

Factors Affecting Emotion Intelligence Among Adolescents: Literature Review 2024-25

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Abstract

Adolescence is a stage marked by physical, hormonal, and psycho social changes. It is a transaction period in a person's life between childhood and adulthood. An adolescent experience different feeling, sometimes negative emotions and in certain situations react more promptly. Their reactions are more strong to the situations emitting emotions. According to Peter Salovey and John Mayer (1997) "Emotional intelligence is 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 behavior". In today's world educator's emphasis, more on social-emotional learning among children. In India the new [National Education Policy 2020](#) is been framed keeping in mind the social emotional development of children ensuring holistic development. It states that major goal of our education system must be to "develop good human beings capable of rational thought and action, possessing compassion and empathy". This article will help to realize the value and significance of emotional intelligence in adolescents. Also, various factors affecting the emotional intelligence of adolescents though literature review. It was observed and analysis that variation of emotions is more in adolescents than children but need to learn how to regulate and manage their emotions effectively. Hence, emotional regulation skills need to be developed among adolescents. Further researches are recommended in the field of emotional intelligence identifying the Emotional Quotient of adolescents and factors affecting it. Major factors indicated in most of the studies are personality, lifestyle, environmental factors, digital world, social and parental style. In this competitive world adolescent may have good Intelligent Quotient but lack in Emotional Quotient. The article suggests that there is strong need to enhance the emotional quotient of young people and work on the factors affecting it.

Keywords: Emotional Intelligence, Adolescents

Introduction:

Salovey and Mayer (1990), defined Emotional intelligence "As an 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 behavior"

Thinking and behaviour of people having good emotional intelligence are guided by their emotional intelligence. They can acknowledge others [emotions](#) and their own, recognizing various emotions and mark them suitably, also can easily adapt to their surroundings. They can build strong relationships, read social cues and can motivate themselves.

Emotional intelligence is thought to be the individual's ability to process and utilize emotional information related to key areas of effective functioning in everyday life (Mayer & Salovey, 1997). It is a combination

of factors that is found to be related to motivation (Christie, Jordan, Troth, Lawrence, 2007); impulse control (Tice, Bratslavsky, & Baumeister, 2001); mood regulation (Gohm, 2003) and the ability to persist in the face of frustration (Yoo & Salovey, 2008). Evidence reveals that emotional intelligence is a predictor of academic (Downey, Mountstephen, Lloyd, Hansen, & Stough, 2008) and professional (Abraham, 2005) success.

It is very important to understand that only intelligent quotient is not enough to be successful in life but emotional intelligence helps an individual to manage stress and regular emotions effectively while facing situations. Emotional intelligence helps an individual to understand one's inner feelings, work purposefully and make effective decisions. There are people who are academically good but frustrated in their career or socially incapable or not able to maintain social relationships. Emotional intelligence helps us to understand others as well as our own-self well. It helps us to reduce stress, improve job satisfaction and reduce conflicts.

It is necessary to enhance emotional intelligence among adolescents. It is a stage where individuals form their identity, encounter new experiences resulting in positive or negative reactions to it. Enhancing emotional intelligence skills among adolescents which help them to regulate their emotions and behavior effectively.

The [World Health Organization](#) (WHO), (2023) defines "An adolescent as any person between ages 10 and 19". It is marked by physiological changes that is onset of puberty and reproductive maturity.

Adolescence period is marked by hormonal, physical and psychosocial changes. If not handled and managed carefully these changes can cause abnormalities. Adolescence is a stage when an individual tries to find their own identity to get acceptance in the society. An adolescent sees the future in regards to career, families, relationships, housing and other things. It is the period of shift of growth and development from childhood to adulthood.

There is a significant role of emotional intelligence in this phase as it develops self-awareness, empathy, sensitivity towards others' feelings, self-motivation and helps to understand our own emotions and ability to manage stress effectively.

Modernization can contribute to low moral values and beliefs among adolescents. Many teenagers experience certain life events affecting their attitudes and actions like engaging in promiscuity and delinquency. There is a strong need to work on emotional intelligence among adolescents otherwise it will affect their behaviour and personality.

This kind of emotional health is fundamental to effective learning and education (Serrat, 2009). Understanding the process and elements of learning, which necessarily involves self-efficacy, self-regulation, and ability to communicate and cooperate, in themselves essential aspects of emotional intelligence, are also critical to student success (Zimmerman, Bandura, & Pons, 1992). There are numerous events in life which may lead to anxiety disorders among adolescents like separating from loved ones, shifting to another place, loss of a parent etc. In adolescents it's difficult to analyse an anxiety disorder because it is often attributed to being "just a phase." When not addressed or left untreated, anxiety disorders can persist and interfere severely with an adolescent's life and can lead to missed school days, strained peer relations, low self-esteem, alcohol or substance abuse (Stein & Hollander, 2001).

This "National Education Policy 2020" aims to introduce a new educational system which will bring holistic development of our students. It will help to develop cognitive, moral as well as affective domains of individuals. It lays emphasis on the development of the creative, cognitive as well as emotional, ethical and social capacities of our young individuals of our country.

“The National Education Policy 2020” aims at transforming the education system with high quality education. In the changing world, the policies sought to develop individuals with awareness of their role and responsibilities. To develop global citizens developing understanding and respect towards constitutional values, fundamental duties, and bond with one’s country with the vision to develop among the learners a pride to be Indian.

Review of Literature:

Sehrawat Anjali and Simon Soumya (2021) has carried out research on “Emotional intelligence and resilience among young adults”. The purpose of the study was to determine how young adult’s emotional intelligence and resilience are relate to one another. Total 100 adult young of the age group 18-24 were the sample group selected by convenient sampling techniques- Emotional intelligence self-assessment (Emily A. Sterrett) and Connor- Davidson resilience scale (Kathryn M.Conner and Jonathan R.T. Davidson)” tool was used by the researcher. The findings showed a strong positive link between emotional intelligence and resilience; however, there was no discernible difference between male and female emotional intelligence and resilience.

Tajeddini Rahel,(2014), Studied “Emotional Intelligence and Self Esteem among Indian and Foreign Students – A comparative study.” A total of 400 students from various courses (MA, Ph.D., M.Phil.) in the age range of 20 to 35 years old (200 men and 200 women) made up the sample size. The researcher has used Emotional Intelligence Inventory - N Shutte (1998) and Self Esteem Inventory – M Rosenberg (1965) as a tools to collect data. The results showed that students' self-esteem and emotional intelligence were positively correlated. The results also showed that foreign pupils had stronger self-esteem than Indian students did. Additionally, the results show that, when compared to Indian students, international students exhibit higher levels of emotional intelligence in just two areas: optimism and understanding the feelings of others.

Bakhsh Nirupama (2012), conducted a study on “Emotional intelligence as related to personality and social maturity in late adolescents.” The study was conducted on 1000 male and female, rural and urban undergraduate students of Azamgarh, Mau, Ballia, Jaunpur and Gorakhpur districts ranging between 18-21 years of age. Field study with cross sectional horizontal approach was adopted using psychological test has been used for the investigation. The findings revealed that out of 16 personality traits studied 12 were found as significant predictor of emotional intelligence which is of theoretical and practical importance. Also, it was found that students having social maturity were having high emotional intelligence.

Mulyati Husna , Yusuf Syamsu, Supriatna Mamat (2019), have done a Literature review study on “Emotion regulation in adolescents”- . The study provided an overview of researches conducted on regulation of emotions among adolescents in the past decade. The report gave a summary of the studies done over the last ten years on teenagers' emotional control. The study's main objectives were to determine what influences adolescents' ability to control their emotions, how motivated they are to do so in comparison to other age groups, and how research has advanced over the last 10 years. The findings showed that although teenagers lack the ability to regulate their emotions, they do experience a wider range of emotions than children. Adolescents must therefore be strongly guided in developing emotional management abilities. The study made recommendations for further research to improve teenage emotion control.

Juan M. Fluja-Contreras, Lidia Cobos-Sánchez and Inmaculada Gómez-Becerra , (2019) carried out a research on “The role of Emotional Intelligence in psychological adjustment among adolescents”. It was

an comparative study of psych social factors. The study aimed to examine the importance of many psychological elements and emotional intelligence in the educational setting. The study was conducted with total 211 Spanish adolescents of age group 13 years from school in normative area, The Bar-On Emotional Intelligence Inventory: Young Version (EQi:YV, Bar-On & Parker, 2000) Spanish adaptation, was used to assess EI and the Behavior Assessment System for Children and Adolescents-2nd Edition (BASC) was used for assessing behavioral and personality characteristics. Overall, the results show that teenagers' psychological adjustment and emotional intelligence are positively correlated. The result reveals that school environment and emotional intelligence level as a major factor of difference in behaviour problems. Findings says that influence of parent's relationship and general mood also influence psychological adjustment and emotional intelligence of an individual.

Saeid Farahbaksh (2012), studied "The emotional intelligence and its relation to quality of work life of school principles." A randomized stratified technique was used to identify a total of 139 sample groups. Questionnaire was used as a tool for collected data. Findings revealed that life quality is strongly related to there emotional intelligence and some other scales namely relation control, self-awareness, and self-management. Although principals' professional lives were of excellent quality, they lacked emotional intelligence. The study suggested that increase in emotional intelligence will enhance their performance and will provide better work environment.

Kumar Rajesh * Varma Beenu *(2021), carried out research on "resilience and emotional intelligence among adolescents". Researchers looked at teenagers' emotional intelligence and resilience. Data was gathered from 200 teenage kids in the tenth grade from various Chandigarh schools, 100 of whom were boys and 100 of whom were female. The emotional intelligence was measured using the Schutte Emotional Intelligence Scale (1998) and the Resiliency Scales for Children and Adolescents (RSCA) (Prince Embury, 2007). The findings indicate that there are notable gender disparities in resilience among adolescents and that emotional intelligence and resilience are positively correlated in teenagers. Girls experience greater resilience and emotional intelligence as compare to boys.

Bassam Yousef Ibrahim Banat, (2014) conducted a study to understand the difference in college student's emotional level. The sample consisted of 370 full-time undergraduate students. The sample was selected using stratified sampling method at Al-Quds University. The results indicate that higher percentage of students (75.2%) of Al-Quds University possess high emotional intelligence. Further the study indicates that emotional intelligence comes out to be the important factor of academic achievement.

Esnaola, I., et al (2017) studied "The development of emotional intelligence among adolescents." Total 484 adolescents were taken as sample group. Equal number of male and female were administered twice using battery of questionnaires, once during class time and once in groups. Emotional quotient inventory (Spanish version) was used a tool. In the dimension of interpersonal of emotional intelligence female score more than male therefore results were portrayed one by one for each sex. Also, none of the emotional intelligence components varies with age except the stress management in females.

Rachelle. R. Mary (2021) studied "Emotional Intelligence and Mental Health among Adolescents". The purpose of this correlational study was to examine the link between variables and the function of emotional intelligence in the mental health of teenagers.

The major components studied were anxiety, depression, self-efficacy, and resilience. The sample group was 300 Filipino adolescents. According to the research, emotionally intelligent people have higher levels of resilience and self-efficacy. They exhibit reduced reactivity, depression, and anxiety. They cope and adjust well with environment.

The literature reviews that were previously mentioned highlight the value and significance of emotional intelligence. Most of the studies indicates that in the adolescent age behaviour of individual is highly affected by their emotional regulations. Individuals having high emotional intelligence are resilient, possess good self-concept, have empathy, can build relationships effectively, communicate effectively, can work well in team and diffuse conflict. Research also show that academic success and job happiness are significantly correlated with emotional intelligence.

Alberto Alegre (2012), performed a literature review of literature on emotional intelligence. Of children. The research examined the way in which children's emotional intelligence and other developmental outcome affected by parenting styles and practices. Parental emotion-related coaching, parental responsiveness, parental positive demanding, and parental negative demanding were the four primary parenting aspects that were found. The findings show that while negative parental demands are associated with children's poorer emotional intelligence, these characteristics are related to children's higher emotional intelligence. Additionally, it demonstrates how well children's emotional skills were improved by socio emotional intervention programs used in schools. The research further discussed the implications for practitioners.

"A similar study related to influence of parenting patterns on emotional intelligence was reviewed. The results reveal that level of emotional intelligence and interpersonal relationships are influenced by parenting style. It was found that emotional intelligence relates positively and significantly related to the style of democratic and permissive parents and negatively to the style of authoritarian parents ." (Nastasa & Sala, 2012)

Sathyamurthi Karibeeran, Mohanty Shefali, (2019) has done a research on "Emotional Intelligence among adolescents". The study's objectives are to examine several emotional intelligence models and ideas and comprehend their importance. Consequently, a theoretical framework was developed based on these models and theories, emphasizing the elements that can enhance adolescents' emotional intelligence, such as family, school, the media, and appropriate social work intervention.

Jobson.C. Mridula, (2020) executed research on "Emotional Maturity among adolescents and its importance". The study's primary goal was to determine the emotional maturity of teenagers and the variables that affect it. The sample group were 100 adolescents 53 girls and 47 boys of age group 17-18 years. Tool used for administration was Emotional Maturity Scale by Singh and Bhargava. Results reveals that most of the adolescents (74%) were found to be highly emotionally immature. Further it was found that factors like gender, type of family, age and sibling has no relation with emotional maturity of the participants. The study suggested that more focus need to be given on adolescents' emotional stability.

Deka Manjusha and Dev Lanu, (2016) performed a research on "understanding adolescent's emotionality: An analysis of factors affecting emotional intelligence." The major objective of the study was to identify the critical factors affecting the emotional development of teenagers. The effects of demographic factors like parents, location, occupation, and education were analyzed. In all, 400 adolescents in the Kamrup Metropolitan District of Assam, aged 13 to 18, took part in the research. The Emotional Intelligence test (Dr. Ekta Sharma) was the tool used. The results show that people grow emotionally independent during adolescence and the elements that influence this development have a substantial part in forming the personalities of these individuals. The study recommended that through carefully thought-out educational curricula that take into account both the needs of the individual student and society at large, greater focus should be paid to helping adolescents develop emotional maturity.

Hien-Vu Giang, Van-Son Huynh, Tat-Thien Do, My-Hanh Mai ,(2023) carried out a study to “Identify the factors affecting the social and emotional health of adolescents”:

During the COVID-19 epidemic, 600 Vietnamese teenagers from three different locations of the country participated in this cross-sectional research. Health status and demographic data were found to be important contributors. The findings indicate that while individual factors were shown to be substantially associated to the pleasant experience of social-emotional health, religion was revealed to be the greatest predictive factor negatively affecting the teenagers' social-emotional health. The study suggested that efforts be made to help teenagers develop their social and emotional abilities. The research contributes to the development of strategies to shield teenagers from adverse experiences and enhance their social and emotional

Rachman Ardian Yane , Sumarwan, Ujang Melly Latifah and Herawati Tin (2023), made an efforts to do a systematic literature review on “Factors influencing the Social-emotional development of children and adolescents”: Analyzing the variables influencing children's and adolescents' social-emotional development was the goal of the study. Meta-Analytic (PRISMA) and reporting method was used for do systematic review analysing 575 journals. 38 items in total were included; several were not included since they did not fit the requirements. The findings reveals that mother-child interactions, parental psychological conditions, school learning programs, risky behavior, device use, socioeconomic characteristics and attachment and parenting are the major factors affecting socio-emotional development of adolescents. The study suggested healthy parenting practices, preserving and enhancing mother-child relationships, and enhancing the psychological health of mothers.

Mahanta Pomi 1*, Deuri Sonia P. 2 , Ali Arif 3 (2021) executed a descriptive and cross-sectional study on “Emotional and behavioural problems among school going adolescents”. The aim of the study was to ascertain the emotional and behavioural issues that school-age teenagers faced, as well as the degree of variability in the link between these issues and the chosen socio-demographic variables. The sample group consisted of teenagers in government schools, ages 13 to 16. The Strength & Difficulties Questionnaire (SDQ) (Goodman, 1995) was the instrument used to gauge the emotional and behavioural issues that teenagers were facing. The findings suggest that behavioral and emotional issues are predicted by sociodemographic characteristics. The findings showed that although there is a lower overall ratio of behavioural and emotional problems among adolescents, sociodemographic factors such as gender, family type, and home environment as well as socioeconomic status (SES) significantly predict behavioural and emotional problems in adolescents. The research suggests that the current

Prabhakar Henry Ronad 1*, Sahana Mathias.2 .(2021), conducted a comparative study on “Emotional Intelligence (Eq) and life –Stress in adolescent Students from Joint & nuclear families of Navi-Mumbai.” Teenagers face more stressors in this digital age from a variety of sources, such as their academics, parents, friends, culture, and way of life. The impact of the students' gender and their family status (nuclear or joint) was examined in this study. Primary data on EQ and life stress were gathered from teenage school-age pupils in the Navi Mumbai area using standardized questionnaires and Assessing Emotional Scale (AES) (Nicola Schutte, John, Maioof and Bhullar, 2007).The main conclusions showed that female teenage pupils experience significant levels of life stress and emotional intelligence. However, there was no discernible correlation between life stress and emotional intelligence.

Kumar Bharat*(2021) tried to make an efforts to study “ The difference in emotional intelligence: of adolescents in relation to schools and gender.” The aim of this investigation was to evaluate the emotional intelligence of teenagers. From both government and private schools, an equal number of male and female

teenagers were chosen. Total 1500 adolescents of age group 15 to 17 years were selected using Convenient sampling method. The Inventory of Emotional Intelligence (Mangal and Mangal, 2004) was the instrument utilized. The results reveal that emotional intelligence does not varies with gender in private as well as government schools. Additional research showed that teenagers, both male and female, enrolled in private schools have greater levels of emotional intelligence than students in public schools. The researchers suggested that schools should take majors to improve adolescents the mental health.

Visani, Albieri, Offidani, Ottolini, Tomba and Ruini (2011) investigated “gender differences in the levels of psychological well-being and distress during adolescence.” Total 572 adolescents were selected for the study. Out of which 313 were female and 259 were male. Major findings reveal that adolescents not varies significantly in the level of psychological well-being in relation to gender differences however females reported higher level of distress and low self-acceptance as compare to male. These results recommended further researches need to be done to understand adolescent’s characteristics, their psychological well-being in relation to their life events.

Educators and psychologists are paying more attention on Emotional Quotient to deal effectively with students who are affected by stresses and challenges of the outside world. The studies discussed above indicates that in this competitive world adolescent may have good Intelligent Quotient but lack in Emotional Quotient. Major Factors indicated in the studies discussed above are personality, lifestyle, environmental factors, digital world and social and parental style.

Sable Gunaji Reshma, Bhatt Deepak kumar Khushboo, (2023) conducted a study to understand “Emotional intelligence and Bloom’s affective domain categories to new pedagogical and curriculum structure”. The study's objective is to improve students' emotional intelligence abilities over the course of their academic careers by utilizing NEP 2020 possibilities and the affective domain categories listed according to Bloom's Taxonomy. The goal of the project is to enhance students' affective domain component in accordance with NEP 2020 criteria. Thus, NEP 2020 and Bloom's Taxonomy were combined to create a paradigm that imparts emotional intelligence-related knowledge and abilities. This concept paper is as per Bloom’s Taxonomy based on affective domain components and NEP 2020 recommendations. According to the findings, educational activities ought to start in the lowest grade and work their way up to the highest. It will ensure that kids' emotional intelligence abilities are consistently developed and will prepare them for obstacles in life.

Singh Pratap Kaurav Rahul , Narula K.G. Sumit Suresh, , Baber Raturaj (2020), have declared in their work that NEP 2020 has adopted an interdisciplinary, interdisciplinary, and trans disciplinary approach to bring about changes in the educational system. These approaches will allow students to select courses from a diverse pool of options, allowing them to develop their cognitive and affective domains. For example, students pursuing science degrees can also opt for humanities or commerce courses, and vice versa.

B.Venkateshwarlu (2021) , disclose in his work that the higher education system will transform into one that is student-focused and gives students the flexibility to choose core and related courses both inside and between fields. The change is expected to increase not only the cognitive but also emotional development of adolescents.

An investigation carried out by Kumawat Hemlata , Sharma Manju (2021), impulse the need to focus and prioritize the educational sector in India . Government should make efforts to enhance the quality of education and career of youth.

Efforts made by Sathya, A, Velmurugan, V. P (2022) suggests that individuals studying in arts and science stream differs significantly in their emotional intelligence, which affects how they perceive themselves. The study suggested that emotional intelligence among students need to be enhance to develop their personality.

Additionally, research by Prasad, K., Mookerjee, R., Rani, R., & Srinivas, V. (2022) demonstrates a clear connection between students' stress levels and both their psychological health and academic achievement. The study made the strong recommendation that school-age children's emotional intelligence be strengthened.

The process of inculcating life skills is a long process therefore need to be developed from early stage of life. As a part of life skill, educational institutes must take responsibility to increase emotional regulation ability in adolescents. There is lot of emotional struggle and complexity in the path of consciousness of primary emotions to face challenge in life. To support the accomplishment of goal of NEP 2020 a systematic approach is required. Strengthening the emotional skills among children will ensure the development of affective domain.

Further researches need to be done to identify Emotional Quotient of adolescents identifying the various factors affecting it. Finding the different strategies to enhance the emotional intelligence among adolescents so that they can face the life challenges effectively.

The above studies indicate that the NEP 2020 strongly indicate the strong need to develop emotional intelligence among adolescents through effective curriculum. Further studies should be conducted to understand the significant factors affecting emotional intelligence among adolescents and strategies to enhance it in adolescents through effective school curriculum, teaching methods and effective home environment.

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