১



River Kholpetua, Ashashuni, Satkhira, Bangladesh



River Moricchappa, Ashashuni, Satkhira, Bangladesh



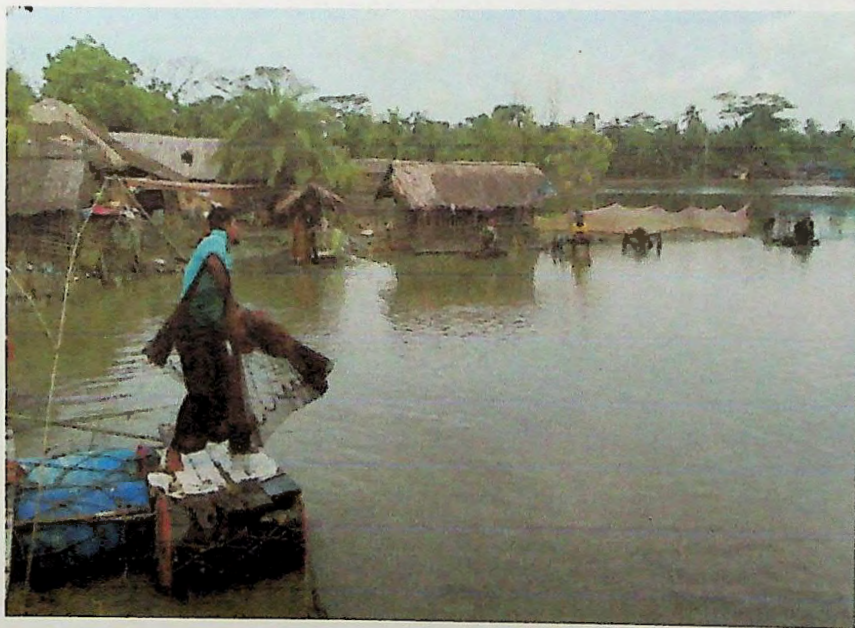
Inaccessible road, Ashashuni, Satkhira, Bangladesh



Vulnerable house at the Dam, Ashashuni, Satkhira, Bangladesh



Searching crab at the river, Ashashuni, Satkhira, Bangladesh



Fishing in the porch of the house, Ashashuni, Satkhira, Bangladesh



Making boat for the better communication, Ashashuni, Satkhira, Bangladesh



Trying to protect houses by sand filling sack, Ashashuni, Satkhira, Bangladesh



The boy trying to protect his house with his father, Ashashuni, Satkhira, Bangladesh



The grave is under water, Ashashuni, Satkhira, Bangladesh



Recently broken the protection dam, Ashashuni, Satkhira, Bangladesh



Fishing in dirty water to satisfy their hunger, Ashashuni, Satkhira, Bangladesh



Some are collecting bricks to satisfy their hunger, Ashashuni, Satkhira, Bangladesh



Hunting crab for food, Ashashuni, Satkhira, Bangladesh



Closed community clinic, Ashashuni, Satkhira, Bangladesh



Small rafts to get out of the houses, Ashashuni, Satkhira, Bangladesh



Pure drinking water in the rural area, Rajshahi, Bangladesh



Running school in the rural area, Rajshahi, Bangladesh



Water pollution in urban area, Rajshahi, Bangladesh



Padma river at Rajshahi, Bangladesh



Only earning member of the family, Rajshahi, Bangladesh



Cattle farming in the rural area, Rajshahi, Bangladesh



Rail communication in Rajshahi, Bangladesh



Agriculture in the Rajshahi, Bangladesh

Information Blank English

Name:

Age:

Sex:

Educational qualification:

School: Private / Govt.

Area of living: Urban / Rural

Living with parents: Yes / No

Family type: Joint family / Single family

1. What is the approximate monthly income of your family?
2. What is the approximate monthly expenditure of your family?
3. Father's Educational qualification?
4. Mother's Educational qualification?
5. Total number of family members?
6. Own resident or rented?
7. How many acres of cultivated land your family has?
8. Had your family ever remained semi-starved just because of financial difficulties?

ইনফরমেশন ব্ল্যাঙ্ক বাংলা সংস্করণ

নাম:

বয়স:

লিঙ্গ:

শিক্ষাগত যোগ্যতা:

স্কুল: বেসরকারি / সরকারী

বসবাসের ক্ষেত্র: শহুরে / গ্রামীণ

পিতামাতার সাথে বসবাস: হ্যাঁ / না

পরিবারের ধরন: যৌথ পরিবার / একক পরিবার

1. আপনার পরিবারের আনুমানিক মাসিক আয় কত?

2. আপনার পরিবারের আনুমানিক মাসিক খরচ কত?

3. বাবার শিক্ষাগত যোগ্যতা কি?

4. মায়ের শিক্ষাগত যোগ্যতা কি?

5. পরিবারের সদস্যদের মোট সংখ্যা?

6. নিজের বাড়ি নাকি ভাড়া?

7. আপনার পরিবারের কত একর চাষযোগ্য জমি আছে?

8. শুধু আর্থিক সমস্যার কারণে আপনার পরিবার কি কখনো অর্ধাহারে থেকে গেছে?

Bangladesh Map

