

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/383703557>

THE ROLE OF SCHOOL IN DEVELOPING EMOTIONAL INTELLIGENCE IN ADOLESCENTS

Article · January 2023

DOI: 10.5281/zenodo.8023496

CITATIONS

0

READS

18

1 author:



[Jagirdar Lubna Batool](#)

Dr. Babasaheb Ambedkar Marathwada University

13 PUBLICATIONS 0 CITATIONS

SEE PROFILE



THE ROLE OF SCHOOL IN DEVELOPING EMOTIONAL INTELLIGENCE IN ADOLESCENTS

* Jagirdar Lubna Batoool & ** Dr. Syed Azaz Ali,

* Research Scholar & **Associate Professor, DSR college of Education

Abstract:

The ability to recognize, utilize, comprehend, and control one's emotions as well as emotional data is referred to as emotional intelligence (EI). Teenage development is greatly influenced by emotional intelligence. There is a lot of evidence to suggest that it helps students deal with stress, build relationships, and adapt to change. Pre-adulthood is the time of pressure and tempest" as properly said by G. Stanley in 1904. The transition from childhood to adulthood is crucial during adolescence (age 12 to 18). Children start to think about the future in terms of jobs, relationships, families, housing, etc., and become more self-regulating. Erik Erikson (born 1902–94). The singular requirements to have a place with a general public and fit in. The child must learn the roles he or she will play as an adult during this crucial developmental stage. Teachers play a crucial role in the development of emotional intelligence in adolescents' schools. Emotional intelligence is very important for academic success and healthy relationships. There are a bunches of jobs the capacity to understand people on a deeper level plays in the progress from youth to adulthood. The researcher focuses primarily on Daniel Goleman's E.I. mixed model of Emotional Intelligence in this paper, which attempts to develop E.I. in students through school, teacher family, and peers. Emotional intelligence concepts are very important for students' overall development and can help them deal with anxiety, low self-esteem, and stress, as various theories of emotional intelligence demonstrate. Nevertheless, it contributes to the development of social skills, empathy, motivation, mental health, problem-solving abilities, and decision-making abilities.

Keyword: Emotional Intelligence, Adolescents, Components of E.I, School.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Introduction:

According to N. Gayathri and K. Meenakshi, the concept of emotional intelligence (EI) could not have come at a more appropriate time, as society is moving toward terrible depths of intolerance and violence at the slightest provocation. 2013). In 1997, John Gottman in his book, "Bringing up a Sincerely Canny Kid", talked about the recognizable contrast in the mind and strategy of youngsters to various issues. He saw that youngsters from the mid 1970's to late 1980's had become more glum, irascible, anxious, discouraged and forlorn. With both the guardians utilized to satisfy the monetary needs, families becoming atomic, kids were confronting an absence of public life. They were going to contraptions for diversion and communication and time enjoyed with family members and companions were turning out to be less. After fifteen years, we can see what is going on has just returned further. In this way, the idea of connecting and driving the highest point of feelings towards better life handles vow to what's to come.



According to Downey, Mount Stephen, Lloyd, and Stough (2008), "Emotional Intelligence has been directly connected to scholastic success among young people." Even though some studies (Woitaszewsky & Aalsma, 2003) indicate that emotional intelligence does not significantly influence teenagers' social and academic success; It has frequently been portrayed as even more serious than the Intelligence Quotient in terms of its importance to success (Goleman, 1995). The ability to recognize and respond to one's own and other people's emotions is called emotional intelligence. It typically incorporates 3 abilities: 1. The ability to recognize one's own and other people's emotions is part of emotional awareness. 2. The capacity to interface feelings and apply them to errands how to think and tackle issues; 3. ability to control one's feelings, which includes being able to control our own feelings and being able to please or appease another person. Emotional intelligence skills typically fall into four categories: self-awareness, self-regulation, and social situations. mindfulness, self-administration, social-mindfulness and relationship the board. Social intelligence that enables people to recognize their own and other people's moods is known as emotional intelligence. Emotional intelligence also makes it possible for people to separate these feelings from their thoughts and actions. This is insight which can be learned, created and upgraded. Emotional intelligence is defined as "the ability to observe one's own and others' emotions and feelings, distinguish between them, and use it information to guide thinking and action," according to Salvoes and Mayer (1990). Three EI models make up it. The ability model developed by Peter Salovey and John Mayer places an emphasis on the development of individual skills as well as emotional information and its use for social environment navigation. Konstantin Vassili Petridis created the functional model, which "covers behavior slope and independent skills and are measured by self-report." Skills and attributes are combined in the mixed model. According to Daniel Goleman, it refers to EI as "the set of skills and potentials that guide leadership." Studies have demonstrated that "people with high EI have higher mental health," as well as traditional work, performance, and more management skills. For instance, in Goleman's concentrate in the book "Working with The capacity to understand people on a profound level" showed that the extent of EQ was 67% of the abilities thought about essential performed better as pioneers and had twofold as much importance than specialized capability or intelligence level. Before a few decades, there was a lot of support for EI techniques and methods, as well as its development. In addition, studies began to provide evidence that could be used to describe emotional intelligence-related neural devices. Emotional intelligence has been shown to predict academic success and other cognitive outcomes (Adenuga and Ayodele, 2009; 2009, by Deniz Tras and Aydogan; 2008 by Berenson, Boyles, and Weaver; Harrod and Scheer, 2005). Psychologists, educators, management theorists, and business leaders are paying attention to emotional intelligence (Burbach, et al.). 2003).

According to Daniel Goleman Components of Emotional Intelligence are:

1. Self-Awareness.
2. Self-Regulation
3. Motivation.
4. Empathy.

5. Social Skills.

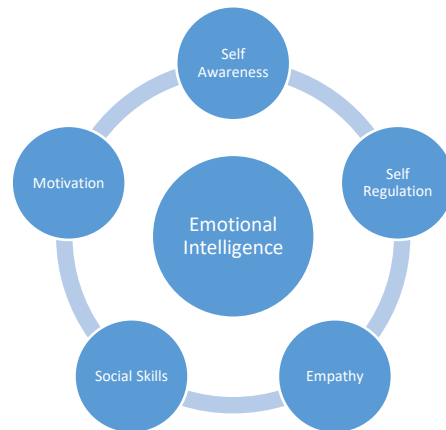


Fig: 1.1 Components of Emotional Intelligence according to Daniel Goleman.

The capacity to accurately convey emotions and to be self-aware of them is the first step in emotional perception. A person moves on to a higher level, emotional integration, when he or she is aware of the emotions he or she is going through. Emotional integration entails distinguishing between the various emotions he or she is going through and recognizing the emotions that have an impact on how his or her thoughts develop. He gains emotional understanding as a result of this ability, which enables him to comprehend complex emotions and distinguish between them. By that time, he has learned how to deal with his emotions and is now able to control them by connecting with or disconnecting from any emotion in any situation. He has complete control over his impulses as a result, allowing him to think critically and behave appropriately in any circumstance. The entire procedure is entirely intellectual. Intelligence is required to comprehend emotions and prevent them from manifesting. Reuven Bar-On and Goleman, on the other hand, propose a variety of ability models that include particular personality traits as well. The emotional intelligence model developed by Bar-On (2002) emphasizes the potential for performance and achievement rather than actual performance or achievement, and it is regarded as being more course-oriented than product-oriented. It endeavors to distinguish in an individual Intrapersonal the secret expertise of being sincerely canny.

Regarding Adolescence:

The Latin verb puberty, which means "to grow," is the root of the word "teenager." The essence of the term "teenager" refers to a period of rapid development and transformation in nearly every facet of a child's physical, mental, social, and emotional life. Because of this, it is very difficult to display the precise region regarding the chronological years of adolescence. In contrast to Western nations, Indian children enter puberty earlier than their Western counterparts. This is due to favorable climatic conditions. In India, boys typically have ages between 13 and 19 and girls have ages 11 to 17. In Western nations, the average age of inside puberty for boys is between 15 and 21 years old, and the average age for girls is between 13 and 21 years old. The crucial period between childhood and adulthood is adolescence. Boys and girls between the ages of 13 and 19 reach physical maturity as adults, but they are impulsive and emotionally unstable. This period is in many cases depicted



storms and featured Physical, mental, profound and social change and improvement.

Review of Literature:

The possibility of the capacity to appreciate individuals on a deeper level means pursuing choice or taking care of issues inside the setting of conditions and relational relationship. A cognitive ability known as emotional intelligence enables individuals to comprehend and control a variety of emotions. Additionally, it may aid in the intellectual and emotional growth of children. Salovey and Mayer, a Yale psychologist, proposed the term "Emotional Intelligence" in addition to "intelligence" and "emotions" as the cognitive ability. Male students' emotional intelligence was slightly higher than female students', but there was no significant difference between the genders (Arun). P. 2016). Tamannaifar et.al. (2010) it was found from the review that ability to understand anyone on a profound level, self-idea and confidence of understudies was viewed as seriously connected with their scholastic achievement. Girls should be guided by their teachers, made aware of their capabilities, and encouraged to strive for maximum development in order to boost their confidence. For that, particular preparation projects ought to be coordinated by their instructive organizations now and again. The presumption connected with Scholastic Accomplishment and The capacity to understand anyone on a deeper level shows that the understudies having high Scholarly Accomplishment are better in Ability to appreciate people at their core and the understudies having low Scholastic Accomplishment are less in Close to home Intelligence(Kapil. D.2016). Children's lifelong development is actually affected by emotional intelligence. Emotional intelligence continues to be a predictor of happiness in relationships, social skills, and marriage even in adulthood (Schutte et al.). al., 2001). Juvenile generally need getting, appreciation which continues to improve their fearlessness and confidence. Consequently, we want to open up our brains and assist them with finding their most elevated limits of each and every person alongside permitting them to be how they are or they need to be. As each individual has their own exceptional character (Shivangi. S; 2021).

How to Develop E.I. Among Adolescents:

1. School and Teachers:

Teachers can have an impact on the level of emotional intelligence in their students' behavior because of their role. Depending on the context, emotional intelligence is present. It isn't connected with the advancement of the organ or to it physiological interaction. Emotional intelligence gives educators another methodology, it involve the understudies learning in more detail than customary schooling. Teachers can perform at their best in class if they have positive feelings and emotions.

1. Self-control: Teachers can encourage students to stick to their responsibilities and adapt to changing circumstances, as well as assist them in building and managing their emotions.
2. Self-Awareness: Students have ample opportunities to develop their self-awareness in the classroom. They are able to recognize their feelings and observe how they affect their thoughts and behavior. As each understudy distinguishes their assets and shortcomings.
3. Social Awareness: Students meet their peers every day so that they can comprehend other people's emotions, needs, and concerns, recognize the power dynamics of a group or organization, and feel at ease socially.



4. School students can manage conflicts, work well in groups, communicate clearly, inspire and influence others, and build and maintain positive relationships.

2. Family:

Family is a critical variable during all phases of a singular's turn of events. Giving an understanding and reinforcing family working examples would be compelling in upgrading a person's close to home turn of events (A. Chandran.& B.P.Nair2015). Adolescents' need for social interaction and independence from their parents grow as they get older. At this age, where youths and family healthy interactions result in trait EI, family adaptability (flexibility) and cohesion (connectedness) are effective in developing better trait EI (Alegera, 2012; Also Benson (2010) On the other hand, a lack of family cohesion and rigidity weakens individual EI. According to Ozbaci (2006), family functioning could be improved if family members recognized and covered up each other's emotions and moods.

3. Peers:

Their Peers were the teen's closest friends. Numerous studies demonstrate that fostering empathy and social skills in adolescents through their peers is the most effective method for developing emotional intelligence.

The capacity to understand individuals on a profound level effects:

1. Performance or academic success of students.
2. Actual Strength of understudies.
3. Psychological well-being of Understudies.
4. Relationship with Other People
5. Intelligence social
6. ability to communicate.
7. Skills for solving problems
8. Skills for making decisions

Conclusions:

The hypothesis of the ability to understand people on a profound level vows to foresee and further develop the fundamental abilities of people. The theory's proponents hold the belief that the key to improving one's quality of life is comprehending, analyzing, and managing one's own and other people's emotions. According to previous research, boys have a higher emotional intelligence than girls do. In addition, school plays a significant role in the development of Emotional Intelligence among adolescents. Emotional intelligence helps in the development of an ability to understand emotions, emotional knowledge, and reflective regulation of emotions to promote emotional and intellectual growth. As a result, teenagers with emotional intelligence can improve their social relationships, reduce stress and frustration, gain a better understanding of other people's emotions, and prevent or reduce delinquency.

References:

A.Chandran,B.P.Nair (2015) Family climate as a predictor of emotional intelligence in adolescents, retrieved from



https://www.researchgate.net/publication/318273395_Family_climate_as_a_predictor_of_emotional_intelligence_in_adolescents

- Alegre, A. (2012). The relation between the time mothers and children spent together and the children's trait emotional intelligence. *Child & Youth Care Forum*, 41(5), 493–508. <https://doi.org/10.1007/s10566-012-9180-z>
- Alegre, A., & Benson, M. J. (2010). Parental behaviour's and adolescent adjustment: Mediation via adolescent trait emotional intelligence. *Individual Differences Research*, Retrieved from <https://psycnet.apa.org/record/2010-13441-003>
- Arun Prakash Krishna Vimal (2016) A GENDER BASE STUDY OF EMOTIONAL INTELLIGENCE *International Research Journal of Management Sociology & Humanity (IRJMSH)* ,Page 69-74 www.irjmsh.com
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl), 13–25, retrieved from <https://psycnet.apa.org/record/2006-12699-003>
- Cheema. G. K, (2016) A STUDY OF ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO EMOTIONAL INTELLIGENCE, *International Research Journal of Management Sociology & Humanity (IRJMSH)* Page 161-167. <https://doi.org/10.32804/IRJMSH>
- Das A, Das A. (2008) A Study on Emotional Intelligence in relation to creativity at B.Ed. level. *Journal of North East India Education Society*. 13:119-121.
- Erik Erikson. (1994). Erikson's stages of psychosocial development. Retrieved from https://allpsych.com/psychology101/personality/social_development/
- Humphrey N, Andrew C , Elisabeth M , Peter F & Kevin W. (2007) Emotional Intelligence and Education: A critical review, *Educational Psychology*,27:2, 235-254, <https://doi.org/10.1080/01443410601066735>
- Gayathri. N, Meenakshi. K. (2013). A Literature Review of Emotional Intelligence. *International Journal of Humanities and Social Science Invention*, 2(3), 2319 – 7722 Retrieved from www.ijhssi.org
- Kapil Dev, Kuldeep. (2022). Gender Differences, Academic Achievement and Emotional Intelligence of Senior Secondary School Students. *SPECIALUSIS UGDYMAS / SPECIAL EDUCATION*, 2 (43) <https://www.sumc.lt/index.php/se/article/view/1682/1257>
- Katyal S, Awasthi E. (2005). Gender differences in Emotional Intelligence among adolescents of Chandigarh. *Journal of Human Ecology*,17(2), 153-155.
- Mellinda. S. Jeanne. S.(2023). What is emotional intelligence or EQ? retrieved from <https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm>
- O'Connor PJ, Hill A, Kaya M and Martin B. (2019). The Measurement of Emotional Intelligence: A Critical Review of the Literature and Recommendations for Researchers and Practitioners. *Front. Psychol*, 10:1116. <https://doi.org/10.3389/fpsyg.2019.01116>
- Ozbaci, N. (2006). Emotional intelligence and family environment. *SosyalBilimlerDergisi*, 16, 169-175. Retrieved from http://journals.manas.edu.kg/mjsr/oldarchives/Vol08_Issue16_2006/537-1425-1-PB.pdf



- Rana.S,C.K.Singh.(2016)Emotional intelligence Among Adolescents Across educational boards,*International Journal of Home Science*,2(3),150-152
<https://www.homesciencejournal.com/archives/2016/vol2issue3/PartC/2-3-14.pdf>
- Sathyamurthi Karibeeran, Shefali Mohanty.(2019) Emotional Intelligence Among Adolescents. *Humanities and Social Sciences*. Vol. 7, No. 3, 2019, pp. 121-124.
<https://doi/10.11648/j.hss.20190703.15><http://www.sciencepublishinggroup.com/j/hss>
- Shivangi Singh. (2022). Emotional Intelligence in Adolescent and Impact on their life: A Case Study. MAR Case Reports Volume 6 Issue 1, www.medicalandresearch.com
- Skinner. C.E. (1996). *Educational Psychology*. Asia Publishing House, Mumbai.
- Tamannaifar, M. R., Sedighi Arfai, F. and Salami Mohammadabadi, F. (2010). Correlation between Emotional Intelligence, Self-concept and Self-esteem with Academic Achievement. *Iranian Journal of Educational Strategies*, 3(3): 121-126.
- Verma. K. Dinesh. K.N. (2018). Effect of The mental health on emotional intelligence of adolescent. *Edutrack*, vol.17No.6.p.g.37-39
- Z.A Nusaibah Nur Furqani. (2020). The Role of Emotional Intelligence in Adolescent Development. *Proceedings of the 5th ASEAN Conference on Psychology, Counselling, and Humanities Retrieved from*<https://doi.org/10.2991/assehr.k.200120.058>

Cite This Article:

* **Jagirdar Lubna Batool** & ** **Dr. Syed Azaz Ali**, (2023). *The Role of School in Developing Emotional Intelligence in Adolescents*, *Educreator Research Journal*, Volume–X, Issue– III, May – June 2023, 35-41.