

Emotional Intelligence in Adolescents and Young Adults

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ABSTRACT

This article emphasizes on the importance of emotional intelligence (EI) in adolescents and young adults. emotional intelligence can be defined as recognising, understanding and effectively managing emotions in oneself and others. EI has a significant impact in our lives. It enhances out interpersonal relationships by promoting better communication, empathy and conflict resolution skills. High Emotional Intelligence fosters self-awareness and self-regulation, leading to improved emotional resilience and mental well-being. We start by discussing the first paper on this topic which actually introduced the idea of EI. Then we explore various studies on emotional intelligence measure, models of emotional intelligence, impact of emotional intelligence on communication effectiveness, development of emotional intelligence in adolescents etc. In conclusion, we discuss the significance of emotional intelligence and why is investment in EI, especially during the formative years of life, is important.

Keywords: *Emotional Intelligence, Intelligence (IQ), Mental Health, Gender Differences, Adolescents*

It is believed that emotional intelligence is a fixed trait but research suggests that it can be learned, developed, and improved. Unlike its relatively fixed cousin IQ or Intelligence quotient, emotional intelligence is dynamic in nature. It includes behavioral traits that, when worked upon can yield significant benefits. Emotional intelligence in simple terms can be defined as, the capacity to comprehend and control one's own emotions as well as those of others. The concept of emotional intelligence first gained significant recognition and attention in 1990, with the work of two psychologists, Peter Salovey and John D. Mayer. They published a groundbreaking article which describes emotional intelligence as a special collection of skills connected to comprehending and controlling emotions. It is the ability to recognize this knowledge to guide one's thoughts and actions. In 1995 the best-selling book named 'Emotional Intelligence' by Daniel Goleman brought widespread attention to this concept. He explored the concept and its significance in various aspects of life. In his book, Daniel Goleman shows how emotional intelligence, which frequently outperforms intellectual talents, has a significant impact on personal and professional success. He argued that, it is a more accurate skill to predict one's success and well-being as compared to Intelligence. Goleman distinguished five basic categories or components of emotional intelligence: motivation, social intelligence, self-control, self-awareness and self-empathy. The capacity for empathy is the capacity to comprehend and experience others' experiences

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Received: August 10, 2023; Revision Received: December 27, 2023; Accepted: December 31, 2023

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and emotions. It entails putting oneself in another's position, recognizing other's emotions, and expressing compassion in return. It allows us to connect with other people on a deeper level. The capacity to manage one's thoughts, behaviors and emotions is known as self-regulation. It entails adjusting to shifting circumstances. Self-regulation aids in controlling one's emotions and behavior in response to particular circumstances. Self-awareness, which is another key component of emotional intelligence, refers to the extent to which one is aware and understanding of one's own thoughts, emotions and actions. It enhances emotional intelligence by enabling individuals to recognize and understand their emotions. It facilitates emotional self-regulation, authentic expression and personal growth. Social skills refer to one's competency to interact effectively with others in social situations. They involve effective communication, listening, conflict resolution skills and cooperation. Social skills enable individuals to respond to the emotions of others, navigate social interactions and establish positive and meaningful connections, this helps in enhancing overall emotional intelligence and interpersonal communication. Motivation is the internal drive that directs one's behavior towards achieving certain goals. It involves the willingness to put efforts and persevere through challenges. Motivation fuels the continuous learning and growth which is necessary for enhancing emotional intelligence. These five different areas were identified by Goleman as the core competencies of emotional intelligence. In contrast to IQ, he said, these abilities may be acquired and enhanced. Emotional intelligence plays a crucial role in various aspects of our lives. It helps individuals develop self-awareness which enables them to understand their own strengths and weaknesses and with this awareness individuals are better able to manage emotions and regulate their behavior. It allows individuals to perceive and comprehend the emotions and feelings of others. This social awareness helps developing empathy and compassion, which enhances communication, cooperation and collaboration in personal and professional settings. The ability to comprehend and respond to the emotions and sentiments of their team members or topics is a critical skill for leaders. It promotes successful communication, conflict resolution and the development of solid interpersonal relationships. In this research our main focus is on emotional intelligence in adolescents and young adults. Adolescence (age 10 to 19 years), is a period of heightened emotionality. It is crucial for adolescents to learn how to manage and regulate their emotions. Adolescence is the period of transition from childhood to adulthood, it is when the children start to become more independent, they start to consider their academic, professional, familial and interpersonal futures. Adolescence is often recognized as a critical period for identity formation and exploration. One's identity is a result of their experiences, values and beliefs. Emotional intelligence plays an important role in adolescence by helping individuals navigate complex emotions and social interactions. Teenagers with high emotional quotients are more adept at managing conflict, fostering meaningful relationships and making ethical choices. For young adults (age 19 to 35 years) high emotional intelligence is crucial as it equips them with essential skills which are required for personal and professional success. Emotional Intelligence influences decision making, conflict resolution, mental well-being and also impacts one's resilience to face adversities and daily life challenges. By developing good level of emotional intelligence, young adults can learn to navigate the complexities of adulthood better, establish meaningful relationships and thrive in different aspects of their life. Emotional Intelligence Quotient (EQ) is the measure of a person's emotional intelligence. Emotional intelligence, according to Goleman, is the ability to identify, comprehend and regulate our own emotions as well as those of others in order to direct our thoughts and behaviors, establish positive relationships, reach personal objectives, and successfully deal with life's obstacles. EQ is often measured through assessments or tests designed to evaluate specific aspects of emotional intelligence. The EQ score represents an individual's level of emotional intelligence relative to a population norm. A higher EQ

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scores indicates higher level of emotional intelligence which means that the individual has a greater ability to his/her emotions navigate social interactions, manage, effectively communicate and cooperate with others. Whereas, a lower EQ score indicates a lower level of emotional intelligence suggesting difficulties in recognizing and managing emotions, communicating with others, understanding other's perspectives and forming positive relationships. EQ is considered important in various domains of life, including personal relationships, Workplace, overall psychological well-being etc. Emotional intelligence may be learned and developed at any stage of life, as we covered in the beginning of the introduction. Some strategies to develop emotional intelligence include self-reflection, self-awareness, practicing mindfulness, seeking feedback from other people, learning and practicing effective communication skills, seeking therapy if needed etc. The goal of this study is to examine young adults' and adolescents' emotional intelligence levels. We aim to study the factors responsible for influencing emotional intelligence in these two age groups, models of emotional intelligence, development of emotional intelligence in adolescents and young adults, gender differences in emotional intelligence, it's impact on one's mental health, personality and self-esteem.

REVIEW OF LITERATURE

Salovey, P., & Mayer, J. D. (1990). This paper introduced the idea of emotional intelligence. The idea is that accurate perception and expression of emotions depend on having emotional intelligence. This paper reviews the difference between adaptive and maladaptive qualities of emotions. This paper also aims to explore the place of emotions in traditional intelligence conceptions. Three concepts make up emotional intelligence: assessing and expressing emotions, controlling emotions and using emotions. The paper concludes by stating that an emotionally intelligent individual can be compared to a healthy, self-actualized individual. It claims that a person who possesses emotional intelligence can be regarded as having acquired some level of mental well-being. These people are able to recognize their emotions with accuracy and apply complex, integrated techniques to control them. Whereas, many problems may arise in life adjustment for individuals who don't have ample level of emotional intelligence. It also warns about being a prisoner to your emotions if you don't learn to control them.

Mayer, J.D., Salovey, P., & Caruso, D. (2000). Over time, the concept of emotional intelligence (EI) has attracted a lot of attention in psychology. It is essential to many facets of human life. Numerous emotional intelligence models have been developed over time; they illustrate various methods for studying the concept of emotional intelligence. In this essay, the most important emotional intelligence models are discussed in detail, and their major characteristics and contributions to the field are contrasted. This paper highlights what each model emphasizes on, the ability model by Mayer and Salovey places emphasis on the person's ability to recognize and comprehend emotions and use this knowledge to direct one's thinking and behavior. In Goleman's mixed model, the significance of interpersonal and intrapersonal factors is highlighted. According to the Bar-On's concept of emotional-social intelligence, emotional intelligence is a collection of emotional and social skills that support one's achievement and general well-being. Petrides and Furnham's trait emotional intelligence model focuses on how individual's differ in their emotional experiences and in the expression of their emotions. The literature on models of emotional intelligence reveals the diverse perspectives used to understand this complex concept. Each model offers insights into different aspects of emotional intelligence. The study of these models helps to enhance our knowledge and understanding of emotional intelligence and its practical use and impact in areas like mental health, leadership, education etc.

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Ciarrochi, J., Deane, F.P., & Anderson, S. (2002). This literary work investigates how emotional intelligence can influence the link between stress and mental health. It intends to look at how emotional intelligence could be able to defend against the negative effects of stress on mental health outcomes. The authors also shed light on the mechanisms and implications of emotional intelligence as a moderator in the stress-mental health relationship. One section of this paper outlines the theoretical foundation of emotional intelligence, including its four components, to explore how these components contribute to the individual's ability to cope with stress and protect their mental health. The authors provide a comprehensive overview of stress, including its causes, types and impact on mental health. The authors review and summarize several empirical studies which have examined the moderating role of emotional intelligence between stress and mental health. Methods used in these studies include self-report measures, experimental designs and longitudinal analyses. This paper provides the findings of the survey in tabular form, highlighting the importance of incorporating emotional intelligence training programs and stress management interventions into clinical practice, educational settings and organizational contexts.

Parker, J.D. (2004). The study sought to assess the relationship between emotional intelligence and academic success by taking into account the transition from high school to university. The sample of 372 students was used. During the first month of sessions, they were required to finish the EQ-i:Short, the Emotional Quotient Inventory's condensed form. At the conclusion of the academic year, the EQ-i:Short data and the student's academic history were matched. The accuracy of emotional intelligence variables in predicting academic performance varied depending on how they were operationalized. When EQ-i:Short variables were compared in groups that had attained very different levels of academic success. The importance of emotional and social skills is addressed during the transition from high school to university in light of the findings.

Conte, J.M. (2005) wrote a paper. By concentrating on the measurement and psychometric properties of these four measures and comparing them on the basis of these properties, this paper aims to examine and evaluate the four major emotional intelligence measures: the Mayer-Salovey-Caruso Emotional Intelligence Test, the Multifactor Emotional Intelligence Scale, and the Emotional Competence Inventory. From this comparison, conclusions are reached that will guide further study. All emotional intelligence tests typically use one of the following three methods: self-report, informant or ability-based evaluation procedures.

Katyal, S., & Awasthi, E. (2005) published the research related to gender difference in the levels of emotional intelligence. This study offers a comprehensive analysis of the emotional intelligence levels among male and female adolescents in Chandigarh. Studying gender variations in this area offers important insights into the emotional development of teenagers and is crucial to understanding and efficiently managing emotions. A sample of adolescents from various schools in Chandigarh was selected which offers a diverse representation of both the genders. The study employed statistical analysis, t-tests, correlation coefficient method, to assess the gender difference as well as the relationship of emotional intelligence with other variables. The findings of this study revealed that overall emotional intelligence scores did not significantly differ between the two genders. However, when facets of emotional intelligence were examined, few gender disparities were found. For instance, females exhibited higher scores in emotional intelligence and males demonstrated higher scores in emotional regulation. This is a significant piece of research as it sheds light on potential disparities and provides a platform to address the unique emotional needs of male

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and female adolescents. With the understanding of the differences, we will be able to better develop targeted interventions to enhance emotional intelligence. This study's robust methodology, representative sample, and application of an established assessment tool are its strongest points. The cross-sectional design of the study, which limits the establishment of causation, is one of the research's shortcomings. Moreover, the sample's regional focus may limit generalizability of this research and its finding to other populations.

Mayer, J.D., Roberts, R.D., & Barsade, S.G. (2008). This paper focuses on emotional intelligence (EI) as a cognitive ability. This paper discusses the origins of the concept of emotional intelligence, its definition and its scope. The main outcomes of this study show that emotional intelligence may predict better social relationships for children and adults, favourable perceptions of those with high EI, better family and intimate relationships, better academic performance, better social relationships during work performance, and better psychological wellbeing. Following study, it was discovered that EI measures based on integrative and particular ability models collectively exhibit test validity, however EI measures based on mixed model approaches do not produce reliable results. From this research it was also found that EI is a predictor of significant outcomes like social relations, mental and physical well-being and workplace performance, across diverse samples. EI also shows gradational validity in predicting social outcomes better, as compared to other measures of intelligence or socio-emotional traits. Inconsistencies identified in this research are: prediction of results using MSCEIT with one subscale but predicting the same outcome in another study, using a different subscale and that high EI could only predict some specific indices of a general outcome.

Rey, L., et al (2011) In this study, 316 teenagers between the ages of 14 and 18 were used as a sample. The relationships between perceived EI, self-esteem and life satisfaction were studied. Three self-report measures were used to gather data on demographics as well. Perceived emotional aspects, in particular mood repair and clarity, revealed as expected favourable relationships with life satisfaction. Teenager's levels of life satisfaction were strongly and favorably connected with their levels of self-esteem. The findings of structural equation modelling were even more intriguing, showing a substantial direct and indirect relationship between life satisfaction in adolescents and emotional repair and mood clarity through self-esteem. The current study advances knowledge of underlying mechanism linking perceived emotional intelligence and life satisfaction. Our findings recommend looking at other processes, such as self-esteem, rather than solely the direct correlation between perceived emotional intelligence and life satisfaction in teenagers. The implications of the current findings for future study are examined, along with possible strategies for raising teenagers' subjective well-being.

Kaplowitz, M.J., et al (2011) A set of emotional abilities that could include effective therapist traits are referred to as emotional intelligence (EI). The first investigation into EI among psychotherapists is the current study. We make many predictions about how a therapist's EI affects treatment based on conceptual parallels between the EI model and psychotherapy models as well as an examination of empirical data from both literatures. In a modest pilot study, we evaluated psychotherapist EI to ascertain its relationship to the process and results of psychotherapy. Therapists with higher EI scores had better therapist related outcome results and lower drop-out rates as compared to therapists with lower EI. Higher therapist EI was strongly linked to higher patient assessment compliance, despite this association not having been hypothesized. Early working alliance scored and therapist EI

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had no correlation. Results provide tentative evidence that therapist emotional intelligence is relevant to psychotherapy.

Davis, S.K., & Humphrey, N. (2012). The research article details a groundbreaking investigation on the connection between emotional intelligence (EI) and teenage mental health outcomes. The authors place a strong emphasis on the rising incidence of mental health problems in adolescents and the necessity of investigating probable causes that could advance knowledge in the area. This study's meticulous methodology is one of its distinguishing qualities. In order to evaluate emotional intelligence, personality traits, cognitive ability and mental health consequences, the authors gathered a broad sample of adolescents and used a complete set of measurements. The study's results revealed a high correlation between adolescents' emotional intelligence and mental health. The findings of this investigation have significant repercussions. Teachers, parents, and mental health professionals can help teenagers manage their problems and promote their general well-being.

Kong, F., et al (2012) This study looked at the crucial roles that social support and emotional intelligence (EI) play in a sample of Chinese young adults' mental anguish and life satisfaction. 678 Chinese people between the ages of 18 and 35 made up the sample. Data were gathered using the general health questionnaire, the Wong Law emotional intelligence scale, the multi-dimensional measure of perceived social support, and the satisfaction with life scale. The results revealed that the relationship between EI and mental discomfort, and between EI and life satisfaction is often mediated by social support. After investigating different social groups, it was also found that men who have high levels of EI are more likely to receive social support from others, as compared to women.

Platsidou, M., (2013). This study set out to determine how emotional intelligence (EI), a personality attribute, may be used to forecast various aspects of happiness. Greek students from 280 high schools and universities were the subject of a survey. The Oxford Happiness Inventory and the emotional intelligence scale were used to evaluate the sample. Findings suggest that certain dimensions like appraisal and utilization of emotions predict other dimensions of EI like optimism and social ability, which helps confirm if certain inner constructs of EI (like optimism) are higher or lower. Using the method of path analysis, we found that certain specific dimensions of EI predict happiness better than others and more distinctively. Each EI dimension was able to predict one component of happiness, for example, using the dimension of appraisal of emotions we can predict the component of vigor and personal efficacy. In conclusion, the findings of this study suggest that it is crucial to focus on developing basic EI dimensions, which will help in designing effective EI training programs and as a result enhance happiness.

Brady, D.I., et al (2014) Research has revealed differences between the brain networks supporting cognitive intelligence (CI) and emotional intelligence (EI). This study examined how young individuals with autism spectrum disorder (ASD) performed on CI and EI indices in comparison to peers who were typically developing and did not have an underlying intellectual or language disability. Age and sex-matched ordinarily developing groups and the ASD groups both displayed high average cognitive intellectual ability. The EI scores of the ASD group, however, were lower than those of their classmates who were typically developing, as would be expected given the social and emotional challenges that ASD patients face. Importantly, neither group's cognitive intelligence nor EI showed a correlation. Together, these findings provide more credence to the idea that CI and EI are

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underpinned by separate brain systems. In order to better comprehend people on the autism spectrum and their treatment, it is equally important to address the emotional aspects of cognition in addition to the intellectual ones.

Jorfi, H., et al (2014) In order to promote strategic alignment in Iranian organizations, the paper aims to comprehend the relationship between demographic factors (age and gender) and communication efficiency. Happiness and optimism were chosen as the two dimensions of emotional intelligence to focus on. For collecting data, questionnaires were assessed on individuals. Sample chosen for this study consisted of employees in educational and agricultural sectors. The purpose of this study is to evaluate the relationship between emotional intelligence, harmony and effective communication. The results reveal two major things: firstly, effective communication has a positive impact on harmony and that EI can influence effective communication.

Cheung, C.K., et al (2015) Since self-esteem is likely to be developed on good social experiences, such as those that come from achievement and social competence, emotional intelligence is anticipated to play a significant role in creating social experiences that support self-esteem. As a result, emotional intelligence is likely to promote social competence and serve as a bridge between success and self-esteem. The goal of this study, which polled 405 college students in Hong Kong, China, was to explore this unexplored position. Results showed how important emotional intelligence is. Fundamentally, EI seemed to have a significant role in determining self-esteem and account for the favorable impact that social competence has on it. The findings suggest that improving emotional intelligence is important for strengthening the foundation of young adults' self-esteem.

Anwer, M., et al (2017) The goal of the study was to examine how attachment patterns, emotional quotient and social quotient are interdependent. A sample of 340 university students was taken. RSQ, the locally created Tromso Social Intelligence Scale (TSIS) and the emotional intelligence scale were also used. The results show a favorable correlation between secure attachment style and emotional and social intelligence, as well as a negative correlation between preoccupied, dismissive, and fearful attachment styles. A high level of social intelligence moderates the relationship between attachment type and emotional intelligence. The study's restrictions and suggestions for additional investigation have also been highlighted.

Gribble, N., et al, (2017) For occupational therapy, physical therapy, and speech pathology students (therapist students), emotional intelligence (EI) is a crucial skill. This study examined interviews with 24 therapy students to identify the elements clinical placements that the students believed affected changes in EI ratings. Interview subjects were chosen by purposive sampling. 95% of those surveyed believed that clinical placements significantly affected a variety of emotional intelligence (EI) qualities, with changes being both positive and negative. According to content analysis, the reason for change in student's perceptions are student-supervisor interactions, experiences with emotionally distressed patients etc. According to the findings of this study, supervisors and facilitators should be aware of the emotional requirements of their students and have confidence in their ability to work on their own with patients who are going through emotional pain, loss and suffering, especially those who have complex needs. Supervisors need to regularly assess and give feedback to students on their EI skills in addition to their practical and clinical reasoning abilities.

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Esnaola, I., et al (2017) The objective of this study was to assess the development of emotional intelligence among adolescents. A sample of 484 adolescents (both male and female) was taken. The students whose families approved of their involvement in the study received the battery of questionnaires. The assessment of the questionnaire was carried out twice, once during class time and once in groups. The participants were assessed using the emotional quotient inventory (Spanish version). Females scored much higher than male adolescents in the interpersonal dimension of emotional intelligence, because of this reason the findings have been depicted individually for each sex. The results revealed that none of the emotional intelligence aspects significantly change with age except the stress management aspect in the female group sample.

Urquijo, I., et al (2019) This study examined the role of emotional intelligence on extrinsic and intrinsic job success at both the early and later professional stages. We especially examined the predictive and incremental validity of emotional intelligence in job success after adjusting for personality traits in a sample of 271 graduates. The factors of proactive personality and demographics, including gender, age, area of study, and professional stage, were linked to salary, according to regression analyses of extrinsic career success. Even after controlling for personality traits and proactive personality, emotional intelligence was still a potent predictor of job satisfaction. These findings offer preliminary support for the idea that emotional intelligence can help people succeed in their careers. Finally, the limits of the findings and their consequences are examined.

Sanchez-Nunez, M.T., et al (2020). This study intends to examine how adolescents and young adults who live with their parents view and self-report their emotional intelligence. A sample of 170 children and their parents who resided in the same home were used in this study. The self-reported EI trait meta-mood scale TMMS-24 was used to assess emotional intelligence, while the perceived EI was assessed using the PTMM-24. Using the MH-5, the sample's mental health was evaluated. The findings indicate that parents' perceptions of their children's emotional intelligence (EI) and their own emotional intelligence (EI) have a direct impact on their children's mental health. Additionally, the findings show that the children's self-reported EI has an indirect effect on their mental health. The significance of perceived EI is emphasized throughout the study due to its effect on children's mental health.

DISCUSSION

The objective of this secondary research was to examine how emotional intelligence or EI is developed in adolescents and young adults. While focusing on these two variables, we also studied in depth about the construct of emotional intelligence, different approaches or models made to explain this construct, gender differences in emotional intelligence, the impact of EI on one's personality, mental health, self-esteem, career, workplace performance, lifestyle changes etc. The findings majorly reveal that, emotional intelligence is of paramount significance in personal and professional realms. It empowers individuals to understand and regulate their own emotions, leading to improved self-awareness and self-management. This heightened self-awareness enables individuals to make informed decisions, handle stress more effectively, and maintain healthier relationships. Furthermore, interpersonal relationships heavily depend on emotional intelligence. Empathy allows someone with high emotional intelligence to comprehend the feelings and viewpoints of others. This skill facilitates effective communication, conflict resolution and the establishment of trust, ultimately strengthening personal and professional connections. Overall emotional intelligence is a key factor in achieving personal and professional success

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as it enhances self-awareness, interpersonal relationships and leadership abilities. Its significance lies in its capacity to positively impact various aspects of life contributing to overall well-being and fulfilment. As teenagers and young adults manage the complicated problems of personal growth, relationships and the move into adulthood, emotional intelligence (EI) is critically important. First of all, self-awareness and self-regulation are made easier by emotional intelligence in teenagers and young adults. They can better control stress, urges and decision-making by being able to recognize and comprehend their emotions. Teenagers and young adults with high EI are better able to interact with others, understand their emotions and sympathize with them. Additionally, success in school and workplace depends heavily on emotional intelligence. Young people who have acquired EI are more resilient, adaptive and able to handle the difficulties involved in learning, setting goals and career advancement. Furthermore, emotional intelligence aids in the development of emotional fortitude and coping mechanisms in teenagers and young adults with mental health problems. They may get the right assistance, make wise decisions about their well-being, and develop effective coping skills by recognizing and managing their emotions. Therefore, investment in emotional intelligence during this formative time lays the groundwork for a successful and fulfilling adulthood.

We looked at numerous studies and analyzed them for this study. We discovered that many of these researches were based on the idea that a person with some level of emotional intelligence could be considered as having attained a certain level of good mental health. Conversely, those who lack a sufficient amount of emotional intelligence may experience many difficulties in adjusting to their lives. It also warns about being a prisoner of your emotions if you don't control them. It was discovered across a variety of samples that EI is a predictor of important outcomes like social relationships, mental and physical well-being and job performance. Emotional intelligence models offer frameworks for grasping emotional skills and attributes. The ability-based model and the mixed model are the two most popular models. The ability-based paradigm emphasizes skills including perception, comprehension and management while focusing on the cognitive aspects of emotional intelligence. The mixed model recognizes the significance of personality characteristics in emotional intelligence and includes both abilities and traits. These models are crucial because they aid in the measurement and study of emotional intelligence, the development of emotional competencies in individuals, the development of interventions and training programs and the improvement of leadership effectiveness. Numerous empirical studies that examined how emotional intelligence affects the relationship between stress and mental health are analyzed and summarized by the writers. The relevance of including stress management interventions and emotional intelligence training programs in clinical practice, educational settings, and organizational context was underscored by survey results. Viewing the relation between emotional intelligence and happiness, findings imply that some EI dimensions, such as emotion utilization and appraisal, predict other EI dimensions, such as optimism and social ability, assisting in determining whether or not some inner constructs of EI, such as optimism, are higher or lower. The results of this study's findings imply that in order to construct efficient EI training programs and subsequently increase pleasure, it is critical to concentrate on building fundamental EI components. The formative years of adolescence are marked by rapid physical and emotional change. Emotional Intelligence (EI) is crucial at this phase because it equips teenagers with the skills they need to successfully navigate the complexities of their fluctuating emotions and social interactions. First and foremost, EI encourages self-awareness and self-regulation, helping young people to become aware of and understand their own feelings, needs and abilities. They can make wise judgements, control their stress levels and deal with the difficulties of this transitional stage

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thanks to their self-awareness. Second, emotional intelligence aids in the growth of positive interpersonal connections. Adolescents with high EI are empathetic, communicative and emotionally intelligent, which enables them to form meaningful relationships, settle disputes and create a sense of belonging. Thirdly, resilience is cultivated via emotional intelligence. As young adults manage the challenges of adulthood, emotional intelligence (EI) continues to play a crucial role in their lives. Young adults with high EI have better emotional regulation, clearer communication, and stronger relationship with others. They have the self-awareness and the self-control necessary to make thoughtful decisions, manage stress and adapt to shifting environments. Additionally, EI improves their interpersonal abilities, enabling people to work well together, handle disagreement and manage teams. Employers place a high value on emotional intelligence in the workplace because it fosters leadership skills, teamwork and effective communication. Additionally, it promotes resilience, mental health and personal well-being, helping young adults to thrive.

CONCLUSION

The results of this different findings from researches, suggest that there may be factors other than age that have more significant effects such as education, interpersonal relationships, available job opportunities, experience or socialisation in certain roles or behaviours, which would account for any potential changes in EI among teenagers as well as young adults. Although it is well known that older individuals have greater emotional intelligence (EI) scores, it is very likely that this is more a result of life events than a development in EI. Due to the fact that there would be subjects of various ages and EI levels, longitudinal rather than cross-sectional differences between subjects would have to be observed. In particular, the effect of environmental factors on the acquisition of a number of skills of undeniable importance for psychological adjustment and well-being would have to be examined. This study has several restrictions. First off, the sample considered in various studies was quite small and lacked much diversity. Moreover, the objectives and scope of the primary studies or sources limit the scope of secondary research. It might not cover every facet or dimension of the subject, which could leave gaps in the knowledge base. Also, when addressing specific research questions or objectives, we weren't able to collect the precise solutions or insight required. The depth and scope of the study may be constrained by the imperfect alignment of the available data with the researcher's specifications.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Garg, T. (2023). Emotional Intelligence in Adolescents and Young Adults. *International Journal of Indian Psychology*, 11(4), 3128-3138. DIP:18.01.297.20231104, DOI:10.25215/1104.297