

# A Probe into the Emotional Intelligence of the School-Going Adolescents

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## Abstract

Emotional Intelligence (EI), also known as Emotional Quotient (EQ), refers to the ability to understand, identify, interpret, perceive, understand and manage one's own and other people's emotions. The ability to express and manage emotions is important. Some experts believe emotional intelligence is more important than intelligent quotient (IQ) for success in life. The present study was carried out through the **descriptive survey method** by administering **Emotional Intelligence Scale** developed by **Daniel Goleman (1995)** on a random sample of 530 School-going adolescent students of age group 14 to 18 years from Govt-sponsored secondary schools in Paschim Medinipur district of West Bengal. The results of the study indicate that the school going adolescents are emotionally strong; and there was significant gender difference found, but females were excelled their male counterparts. So, it might be concluded that, the school going adolescents do not hurry for reaction, having self-awareness, good empathy, ready to accept criticism and responsibility, good communication skill, and able to solve problems.

**Keywords:** Emotional Intelligence (EI), Emotional Quotient (EQ), Intelligent quotient (IQ), Self-awareness, Self-regulation, Empathy, and School-Going Adolescents.

## 1. Introduction

Emotional intelligence is the ability to understand, use and encourage good behaviour to cope with stress, communicate effectively, be patient with others, overcome problems and solve problems. The concept of intelligence was popularized by the work of **Golman (1995)**, but the term also appeared in a paper by **Michale Beldoch (1964)** and the idea first appeared in **Wayne Payne's (1985)** doctoral thesis. It involves the ability to monitor one's own and others' thoughts and feelings. Distinguishing between different types of emotions and managing them appropriately and using emotions to guide thoughts and behaviours (**Coleman, 2008**). The emotional development of young people should create a sense of unity in their relationships with others. According to **Goleman (1998)**, emotional intelligence is "the

ability to recognize our own and others' emotions, motivate ourselves, and manage our own emotions and those in our relationships well." A person's perception of intelligence will be affected by the parenting choices their parents make. The accessibility of emotional intelligence is one of its advantages over IQ, because people's emotional intelligence can be improved (**Harms & Crede, 2010**). Nowadays, children's problems have become more complex and interesting. The purpose of the study was to ascertain the present status of the Emotional Intelligence of the school-going male and female adolescent students.

### 1.1 Significance of the Study

Investigating the emotional intelligence (EI) of school-going adolescents is significant as it influences their academic success, social relationships, and mental well-being. Understanding EI can help educators and parents support adolescents in managing emotions, improving communication skills, and developing resilience. Enhancing EI in adolescents can lead to better coping strategies, reduced behavioural issues, and overall positive development, preparing them for future challenges both in school and life. Investigating the emotional intelligence (EI) of school-going adolescents is crucial due to its significant impact on various life aspects:

1. **Academic Success:** Higher EI correlates with better academic performance as adolescents manage stress and challenges effectively.
2. **Social Skills:** EI aids in emotional regulation and empathy, leading to healthier peer relationships and reduced conflicts.
3. **Mental Health:** High EI equips adolescents to handle stress, anxiety, and depression, promoting better mental well-being.
4. **Behavioural Control:** EI reduces behavioural problems by improving emotional regulation.
5. **Future Readiness:** Adolescents with strong EI are better prepared for future challenges, with higher self-esteem and problem-solving skills.

Enhancing EI informs educational practices, fostering environments that support overall emotional and intellectual development.

### 1.2 Objectives of the Study:

The present study was designed to recognize the following specific objectives –

1. To know the present situation of Emotional Intelligence of the school-going adolescents, considering male and female students as a whole.
2. To compare Emotional Intelligence between the male and female school-going adolescents.

#### 1.2.1 Research Hypothesis of the Study

The present study was designed to verify the research hypothesis –

1. The School-Going adolescents considering both male and female as a whole have high Emotional Intelligence.
2. The male and female school-Going adolescents do not differ with respect to their Emotional Intelligence.

## 2. Emotional Intelligence – Construct of the Study

The details of the construct of the study is hereunder –

## 2.1 Emotion

The English word “emotion” comes from the French word “*émouvoir*”. This is based on the Latin word “*emovere*” meaning “to lift”. Here “e” means “out” and “*movere*” means “to move”. Emotions are an integral part of human life. Emotions are often intertwined with personality, temperament, mood, disposition and motivation. No aspect of our mental life is more important to the quality and meaning of our existence than emotions. Emotions not only give color but also meaning to our lives and experiences. The crimes and even inhuman acts are all because of emotions. Emotions play a very important role in human Behaviour and life. In fact, even to some extent moral behaviours is based on emotion (**Daniel Goleman 1995**). The emotion is defined as ‘a strong mental or instinctive feeling such as love or fear’ (**Oxford English Dictionary, 1996**) involving many bodily processes, and mental states. An emotion combines cognition, bodily arousal and behaviours in a ready-made formula for responding in line with the way the situation has been interpreted. There is a huge difference in the ways of feeling emotions by human beings and animals although both of them experience anger, fear, sadness, and joy. In psychology, emotion is often defined as a complex state of feelings that results in psychological and physical changes which influence thought and behaviour. It’s a strong feeling deriving from one’s circumstances, mood or relationships with others. Emotions are considered as the building blocks of personality. They influence behavior. Emotions have both physiological and cognitive elements. Cognition is an important aspect of emotions. Emotion is an acute disturbance of the individual as a whole, psychological in origin, involving behavior, conscious experience and visceral functioning – **Young (1961)**. The term emotion denotes a state of being moved, stirred up or aroused in some way- **Jersild (1960)**, Human emotion involves. “Physiological arousal, expressive behavior & conscious experience - **David G. Meyers**.”

## 2.2 Emotional Intelligence

Emotional intelligence (EI) is most often defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence recognize their own emotion and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments. Emotional intelligence, unlike IQ, offers the advantage of being acquirable, with the potential for elevation, according to **Harms & Credé (2010)**. The development of emotional intelligence in individuals, particularly children, is significantly influenced by parental nurturing, as highlighted by **Fonte et al., (2009) and Hsieh (2006)**. **Asghari and Besharat’s (2011)** study demonstrated a correlation between perceived warmth parenting style and high emotional intelligence in Iranian students. Emotional intelligence the ability to monitor one own and others people’s emotions, to discriminate between different types of emotions and level them appropriately and to use the emotional information to guide thinking and behaviour, (**Andrew, 2008**). “Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships” (**Bradberry & Greaves, 2009**). Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (**Goleman, 1998**). “Being able to monitor and regulate one’s own and others’ feelings, and to use feelings to guide thought and action” (**Salovey & Mayer, 1990**).

### 3. A Brief Review of the Study:

**Gayathri, and Meenakshi (2013)** delve into the well-established realm of emotional intelligence, acknowledging its significance across various domains. Despite extensive scientific research, the paper highlights the unexplored area of the cross-cultural relevance of this concept. Focusing on **Mayer and Salovey's** "ability model," the study uniquely analyzes it within the context of Indian culture, drawing parallels to the emotionally intelligent individual as outlined by **Mayer and Salovey** and the concept of "sthithapragnya" described by Lord Krishna in the Bhagavad-Gita. **Garg and Rastgi (2009)** explored emotional intelligence and stress resiliency in graduate students, involving a sample of 140 participants, comprising 69 post-graduate students and 71 research students, with 62 males and 78 females. The results found a notably low relationship between emotional intelligence and deficiency focusing dimensions. **Das and Sahu (2016)** conducted research to evaluate the variation in Emotional Intelligence (E.I.) among post-graduate students concerning their gender. The study involved 100 post-graduate students, revealing that the level of Emotional Intelligence was higher among female students compared to their male counterparts. **Yoder and Hochevar (2005)**, explored a comprehension of emotional intelligence is crucial for improving both classroom and leadership skills. The research emphasizes that students achieve optimal performance in an environment characterized by respect, self-management skills, empathy, and open communication. **Weisinger (1998)**, highlights that cultivating effective communication skills, interpersonal proficiency, and mentoring capabilities is essential for maximizing emotional intelligence. The foundational aspect of these skills lies in self-awareness.

### 4. Method

The present study was carried out through descriptive survey method. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

#### 4.1 Research Design

The research design of the present study is presented hereunder.

##### 4.1.1 Variables

**Emotional Intelligence** was the only variable of the present study.

#### 4.2 Sample

School going adolescents of different Government and Government Sponsored secondary/higher secondary schools of Paschim Medinipur District, West Bengal, India were the source of sample.

##### 4.2.1 Sample Size

Total 334 female and 196 male adolescent students have participated in the study.

##### 4.2.1 Gender-Wise Distribution of Sample

Gender		Total
Female	Male	
334	196	530

##### 4.2.2 Sample Technique

In the present study "*Stratified Random Sampling Technique*" was adopted.

### 4.3 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

#### 4.3.1 Emotional Intelligence Scale

Emotional Intelligence, an important variable included in this study, the researcher was selected standardized **Emotional Intelligence scale** developed by **Daniel Goleman (1995)**. The researcher transferred English version Emotional Intelligence scale into Bengali version, and standardized Bengali version E.I Scale.

In the front page of emotional Intelligence questionnaire, it contains broad item such as name of the, name of the student, class, age and sex. This questionnaire consists 05 dimensions such as self-awareness, managing emotions, motivating oneself, empathy and social skill, including 50 items with each a five-point scale ranging from 1 to 5. The response categories are of 5-point Likert type scale.

##### 4.3.1.1 Dimension wise Item Distribution

Sl. No.	Different Dimensions of Emotional Intelligence	Items
1	Self-awareness	10
2	Managing	10
3	Motivating	10
4	Empathy	10
5	Social Skill	10
<b>Total</b>		<b>50</b>

The mean score of the scale is normalized and the normalization procedure is as follows:

Normalized mean = (Mean of the item responses in a factor / Total number of items in the factor).

The range of Normalized means score of the “**Emotional Intelligence Scale**” may be interpreted as –

1.00 to 1.99	Very Low Emotional Intelligence
2.00 to 2.99	Low Emotional Intelligence
3.00 to 3.99	High Emotional Intelligence
4.00 to 5.00	Very High Emotional Intelligence

### 4.4 Procedure for data collection:

The Headmaster/Headmistress/Teacher-in-Charge of the school were contacted for his/her permission to allow in collecting the data. The relevant data on construct were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tools.

### 4.5 Statistical Techniques

The descriptive statistics as well as inferential statistics was found by computing with the help of PSSS-20 software.

- A. To prove the hypothesis (i.e., *The School-Going adolescents considering both male and female as a whole have high Emotional Intelligence.*) the descriptive statistics such as minimum, maximum, range, mean and standard deviation have been calculated and interpreted by the different statistics.
- B. To prove the hypothesis (i.e., *The male and female school-Going adolescents do not differ with respect to their Emotional Intelligence.*) different inferential statistics such as F test, t-test have been calculated.

## 5. Results

Quantitative research in descriptive survey method was adopted to explore the emotional intelligence of the school going adolescents. The results of the present study are presented in in two separate sub-sections – (a) Descriptive Presentation, and (b) Gender Wise Comparative Analysis.

### 5.1 Descriptive Presentation

To prove the hypothesis-i (i.e., **The School-Going adolescents considering both male and female as a whole have high Emotional Intelligence.**) descriptive statistics of the score of emotional intelligence of school going adolescents are reported herewith in the following table.

**Table-5.1: Descriptive Statistics of Emotional Intelligence Scale Score of the School-going Adolescents, Considering Both Male and Female as a Whole**

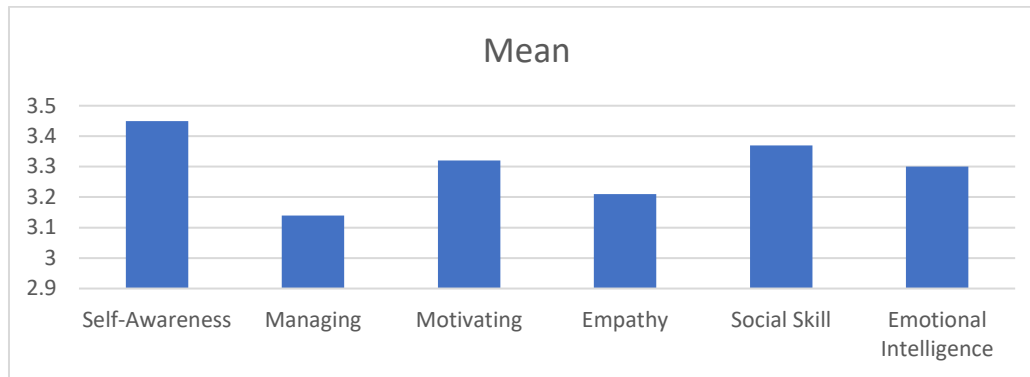
Facets of Emotional Intelligence	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Self-Awareness	530	8.30	1.40	9.70	3.34	0.78	High
Managing	530	2.80	1.80	4.60	3.12	0.51	High
Motivating	530	3.40	1.60	5.00	3.27	0.58	High
Empathy	530	3.50	1.20	4.70	3.18	0.54	High
Social Skill	530	4.40	1.20	5.60	3.32	0.56	High
<b>Emotional Intelligence (in Totality)</b>	<b>530</b>	<b>3.94</b>	<b>1.56</b>	<b>5.50</b>	<b>3.24</b>	<b>0.49</b>	<b>High</b>

Table-5.1 presents the descriptive statistics of “**Emotional Intelligence Scale**” Score obtained by the school-going adolescents (considering both male and female as a whole) in the present study. In case of **Self-Awareness** of school-going adolescents the “minimum” of the scores was 1.40 and the “maximum” of the scores was 9.70 and the range was 8.30; the “mean” and “standard deviation” of the said distribution were 3.34 and 0.78 respectively. In case of **Managing** of school-going adolescents the “minimum” of the scores was 1.80 and the “maximum” of the scores was 4.60 and the range was 2.80; the “mean” and “standard deviation” of the said distribution were 3.12 and 0.51 respectively. In case of **Motivating** of school-going adolescents the “minimum” of the scores was 1.60 and the “maximum” of the scores was 5.00 and the range was 3.40; the “mean” and “standard deviation” of the said distribution were 3.27 and 0.58 respectively. In case of **Empathy** of school-going adolescents the “minimum” of the scores was 1.20 and the “maximum” of the scores was 4.70 and the range was 3.50; the “mean” and “standard deviation” of the said distribution were 3.18 and 0.54 respectively. In case of **Social Skill** of school-going adolescents the “minimum” of the scores was 1.20 and the “maximum” of the scores was 5.60 and the range was 4.40; the “mean” and “standard deviation” of the said distribution were 3.32 and 0.56 respectively. Finally, in **Emotional Intelligence (in Totality)** of school-going adolescents the



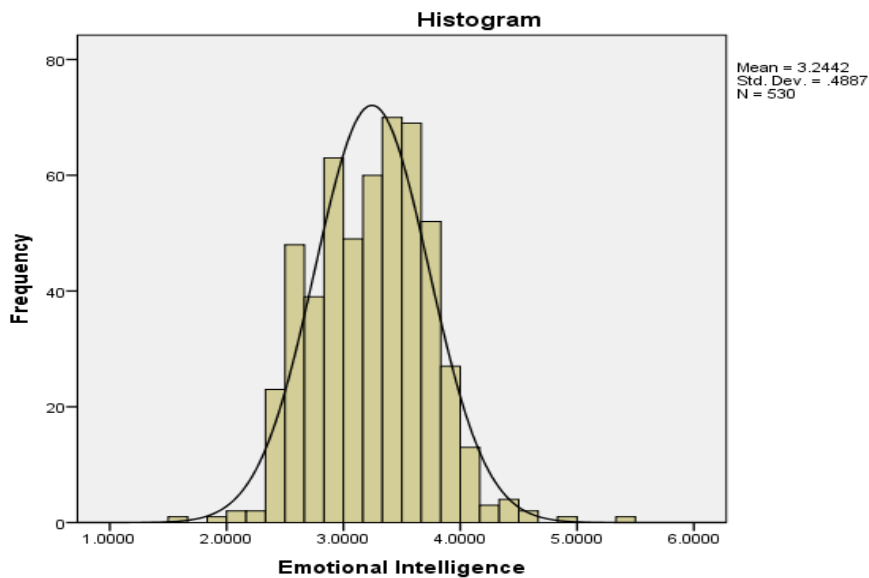
“minimum” of the scores was 1.56 and the “maximum” of the scores was 5.50 and the range was 3.94; the “mean” and “standard deviation” of the said distribution were 3.24 and 0.49 respectively.

Figure-5.1(a) shows the bar diagram of means of different facets of emotional intelligence scale scores of male and female school-going adolescents.



**Figure-5.1(a): Bar Diagram of Different Facets of Emotional Intelligence Scale of the School-Going Adolescents, Considering both Male and Female as a Whole**

Figure 5.1(b) depicts the histogram with a normal curve of “*Emotional Intelligence Scale*” scores of school-going adolescents considering males and females as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin & Hendry, 2022).



**Figure-5.1(b): Histogram with normal curve of Emotional Intelligence Scale Scores of the School-Going Adolescents, Considering Both Male and Female as a Whole**

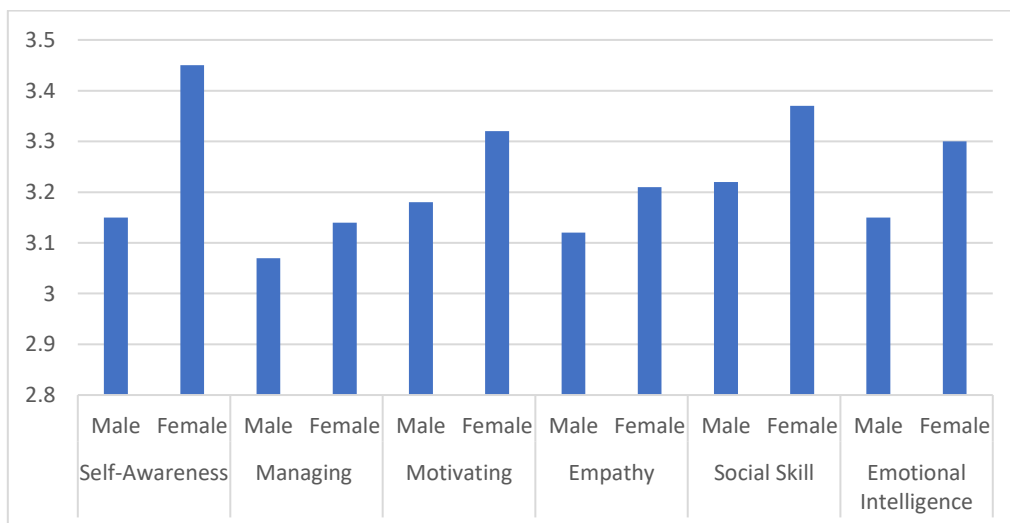
## 5.2 Gender Wise Comparative Analysis

To prove the hypothesis-ii (i.e., **The male and female school-Going adolescents do not differ with respect to their Emotional Intelligence**) gender wise the comparative analysis of school going adolescents are presented in tabular forms:

**Table-5.2(a): Group Statistics of Emotional Intelligence Scale Scores of male and female school-going adolescents**

Dimensions of Emotional Intelligence	Gender	N	Mean	Std. Deviation
Self-Awareness	Male	196	3.15	0.65
	Female	334	3.45	0.82
Managing	Male	196	3.07	0.51
	Female	334	3.14	0.51
Motivating	Male	196	3.18	0.59
	Female	334	3.32	0.57
Empathy	Male	196	3.12	0.52
	Female	334	3.21	0.56
Social Skill	Male	196	3.22	0.58
	Female	334	3.37	0.55
<b>Emotional Intelligence (in totality)</b>	Male	196	3.15	0.48
	Female	334	3.30	0.49

Table-5.2(a) exhibits the group statistics of **Emotional Intelligence** scores of male and female teachers. In case of *Self-Awareness* the mean of male and female teachers were 3.15 and 3.45 respectively; again, the standard deviations were 0.65 and 0.82 respectively. Next, in case of *Managing* the mean of male and female teachers were 3.07 and 3.14 respectively; again, the standard deviations were 0.51 and 0.51 respectively. Then in *Motivating* the mean of male and female teachers were 3.18 and 3.32 respectively; again, the standard deviations were 0.59 and 0.57 respectively. Then in *Empathy* the mean of male and female teachers were 3.12 and 3.21 respectively; again, the standard deviations were 0.52 and 0.56 respectively. Then in *Social Skill* the mean of male and female teachers were 3.22 and 3.37 respectively; again, the standard deviations were 0.58 and 0.55 respectively. Finally, in *Emotional Intelligence (in totality)* the mean of male and female teachers were 3.15 and 3.30 respectively; again, the standard deviations were 0.48 and 0.49 respectively.



**Figure-5.2(a): Bar Diagram of Means of Different Subscales of “Emotional Intelligence” Scale Scores of Male and Female School-Going Adolescents**



**Table-5.2 (b): Results of Independent Samples Test of Gender Wise Comparison of Means of Emotional Intelligence Scale Scores of the male and female school-going adolescents**

Dimensions of Emotional Intelligence		Levene’s Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Self-Awareness	Equal variances assumed	0.13	0.72	-4.39	528.00	0.00
	Equal variances not assumed			-4.67	484.73	0.00
Managing	Equal variances assumed	0.34	0.56	-1.49	528.00	0.14
	Equal variances not assumed			-1.50	409.96	0.14
Motivating	Equal variances assumed	1.47	0.23	-2.54	528.00	0.01
	Equal variances not assumed			-2.52	399.18	0.01
Empathy	Equal variances assumed	1.20	0.27	-1.82	528.00	0.07
	Equal variances not assumed			-1.86	434.39	0.06
Social Skill	Equal variances assumed	1.73	0.19	-2.92	528.00	0.00
	Equal variances not assumed			-2.88	390.22	0.00
<b>Emotional Intelligence (in totality)</b>	Equal variances assumed	0.93	0.34	-3.39	528.00	0.00
	Equal variances not assumed			-3.39	411.58	0.00

From table-5.2(b) it is transparent that the two groups (male and female) differed (statistically) significantly in the facets of Self-Awareness, Managing, Motivating, Empathy, Social Skill, and Emotional Intelligence (in totality).

**6. Discussion**

From the results of the table-5.1 it was observed that on an average school going- adolescents of both genders (male and female) are highly emotionally intelligent. Hence the **hypothesis-(i) was failed to reject.**

From the results of the table-5.2(a) and 5.2(b) it is clear that the two groups male and female differed (statistically) significantly in relation to emotional intelligence. So, in question of emotional intelligence of the school-going adolescents there was significant gender difference found. **So, the hypothesis-(ii) was rejected.**

## 7. Conclusion

From the results and the subsequent discussions of the Descriptive Presentation of the present study, it might be concluded that on average the school-going adolescents in Paschim Medinipur District are highly emotionally strong. They are not hurry for reaction, having self-awareness, good empathy, ready to accept criticism and responsibility, good communication skill, and able to solve problems.

From the result and subsequent discussion of gender-wise Comparative Analysis of the present study it might be concluded that there was gender difference in emotional intelligence of school-going adolescents.

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