



The Impact of Emotional Intelligence on Adolescents' Attitudes Towards Sex Education In Hilly Districts Of Uttarakhand: A Comparative Study Of High Emotional Intelligence And Low Emotional Intelligence Individuals

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ABSTRACT

This study explores the relationship between Emotional Intelligence (EI) and attitudes towards sex education among adolescents of hilly districts of Uttarakhand state. The analysis of data indicate that adolescents with high EI have a more positive attitude towards sex education, while those with low EI have a more negative attitude. The outcomes suggest that EI plays a significant role in shaping adolescents' attitude towards sex education and Accenture the need for sex education programs to consider EI in their curriculum design. Findings suggest that sex education programs should take EI into account and includes activities that help teens develop EI skills like empathy, self awareness, emotional management and affective resonance in human connections.

Keywords: Emotional Intelligence, Sex Education, Attitudes, Adolescents.

I. INTRODUCTION

Adolescence is a critical stage of development, and sex education is an essential aspect of their physical and emotional well-being. Sometimes the wrong notions regarding bodily changes that adolescents' experience lead to feeling of confusion, insecurity and low self-esteem. Emotional Intelligence (EI) plays a crucial role in navigating these challenges. Wrong notions and misconceptions about bodily changes can exacerbate the turmoil leading e.g. Negative self talk, Body shaming, Low self confidence, eating disorders and Mental Health concerns. On the contrary high Emotional Intelligence (EI) offers them a sense of comfort and stability. Emotional Intelligence helps teenagers to: recognize and challenge distorted beliefs (e.g. a teenager girl should not be allowed to work in the kitchen during menstruation, the mother is responsible for the sex

of her child etc.), develop progressive mindset, practice self compassion and acceptance, build resilience and withstand difficult situations and bounce back from failures and difficulties', developing coping skills. By developing high EI individuals can better handle life's ups and downs with confidence and strength.

OBJECTIVES

- To investigate the relationship between.
- To analyses attitudinal difference in adolescents having high emotional Intelligence and low emotional intelligence, towards sex-education.
- To identify potential factors that influence the relationship between emotional intelligence (EI) and attitude towards sex education.

HYPOTHESIS

- There exists no any significant difference between adolescents having high emotional intelligence and low emotional intelligence in their attitude towards sex-education.

LIMITATIONS

- This descriptive research is restricted on adolescents only.
- This descriptive research is restricted to the mountainous districts of Uttararkhand State only.
- This descriptive research is restricted the male and female adolescent only.
- This descriptive research is restricted the students of age-group 13-19
- This descriptive research is restricted 62 intermediate schools.



II. LITRATURE REVIEW

Emotional intelligence refers to the ability to understand and manage one's emotions and those of others (Goleman, 1995). Emotional intelligence is linked to various positive outcomes, including better relationships, academic achievement, and mental health (Petrides *et al.*, 2016). A study on "Influence of socio cultural and economic environment on adolescents". Sexual behavior as mediated by Knowledge, attitude and beliefs" (Rodriguez *et al.* 2014). Made a study on "Adolescents sexual and reproductive health: The global challenges" (Morris and Rushwan 2015). Attitudes towards sex education are a crucial factor in adolescents 'sexual health. Adolescents with positive attitudes towards sex education are more likely to engage in healthy sexual behaviors and have better sexual health outcomes (Kirby *et al.*, 2011)

III. METHODOLOGY

A survey was administered to 372 adolescents (186 boys and 186 girls) aged 13 to 19 in 62 intermediate schools (6 from each school) from ten districts of mountainous locality of Uttarakhand viz. Pithoragarh, Champawat, Bageshwar, Almora, Nanital, Tehri Garhwal, Pauri Garhwal, Uttarkashi, Chamoli and Rudrapryag.

Tools used

- **Attitude scale towards sex education by Usha Mishra**, National Psychological Corporation,

Kacheri ghat, Agra to assess the behavior of the teen ager towards sex.

- **Mangal Emotional Intelligence inventory by Mangal and Mangal (2004)**, National Psychological Corporation, Kacheri ghat, Agra to measure the connection of Emotional Intelligence on sex attitude.

IV. DATA ANALYSIS

There does not exist any measurable difference in adolescents having high emotional intelligence and low emotional intelligence in their attitude toward sex-education.

For testing this hypothesis in the population of 372 adolescents, EI test questionnaire is applied and after getting the filled up questionnaires, the scoring is done and raw score of total members is divided into two pools on the basis of mean. Score lower than mean is made a group of 189 adolescents having low EI score and another group of adolescents higher than mean of 183 members made another group having high EI. Then, the contrastive analysis of sex attitude of

These two pools are done on the basis of their ASTSE scores. The mean of ASTSE score of adolescents having low EI is 91.69 and square of deviations of total scores 34368.20. Similarly, mean of adolescents having high EI in relation to their sex attitude score is 93.73 and square of deviations of total score is 40607.88 (table 1 and figure 1).

Table1. Showing contrastive study of adolescents having high and low EI in relation to their Square of devotions

| S.No. | EI | Total no of Adolescents | Mean of ASTSE scores | Mean of ASTSE scores | T-test |
|-------|------|-------------------------|----------------------|----------------------|---------|
| 1 | Low | 189 | 91.69 | 34368.20 | 1.4335* |
| 2 | High | 183 | 93.73 | 40607.88 | |

*Value is not significant at 0.05 levels

The T-value is 1.4335, which is not significant to 0.05 levels Thus; the Null hypothesis is discarding; that means, there is a significant difference in the attitude of adolescents towards sex education having high and low EI. So, the result concludes that the adolescents' attitude towards sex education changes in order to their EI

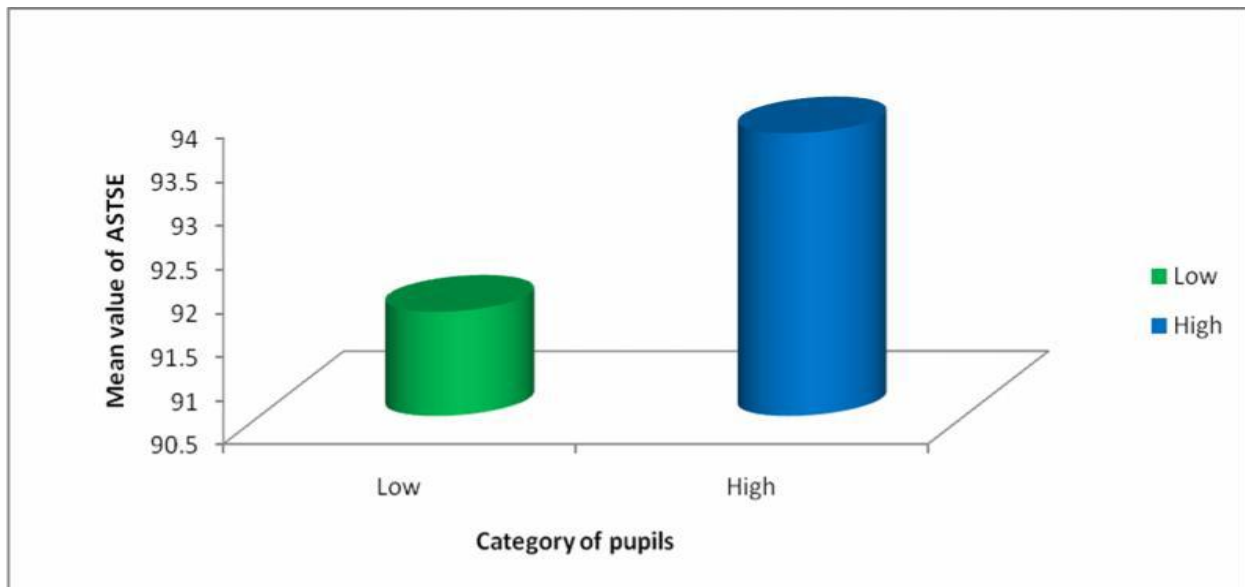


Figure 1. Showing contrastive study of adolescents having high and low EI in relation to their ASTSE Score

V. CONCLUSION

From the testing of hypothesis results out that there exists a significant difference between adolescents having high emotional intelligence and low emotional intelligence in their attitude towards sex-education. The adolescents have low EI, mean value of ASTSE score is 91.69 and

Adolescents have high EI mean value of ASTSE score is 93.73. This clears that the pupils have low EI have low value of ASTSE score and pupils have high EI have high attitude towards sex education

Final outcome of the study of attitude of pupils towards sex education in relation to emotional intelligence is showed that the adolescents' have positive approach against sex education showed proportionally high relation with high emotional intelligence that means, the students having sound approach against sex education are emotionally strong or vice versa. They remain prevail

in their affective level and show their positive assistance to other one also. It is proved that emotions are typically associated with physiological changes like hormonal seepage in body, pulse rate, blood pressure etc., and these changes extremely occur in adolescent pupils. So, they are always in stage of intense emotions. Emotional experience may either help or interrupt adjusting functions. Cool and calm situation of mind and pleasantness in emotions may charge

life saver energy, which may be useful for constructive and adaptive behavior. Intense emotional experience may, on the other hand,

impede and interfere with adaptive process. This study also conclude out that the adolescent pupils have Strong will power, balanced emotion and have bold personality, show favorable approach against sex education. A strong line of constructive communication helps the teenager pupils to put their complications in front of their parents and teachers. The conversation must be unrestricted and positively related to sex problems, sensitive and be related with the role and responsibilities of the young ones at home, schools and community. With a purpose to help adolescent pupils in facing such difficult situations, the teachers and parents should be quiet and soften and use sympathetic teaching or parenting skill by owning responsibilities to take out from their teens, they expect. Positive and affectionate conversation between teachers and students makes students to take their teachers-parents as a friend not as a boss. By favor an attitude of sympathy and motivation on every possible occasion, instead of commanding attitude, will make the teen pupils free in sharing their problems with teachers and parents. This promoting and promising approach will save our young ones from getting confused, resulting into developing a safe future for the community. Due to lake of proper direction, children may become sexually active without knowing the consecution, such as teen pregnancy or contracting STDs.

EDUCATIONAL IMPLICATION The study's findings on the impact of emotional intelligence on adolescents' attitudes towards sex education in Uttarakhand's hilly districts have significant implications for education. Firstly, integrating



emotional intelligence development into schools curricula is crucial, as it enables adolescents to make informed decisions about sex health. Moreover, sex education program must be contextualized to consider the unique culture, social and environmental factors of the region, acknowledge the influence of emotional intelligence on adolescents' attitudes. Furthermore, teachers require training in emotional intelligence environments, fostering open discussions and empathetic relationships with students. In addition parents must be encourage to develop their emotional intelligence and engage in open conversation with children about sex education, promoting a culture emotional intelligence and informed decision making additionally, counseling services must be established to address emotional and psychological needs of adolescents, acknowledging the inter play between emotional intelligence and mental well being. Finally community involvement and evidence based polices are essential to ensure that sex education programs in uttarakhand's hilly district's are tailored to meet the unique needs of adolescents with varying labels of emotional intelligence by acknowledging the inter connectedness of these factors and policy makers can develop targeted interventions that promote healthy relationship's, informed decision making and over all well being among adolescents in the region.

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