

“The Way You Feel Can Either Get in The Way or Get You on The Way”

A Systematic Review of Emotional Intelligence

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ABSTRACT

The study on emotional intelligence in adolescents is a well-researched area that focuses on both the continuity and change of distinct components. This research presents a comprehensive analysis of existing literature on the topic of “Emotional intelligence among adolescents”. The publications used for this review study were obtained from databases like Elsevier, JStore, Wiley Online, Google Scholar, Tylor and Francis and others by using the search phrase “emotional intelligence among adolescents”. A systematic search was conducted in journals spanning the years 2000 to 2023, resulting in the retrieval of a total of 1152 publication out of which 1005 articles fulfilled the selection criteria . This article offers the findings derived from a comprehensive evaluation of scholarly publications in the different journals. Asia ranks first in terms of both publishing outlets and geographical context, according to the results. The majority of the studies used a qualitative technique and employed online data collection with a worldwide scope. Future research should focus on both domestic as well as global levels. In order to tackle the difficulties related to emotional intelligence among adolescents. It is imperative to publish a greater number of articles from varied background.

Keywords : Emotional Intelligence, Adolescents, Models/Themes, Publication Outlets

I. INTRODUCTION

Emotional intelligence was first proposed by Salovey and Mayer in 1990. It refers to an individual's capacity to recognize, comprehend and regulate their own emotions as well as to be aware of and respond

properly to the emotions and experiences of others (Petrides, 2011). Emotional Intelligence differ across people (Caspi & Roberts, 2001) and has a substantial impact on the formation of behaviours, social abilities and psychological welfare (Hoffenaar & Hoeksma, 2002; Poulou, 2014). People often believe that

recognising and skilfully managing emotions positively impacts their overall well-being in their daily lives. Conversely, neglecting or mishandling them may harm their well-being particularly if it occurs often (Martins & Ramalho et.al, 2010). Recognising and understanding our own and others' emotions as well as effectively managing them is a crucial aspect of what psychologists often refer to as emotional intelligence.

The concept of emotional intelligence has existed for a considerable period but in the last two decades there has been a greater focus on researching this topic. Various hypothesis have arisen, resulting in a lack of a universally accepted definition for them. Research on emotional intelligence is categorised into three distinct areas based on their interpretation of this notion. Emotional intelligence may be conceptualised as a cognitive ability, a personal characteristic or a combination of both. Based on this categorization, the emotional intelligence skills may be described as cognitive ability that is connected to emotions (Garaigordobil, 2020). In 1997, Mayer and Salovey provided a definition of emotional intelligence as the ability to perceive and express emotions, incorporate emotions into thinking processes, understand and analyse emotions and regulate emotions within oneself. Conversely, the trait of emotional intelligence has been defined as a set of emotional perception that are found at the lowest levels of the personality hierarchy (Petrides & Furnham, 2001). In 2001, Petrides and Furnham concluded that typical emotional intelligence is a combination of traits that belongs to the lowest level of recognised personality classifications. The mixed model argues that emotional intelligence includes both cognitive emotional abilities and personality traits. Goleman (1995) explained this model by defining emotional intelligence as the capacity to precisely identify and comprehend one's own emotions as well as the emotions of others. Furthermore, it entails the capacity to successfully motivate oneself to traverse

both external and interpersonal interactions. In addition, Bar-On (2000) defines emotional intelligence as a combination of personal, emotional and social factors that influence an individual's ability to adapt and deal with the demands and pressures of their environment.

II. LITERATURE REVIEW

A literature review is a compilation of research studies that builds upon the findings of previous studies (Webster & Watson, 2002). Webster and Watson (2002) claims that doing a literature review is essential for establishing a strong basis for the progression of knowledge (Richard, Nyamadi et.al, 2020). Vreede and Briggs (2019) proposed that the true value of academic research is realized when it is published. Thus, this work utilizes publications that have been published in academic journals. This review also utilizes articles sourced from academic publications. Webster and Watson (2002) also proposed that while reviewing the literature, it is essential to carefully examine the chosen papers or articles especially those that are known for their high quality.

Articles or papers on adolescent's emotional intelligence have been published in several disciplines including mental health, human development, psychiatry, education, psychology and sports. These articles were predisposed towards topics on depression, anxiety, attachment, romantic relationships, stress, parenting styles, age, personality, academic achievement, bonding, socialization process, gender and different behavioural consequences. To have a deeper understanding of the topic, it is crucial to comprehend the underlying causes of consequences and their subsequent outcomes. The reviewers aimed to analyse the research on the causes and consequences of emotional intelligence among adolescents. They focused on empirical research studies without limiting themselves to any one field

or subject. The review aims to provide a comprehensive basis for future research on the emotional intelligence of adolescents by presenting a holistic overview of the current state of research in terms of topics, publishing outlets, methodology, publication year, geographical emphasis and theories/models. The review article is structured in the following manner: it begins with an introduction followed by methodology and concludes with results. The last portion includes discussions, limitations, conclusions and future research directions.

III. METHODS AND MATERIAL

In order to help readers understand the review more clearly, a methodological approach was used that allowed the review to be reinforced by statistical data presented in graphs. The focus of this review was on several research papers that were published in various databases. Tailor and Francis, Wiley Online, Elsevier, JStore, SAGE, CORE, Science Open, Open DOAR, Pub Med, Google Scholar, Semantic Scholar, ERIC was some of the databases used to retrieve the articles using the phrase, “EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS”. The initial search yielded 1152 articles based on keyword, title, abstract and general content. Book chapters, reports, dissertations and others were excluded. Only research articles were considered. The next phase involved analysing each article to identify its unique contributions to the literature on emotional intelligence. The criteria were fulfilled by 105 journal publications which were used in the study.

The search for the journal articles was conducted at a database level but certain articles were individually searched at journal level using the phrase “Emotional Intelligence among Adolescents”. 1005 journal articles were considered and used from the following: “International Journal of Environmental Research and Public Health, Personality and Individual Differences, International Journal of Health Sciences,

Developmental Psychology, International Journal of Mental Health Care, Journal of Youth and Adolescence, Journal of Research on Adolescence, Journal of family Psychology, Addictive Behaviors, Journal of Affective Disorders, Archives of Psychiatric Nursing, The Family Journal: Counseling and Therapy for Couples and Families” etc. All the information for the journals was first studied to find the articles pertaining to emotional intelligence which were aligned with other studies. All the classification reflected global, cross-cultural and cross-continent studies. This review took into account models and theories that guided as the foundation for some of the papers used.

The three sub themes namely early adolescents, middle adolescence and late adolescence were used to group the articles that were reviewed. The early adolescence subtheme which ranges from 10 to 12 years, middle adolescence subtheme which ranges from 13 to 15 and late adolescence subtheme which ranges from 16 to 19 years of age were considered which deals with emotional intelligence and other aspects among adolescents.

IV. FINDINGS

1. Publication Outlets

Here are the important sources and how they are distributed: “Journal of Research on Adolescence” produced the highest number (19.2 percent) of published articles based on emotional intelligence among adolescents followed by “International Journal of Environmental Science and Public Health” (17.5 percent) and third was “International Journal of Mental Health Care” with 17.6 percent of articles published in the journals subsequently. “Developmental Psychology” and “Journal of Family Psychology” published

17.1 percent and 16.8 percent of the articles on emotional intelligence respectively. Additional journals sources employed in this review had fewer publications amounting to 3.3 percent, 4 percent, 2.1 percent, 1.3 percent and 1.1 percent.

2. Research Themes

In order to enhance comprehension of the expression “Emotional intelligence among adolescents”, the paper is categorised into three sub themes- early adolescence, middle adolescence and late adolescence to link the paper to the antecedents of emotional intelligence in adolescents. In the analysis, it was found that 165 articles were focused on the early adolescents which represents 16.4 percent of total papers, 152 articles focused on middle adolescents which represents 15.1 percent of total articles on emotional intelligence among adolescents and 184 articles focused on late adolescents, which accounts for 18.3 percent of all publications based on adolescent’s emotional intelligence. Remaining 504 articles covers the entire range of adolescence that is from early adolescence to late adolescence that represents 50.1 percent of total articles. This implies that, most of the investigators tried to study entire age range of adolescent’s emotional intelligence.

3. Period-Wise Publications

The analysis found some intriguing outcomes after looking at a 23 year timeframe from 2000 to 2023. From year 2000-2007 there were 220 publications recorded, representing 21.9 percent of the total papers published on adolescent’s emotional intelligence. Between 2008 and 2015, there were 382 publications noted, which is 38 percent of the total publication in that particular period. In the years, 2016 to 2023, a total of 403 publications were documented, accounting for 40.1 percent of the total articles.

4. Research Methodology

The categorization of research technique facilitated the comprehension of the distribution of empirical papers published across different methodologies including qualitative, quantitative experimental and mixed approaches. Upon analysis, it was found that researchers all around the globe used mixed method the most, totalling 320 articles which accounts for 31.8 percent. The qualitative method was used in 308 number of articles, representing 30.6 percent of total articles. The quantitative technique was employed in 215 number of articles, accounting for a 21.4 percentage of total articles. In 162 articles (16.1 percent) of total articles (1005), the experimental method was used to measure the emotional intelligence with other aspects among adolescents.

5. Geographical Focus

While analysing and sorting the research articles, it was discovered that journals based in Asia accounted for the maximum number of published research articles 388 on emotional intelligence among adolescents. These articles focused on various dimensions of emotional intelligence and other aspects which might influence the adolescent’s emotional intelligence. Journals from North America and South America had published 209 and 142 research articles, representing 20.8 percent and 14.1 percent respectively. Australia and Africa collectively accounted for 16.9 percent of research papers worldwide. Europe accounted for 9.1 percent of total number of research articles on emotional intelligence and the factors that influence it, in adolescents. The term “multi-continent” was employed to categorized publications that specifically concentrated on or collected data from various nations. For this just a small fraction of journal articles, specifically 0.5 percent were utilized from this category. Oceania and Antarctica featured no research articles that focused on emotional intelligence among adolescents.

6. Research models

Research articles were categorized based on theories that were used in publications. After analysing the research papers, three main models were identified that were used to assess emotional intelligence among adolescents: “ability model, trait model and mixed model”. Intriguing results were found during analysis of the research paper. It was identified that Ability based model of emotional intelligence was the most used model by the researchers globally. During reviewing and analysing the research papers, some articles employed two or more models for their research.

V. DISCUSSION AND CONCLUSIONS

1. Publication Outlets

The findings revealed that “Journal of research on Adolescence” came up with most publications that were accepted and used for the review. It was due to the fact that this journal publishes papers from diverse backgrounds such as health, psychology, media and communication, management, mental health and other disciplines as well. This explains that emotional intelligence is a multidisciplinary aspect and has to be addressed from a variety of fields.

Since the review is mainly focused only on one aspect that is emotional intelligence among adolescents, individual journal researches were conducted. Despite the fact that certain journals made no mention of anything which increased the number of articles that were accepted from different journals “Individual Differences, International Journal of Health Sciences, Developmental Psychology, International Journal of Mental Health Care, Journal of Youth and Adolescence, Journal of Research on Adolescence, Journal of family Psychology, Addictive Behaviors, Journal of Affective Disorders” and many more indicated in the findings section. Emotional intelligence among adolescents were researched from

various aspects of well-being, academic setting, day-to-day activities etc., from different cultures and their interactions.

2. Research Themes

The research articles were segregated into three sub-theme: early adolescence, middle adolescence and late adolescence. The results showed that the scholars looking into these subthemes attempted to identify what and how impact or influence the emotional intelligence of the adolescents which includes factors affecting the emotional intelligence and what might get affected due to emotional intelligence of an individual such as the mental or psychological well-being, personality traits, the academic performance, substance abuse, bullying behaviour, additions, physical wellbeing, romantic relationships among teenagers.

There were many themes and subthemes that focus on the themes and subthemes that specifically examined the influence of emotional intelligence on adolescent and their development, emphasising the significance of emotional intelligence in the process. According to the compiled journals, the study's findings show that emotional intelligence is associated with every aspect of adolescent's development. It was discovered that male and female adolescents have different levels of emotional intelligence. Adolescent girls are more emotionally intelligent than adolescent boys. Researches have shown that women exhibit a higher inclination towards social responsibility, interpersonal relationships and empathy while male primarily demonstrate sensitivity towards family or sibling bonds (Katyal and Awasthi, 2005). Indicators of self-esteem are predicted by emotional intelligence that are linked to emotional development, anxiety development and psychological wellbeing among adolescents, but does not predict popularity and physical appearance of an individual (Berrocal et.al, 2006). Other researches have shown a positive

correlation between higher emotional intelligence and psychological wellbeing which indicates that the higher emotional intelligence, the higher will be the psychological wellbeing among adolescents. Emotional intelligence positively correlates with self-concept indicating that adolescents with higher emotional intelligence tend to develop better self-concept. Adolescents often possess the capacity to discern the emotions of others which subsequently influences the development of their self-concept throughout this stage of life. Higher emotional intelligence means that a person can control their own emotions, understand how others feel and connect with others more effectively. A study investigated the correlation between emotional intelligence and mental health in adolescence and discovered that fostering emotional intelligence via school based intervention programmes may enhance mental health. Adolescent's process of adaption is also impacted that female adolescents with behavioural problems had higher levels of emotional skills and sadness compared to male adolescents. The association between emotional intelligence and emotional skills was shown to be negligible except in the context of the big five personality characteristics (Davis and Humphrey, 2012).

A study discovered a negative link between emotional intelligence and stressful situations. The study clarifies that there is a negative correlations between emotional intelligence and stress levels meaning that greater emotional intelligence is associated with lower levels of stress. Each facet of emotional intelligence such as "including conscious emotions, emotional expression, emotional self-control and emotional management" (Armstrong et.al, 2011). A research examines the correlation between parenting practices and emotional intelligence.

The results suggest that parental upbringing may influence the emotional intelligence and interpersonal skills of adolescents. The study conducted by Nastasa

and Sala (2012) revealed a negative correlation between emotional intelligence and the authoritarian parenting style whereas a positive and substantial correlation was discovered between emotional intelligence and both the democratic and permissive parenting styles. Various parenting techniques have distinct effects on the emotional intelligence of adolescents. Permissive or democratic parent's foster positive emotions and behaviour in adolescents including the capacity to effectively express emotions, take initiative, navigate life's challenges, empathise with others, and cultivates healthy interpersonal relationships and exhibit positive, honest, respectful, flexible and assertive qualities. In contrast, parents who exhibit authoritarian tendencies may lead to adolescents being inflexible, rigid, excessively reliant on rules irresponsible, prone to blaming others, prone to attacking and criticising others, disruptive, prone to lying and self-centred.

A correlation has been shown between emotional intelligence and intellectual success. Student's academic accomplishments in school might be influenced by their high emotional intelligence. This is described in comprehensive emotional intelligence indicator since the management of emotions is a very crucial feature and emotional comprehension also predicts geographical value. Hence, educators must possess emotional intelligence in order to effectively carry out academic tasks and enhance the emotional competency of adolescents. Emotional Intelligence is a contributing aspect to one's psychological wellbeing. Emotional intelligence has a robust positive link with quality of life and a substantial negative correlation with depression. (Mehmood and Gulzar, 2014). Individuals with high emotional intelligence use an adaptable lifestyle approach to effectively cope with failure and mitigate the risk of experiencing despair. Individuals with high emotional intelligence are motivated to cultivate a good sense of self and self-esteem by adopting a more open and forceful approach when confronting challenges. They also

intelligently enhance their talents to build a fulfilling and joyful existence (Cazan and Elena, 2015). In general, emotional well-being is connected to the psychological well-being of students with female students exhibiting higher levels of emotional intelligence compared to male adolescents. The research provides more insight into the impact of emotional intelligence on students' mind set, interpersonal connections, social engagement and academic abilities. Additionally, it offers ramifications for parents, teachers and counsellors. Emotional intelligence is beneficial for development of communal life (Shaheen and Shaheen, 2016).

3. Period-Wise Publications

The definite year range was 2000 to 2023, a span of 23 years. The results disclosed that even though some researches are being done on emotional intelligence among adolescents, still there is still potential for improvement. From year 2000 there has been both increase and decrease in the quantity of papers published on the emotional intelligence and what aspects influence it. The articles accepted for this review were more between the years 2016 and 2023 as compared to other years. Even though some work is being done there is the need to pay more attention on accepting and publishing more articles on adolescent's emotional intelligence.

4. Research Methodology

The journal articles studied for this review paper were categorized based on qualitative, quantitative, mixed and experimental method. After analysing and reviewing the research papers, it was found that mixed method was used by most of the researchers in their study. Data collection was done through questionnaires by offline or online surveys. The main method used to collect data were semi structured questionnaires, interviews and observations.

5. Geographical Focus

In this category emotional intelligence was examined depending on the geographical focus of the research articles sorted for this review. Both country and continent were integrated to facilitate the discussion. Two factors were taken into consideration when focusing on the articles under review. First, the results showed that Asia produced the most publications and the leading countries were Taiwan, Singapore, Hong Kong, South Korea and China. Second, the journal articles focused on the issue globally and the data was collected online. North America and South America came second and third respectively. Canada and USA led the research although there were several publications were from USA and these researches collected data from two or more continents. Therefore, these journal articles fall under the multi continent category. Other countries that fall under the multi continent category were Finland, China, Ireland and South Korea. Greece, Turkey, United Kingdom and Austria represented Europe. Brazil, Peru and Colombia represented South America. Australia, Fiji and New Zealand were represented by the Oceania Continent. It was observed during the reviewing papers that author's geographical regions significantly influence the outlets for publication.

6. Research Models

Emotional intelligence (EI) models have been classified into three categories: ability model, mixed model and trait model. These models were described differently by Bar-On, Goleman and Petride, Salovey and Mayer. After analysing, it was found that ability model of emotional intelligence was the most used models in the research articles published between the year 2000 to 2023.

VI. CONCLUSIONS, LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The research on emotional intelligence among adolescents focuses on the factors that occur before and after that follows their concerns. The comprehension of adolescent development and the influence of family in promoting the welfare and health of adolescents has seen substantial growth in recent years. Considering knowledge exists around normative shifts including strategies that parents may use to foster positive adolescent development and enhance their emotional intelligence during this period. The majority of the advice that parents hear on raising their adolescents and enhancing their emotional intelligence is perplexing and contradictory. Studies on adolescent's emotional intelligence were conducted at several levels including the individual, organisational, national and global levels. The studies was conducted from several viewpoints covering traits of personality, behavioural problems, psychological concerns, physical development, social challenges, health issues, academic achievement, general wellbeing and other related factors. Some researchers focused only on psychological and behavioural factors while other academics also considered societal issues to provide a more comprehensive perspective on the issue.

This paper is divided into many subcategories to understand the underlying themes and discrepancies fully. Hence, future research should prioritize examining national and global perspectives to support governments, policy makers, policy implementators, parents, counsellors and others in formulating advantageous policies for everybody. It has the potential to assist in devising intervention techniques aimed at enhancing levels of emotional intelligence. Adolescents' emotional intelligence may mitigate the psychological issues of emerging adults. This might facilitate success and struggle in subsequent phase of life known as adulthood. This investigation proposes

that emotional intelligence is multidisciplinary matter, necessitating the involvement of researchers, policymakers and other relevant individuals to uncover solutions to the associated problems and concerns. Journals that have a policy of accepting papers from different backgrounds are required to publish a greater number of articles compared to journals that do not have such a policy. This is necessary to contribute to the resolution of problems and the exploration of other important matters.

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