



SURVEY-BASED ANALYSIS OF EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

Shraddha Thacker and Reema Siddhu
 Department of Home Science - Human Development,
 L.A.D. and S.R.P. College for Women, Nagpur.
 *Corresponding Author: shraddha.thacker@ladcollege.ac.in

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ABSTRACT:

The present study titled “A Survey on Emotional Intelligence among Adolescents” aimed to assess the level of emotional intelligence among adolescents residing in Nagpur. The study was conducted on a sample of 100 adolescents selected through random sampling. Emotional Intelligence was measured using the standardized tool developed by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014), which consists of 31 items designed to evaluate various components of emotional intelligence, including self-awareness, empathy, emotional regulation, motivation, and social skills. The obtained data were analyzed quantitatively, and the results were categorized into three levels of emotional intelligence—low, average, and high. The findings revealed that 34% of adolescents possessed low emotional intelligence, 48% exhibited average emotional intelligence, and 18% demonstrated high emotional intelligence. The results indicate that a majority of adolescents fall under the average range, suggesting a moderate capacity for understanding and managing emotions, while a considerable proportion require support to enhance their emotional competence. The outcomes of the study highlight the importance of integrating emotional intelligence training in educational settings to promote holistic development. Adolescence being a crucial period of social and emotional growth, structured interventions such as life skills education, guidance programs, and parental involvement can play a vital role in strengthening emotional regulation and interpersonal understanding. The study concludes that fostering emotional intelligence is essential for enhancing adolescents’ psychological well-being, academic performance, and overall adjustment in life.

Keywords: *Adolescence, Emotional intelligence, Well-being.*

INTRODUCTION :

Adolescence is a crucial stage of growth marked by rapid physical, cognitive, and social changes that deeply influence emotional health. During this phase, young individuals often face challenges such as identity formation, peer pressure, and academic expectations. Emotional health refers to the ability to manage feelings, cope with stress, and maintain psychological well-being. Closely related is the concept of emotional intelligence, which involves recognizing, understanding, and regulating one’s own emotions as well as responding empathetically to others. Research suggests that adolescents with higher emotional intelligence display greater resilience, healthier relationships, and improved academic performance. On the other hand, poor emotional

regulation can lead to stress, anxiety, or interpersonal conflicts. Cultivating emotional intelligence at this stage can therefore serve as a protective factor against mental health issues. It also fosters positive decision-making and adaptive coping strategies. Given the growing concerns around adolescent well-being, understanding the interplay between emotional health and emotional intelligence is highly relevant. Emotional intelligence (EI) is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. Some experts suggest that emotional intelligence is more important than IQ for success in life. This ability to express and control emotions is essential, but so is the ability

to understand, interpret, and respond to the emotions of others. It is the area of cognitive ability that facilitates interpersonal behaviour. The term emotional intelligence was popularized in 1995 by psychologist and behavioural science journalist Dr. Daniel Goleman in his book Emotional Intelligence.

In 1990, Dr. Peter Salovey and John D. Mayer first explored and defined EI. They explained EI as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990). Dr. Goleman described emotional intelligence as a person's ability to manage their feelings so that those feelings are expressed appropriately and effectively. According to Goleman, emotional intelligence is the largest single predictor of success in the workplace.

Daniel Goleman (1964) defined emotional intelligence as the array of skills and characteristics that drive leadership performance.

Howard Gardner (1980) defined emotional intelligence as a subset of the multiple species of human intelligence.

Peter Salovey and John Meyer (1997) defined emotional intelligence as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour.

Ciccarelli and Meyer (2006) defined emotional intelligence as the mental processes involved in the recognition use, understanding and management of one and others emotional state required in solving problems and regulating behaviours.

History of emotional intelligence: Emotional intelligence may be a relatively new term, not more than 25 years old but the roots of Emotional intelligence can be found in The Bhagavad-Gita, 5000 years ago where Shree

Krishna’s Sthithapragnya (Emotionally stable person) is very close to Mayer and Salovey’s Emotionally Intelligent person and also the work of Plato, 2000 years ago where he stated - All learning has an emotional base.

1930s - Edward Thorndike described the concept of social intelligence as the ability to get along with other people by being able to understand the internal states, motives and behaviours of oneself and others.

1940s – David Wechsler developed the concept of non-cognitive intelligence stating that it is essential for success in life intelligence is not complete until we are not able to define its non-cognitive aspects.

1950s – Humanistic Psychologist Abraham Maslow suggested that people can build emotional strength.

1975 - Howard Gardner introduces the concept of multiple Intelligences in his book The Shattered Mind.

1983 - Howard Gardner in his book Frames of Mind introduced Interpersonal and Intrapersonal Intelligence and said it is as important as IQ.

1985 - Wayne Payne used the term emotional intelligence in his doctoral dissertation entitled, 'A study of emotion: Developing emotional intelligence; self-integration; relating to fear, pain and desire.' (Theory, structure of reality, problem-solving, contraction/expansion, tuning in/coming out/letting go)".

1987 – In an article published in Mensa Magazine, Keith Beasley used the term "emotional quotient." It has been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.

1990 - Psychologists Peter Salovey and John Mayer published their landmark article, – Emotional Intelligence in the journal Imagination, Cognition, and Personality.

1995 - The concept of EI got popularized after the publication on Daniel Goleman's book – Emotional Intelligence: Why It can Matter More than IQ.

Models and theories of emotional intelligence Mayer & Salovey's Emotional Intelligence Ability Model

Mayer and Salovey's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."

However, after pursuing further research, their definition of EI evolved into "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours. The model claims that EI includes four types of abilities:

- Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts - including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
- Using emotions – the ability to harness emotions to facilitate various cognitive activities,

such as thinking and problem-solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

- Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
- Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Daniel Goleman's Emotional Intelligence Mixed Model

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI constructs (for more details see "What Makes A Leader" by Daniel Goleman, best of Harvard Business Review 1998):

1. Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill – managing relationships to get along with others
4. Empathy – considering other people's feelings especially when making decisions
5. Motivation – being aware of what motivates them.

Goleman included a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be

worked on and can be developed to achieve outstanding performance. Goleman points that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Bar-On's Emotional Intelligence Competencies Model

Bar-On put forward the suggestion that EI is a system of interconnected behaviour that arises from emotional and social competencies. He argued that these competencies have an influence on performance and behaviour. Bar-On's model of EI consisted of five scales: self-perception, self-expression, interpersonal, decision-making, and stress management. Bar-On also proposed 15 subscales of the EI concept:

- Self-Regard,
- Self-Actualization,
- Emotional Self-Awareness,
- Emotional Expression,
- Assertiveness,
- Independence,
- Interpersonal Relationships,
- Empathy,
- Social Responsibility,
- Problem-Solving,
- Reality Testing,
- Impulse Control,
- Flexibility,
- Stress Tolerance
- Optimism.

Having a high level of EI allows one to emphasize with others, communicate effectively and be both self and socially aware. How we respond to ourselves and others impact our home and work environments. EI has a significantly positive role in many important aspects of human functioning such as:

- Sensitivity for others and one's own emotions,
- Emotional self- concept,
- Coping with stress,
- Maintaining positive mood and

- Openness,
- Managing conflict,
- Communicating effectively and
- Overcoming problems.

Significance of the study: Adolescence is a crucial developmental stage marked by rapid physical, emotional, and social changes. During this period, individuals often question their passions, values, and sense of identity while exploring relationships with family, peers, and society. The process of identity formation involves experimentation with diverse roles, interests, and beliefs, which may lead to emotional instability and interpersonal conflicts. Many adolescents experience difficulties in maintaining harmonious relationships with parents and peers due to fluctuating emotions and evolving perspectives.

Understanding the emotional intelligence of adolescents is therefore essential, as it directly influences their ability to manage emotions, cope with stress, and maintain social relationships. Emotional intelligence contributes significantly to self-awareness, empathy, communication, and decision-making skills—key components of personal and academic success. The present study gains importance as it provides insights into the current status of emotional intelligence among adolescents in Nagpur, helping educators, parents, and counselors identify the need for emotional development programs. The findings can be instrumental in designing life skills education, guidance sessions, and intervention strategies that foster emotional maturity and overall well-being during this formative stage of life.

Aim: To assess the emotional intelligence of adolescents.

Review of literature: Research on adolescents' emotional intelligence (EI) highlights the influence of family, school, and personal factors on emotional development. Khan and Hassan (2012) found that children of non-working

mothers scored higher on EI, showing greater empathy, sociability, and conflict management skills. Katoch (2013) reported significant differences in EI between government and private school students, though not across gender or area. Shalini and Acharya (2013) revealed that paternal authoritative parenting positively influenced EI, especially among girls. Abdullah et al. (2015) demonstrated a negative relationship between EI and delinquent behaviour, with self-awareness emerging as the strongest predictor. Chandran and Nair (2015) emphasized family climate, showing maternal affect and sibling relationships as key EI predictors. Contrastingly, Sukhsarwala and Mansuri (2015) found higher EI in adolescents of employed mothers, particularly girls. Castilho et al. (2016) linked low EI and self-compassion with higher depression, with gender differences in impact. Esnaola et al. (2017) showed stability of EI dimensions across adolescence, except stress management in girls. Bustamante et al. (2019) confirmed that higher EI correlates with greater happiness. Finally, Castillo et al. (2019) evidenced that EI interventions reduce aggression and enhance empathy, particularly among boys. Collectively, these studies underline EI as a vital determinant of adolescent well-being and behaviour.

RESEARCH METHODOLOGY:

Sample: The total sample of the study comprised of 100 adolescents age range 13 to 19 years of Nagpur.

Tool used: Emotional Intelligence Scale constructed and standardized by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). It consists of 31 items in total in the scale and all items are into four areas (1) Understanding Emotions, (2) Understanding Motivation, (3) Empathy, (4) Handling Relations. The scale can be administered on 12 years and above aged student. The reliability (test-retest method) of the scale is 0.86 alfa coefficient and it is significant

at 0.01 level. The concurrent validity of the scale is 0.86 and significant at 0.01 level.

Procedure for data collection: After selecting and finalizing the tools for data collection, the investigator took a prior appointment from the parents of the subjects and discussed in detail about the investigation and sought the permission from them for collecting the necessary data and explained about the nature and purpose of the study. The consent was taken and the parents and children were assured of keeping the data confidential. In the first phase, good rapport with the adolescents was established and instructions of the test used in the study was made clear. The investigator collected the inventory and thanked them for their cooperation. Similarly, data was collected individually from other respondents and the inventories thus collected were scored as for the prescribed procedure and the data was recorded and interpreted.

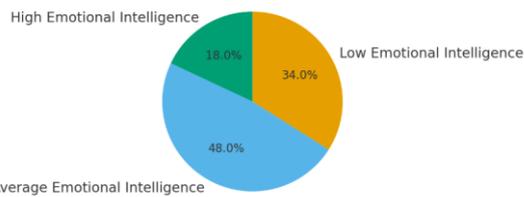
Statistical Treatment: As it was a survey, only frequency and percentages were calculated.

Result Analysis ad Discussion: The main objective of the study was to assess the levels of emotional intelligence of adolescents. The results are displayed in the following tables:

The table presents the distribution of adolescents across three levels of Emotional Intelligence (EI)—Low, Average, and High—based on the results of the administered tool. The findings revealed that:

- **34%** of adolescents possessed **Low Emotional Intelligence**,
- **48%** exhibited **Average Emotional Intelligence**, and
- **18%** demonstrated **High Emotional Intelligence**.

Levels of Emotional Intelligence among Adolescents



The above figure reveals that the majority of adolescents fall under the average range, indicating that while they possess a fair level of emotional understanding and regulation, there remains considerable scope for improvement in emotional awareness, empathy, and emotional control. The smaller percentage of high scorers suggests that only a limited number of adolescents have developed strong emotional competencies necessary for effective interpersonal relationships and stress management.

These findings are consistent with previous research in the field of adolescent emotional development. Adolescence is a transitional phase marked by emotional fluctuations, social identity formation, and psychological adjustments. During this period, emotional regulation skills are still developing, which often results in moderate levels of emotional intelligence. The relatively higher percentage of adolescents with low emotional intelligence may be attributed to factors such as lack of emotional education, inadequate parental or teacher guidance in emotional expression, and exposure to stress or peer pressure. Conversely, the small group with high emotional intelligence could represent adolescents receiving strong emotional and social support from family, school, or community environments.

CONCLUSIONS:

1. Most adolescents display an average level of emotional intelligence, suggesting balanced but improvable emotional competence.
2. A significant portion of adolescents fall in the low emotional intelligence category, highlighting

a need for structured emotional development programs.

3. Only a minority of adolescents show high emotional intelligence, implying that such traits require deliberate nurturing and environmental support.

SUGGESTIONS:

1. Integrating emotional intelligence training into school curricula through life skills education, counselling sessions, and experiential learning.
2. Encouraging parental and teacher involvement by conducting workshops that model and reinforce emotionally intelligent behaviours.
3. Implementing peer group activities such as group discussions, empathy-building exercises, and role-playing to enhance interpersonal understanding.
4. Raising awareness and strengthening guidance and counselling units to promote emotional literacy through individual and group counselling sessions.
5. Future studies may explore the influence of variables such as gender, family type, and academic stream, working status of mother on adolescents' emotional intelligence.

Implications of the Study:

1. The study underscores the importance of emotional education as part of holistic adolescent development.
2. Educational institutions can use these findings to design intervention programs for improving students' emotional health and well-being.

Findings highlight a need for preventive measures against emotional distress, which can affect academic performance and mental health.

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Table 1: Frequency and Percentage of levels of Emotional Intelligence (N=100)

Levels of Emotional Intelligence	Frequency and Percentage
Low Emotional intelligence	34
Average Emotional intelligence	48
High Emotional intelligence	18