

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

Dr. Amandeep Kaur¹, Sukhpreet Nanda^{2*}

ABSTRACT

The present study examines the impact of the school environment on the emotional intelligence (EI) of Indian students studying in Kuwait. Utilizing a sample of 400 students from four CBSE-affiliated schools selected through purposive and random sampling techniques, the research investigates key variables such as adolescence stage, gender, and dimensions of the school environment in relation to their emotional intelligence. Emotional intelligence, defined as the ability to manage, understand, and utilize emotions positively, is assessed using the Emotional Intelligence Scale (Hyde, Pethe, & Dhar, 2002), while the school environment is evaluated using the School Environment Inventory (Mishra, 2000). The findings reveal that emotional intelligence varies across stages of adolescence, with middle adolescents scoring higher in emotional intelligence compared to late adolescents. Gender differences are noted, with male students exhibiting slightly higher emotional intelligence scores than females, though these differences are not statistically significant. Middle adolescents perceive higher levels of creative stimulation, cognitive encouragement, and permissiveness in the school environment compared to late adolescents. Emotional intelligence in both groups is positively influenced by these dimensions, with cognitive encouragement and creative stimulation emerging as the most impactful. Conversely, dimensions such as rejection and control exhibit varying effects. Rejection slightly negatively influences emotional intelligence among late adolescents, while control positively affects emotional intelligence across both stages of adolescence. Analysis of variance (ANOVA) and Pearson correlation analysis underscore significant relationships between the school environment dimensions and emotional intelligence. Regression analysis highlights the predictive power of the school environment in shaping emotional intelligence. The study underscores the critical role of a supportive school environment in fostering emotional intelligence, with implications for curriculum design and policy-making. By identifying key environmental factors, this research contributes to a deeper understanding of how schools can empower students to develop emotional resilience and maturity, ultimately preparing them for success in personal and social spheres.

Keywords: *Adolescence, School Environment, Emotional Intelligence, Gender*

¹Assistant Professor, Dept. of Psychology, RIMT, Mandi Gobindgarh.

²Ph.D. Research Scholar, Dept. of Psychology, RIMT, Mandi Gobindgarh.

*Corresponding Author

Received: March 01, 2025; Revision Received: June 26, 2025; Accepted: June 30, 2025

Education is widely regarded as a fundamental right, extending "from cradle to grave." Whether formal or non-formal, education is the backbone of society and a vital pathway for national progress. It is the means through which society imparts knowledge, skills, values, and job competencies to its members, thereby enhancing individual lives and contributing to societal cohesion. Education serves as an essential tool for empowering individuals, preparing them to face life's challenges. Often referred to as the "passage to progression," it fosters a permanent transformation in the way individuals think, enabling them to discern between right and wrong. The true essence of education lies in nurturing both knowledge and values.

Jean Piaget, a renowned Swiss psychologist and philosopher, emphasized, "The principle goal of education in schools should be to create individuals capable of doing new things, rather than merely repeating the achievements of past generations." Similarly, French novelist and poet Anatole France asserted, "Education is not about how much you commit to memory, or even how much you know. It's about being able to differentiate between what you know and what you don't."

In the Rigveda, education is described as something that makes a person self-reliant. The Indian philosopher Sankaracharya stated, "Education is the realization of the self," while Swami Vivekananda (1863-1902) believed that "Education is the manifestation of divine perfection already present in man." According to Vivekananda, the goal of education is to foster man-making, character-building, and intellectual development, enabling individuals to stand on their own. From a Vedantic perspective, education is seen as the awakening of the spiritual essence inherent in every individual. Mahatma Gandhi further defined education as "the all-round drawing out of the best in the child and man—body, mind, and spirit." The Education Commission (1966) emphasized that, according to Indian tradition, education is not merely a means to earn a living but also an initiation into the life of the spirit, a training of human souls in pursuit of truth and virtue.

John Dewey (1978) argued that "education is synonymous with growth; it has no end beyond itself," highlighting that education is a continuous process of development. Kohnstamm and Gunning (1995) defined education as the formation of conscience, a process of self-formation and self-determination grounded in ethics.

Leshkovsha and Spaseva (2016) defined education as an essential aspect of life, a social process involving continuous changes and the reconstruction of individual experiences. It facilitates learning and the acquisition of knowledge, skills, values, beliefs, and habits. Education plays a crucial role in shaping one's life and preparing individuals for success, fostering reasoning and judgment, and supporting personal and societal development.

The Role of Environment in Education

"If the school community is an ecosystem, the learning environment is the key part to check its health."

The environment encompasses all external influences that affect an individual's development, including forces that impact growth from both inside and outside the individual. According to Douglas and Holland (1947), the environment is described as the sum of all external forces, influences, and conditions that affect the life, nature, behavior, and maturation of living organisms. The environment starts influencing individuals from conception, with prenatal

nutrition affecting development, and continues post-birth, where the environment is categorized into physical, social, and mental aspects.

The physical environment includes factors like place of residence, climate, geography, and nutrition. The social environment consists of influences from home, school, neighbourhoods, religious places, and broader cultural factors like religion, art, literature, and political organization. These factors shape cultural traits that are transmitted to each new generation. The mental environment refers to the intellectual atmosphere, including educational settings like homes, schools, libraries, and recreational spaces. A child unconsciously learns from these mental environments, shaping their cognitive abilities.

A healthy and supportive school environment is crucial in developing students' emotional and social intelligence, helping them to manage emotions, set and achieve positive goals, appreciate others' perspectives, establish positive relationships, and make responsible decisions. Kaur (2017) defines the school environment as the aggregation of all organizational factors, prospects, and attitudes affecting an individual's overall personality. She asserts that it is the duty of authorities to provide the best school environment to ensure the holistic development of students. The school environment encompasses the physical, social, and learning aspects, which include infrastructure, teacher-student relationships, moral values, and other factors. A positive school climate influences both academic performance and the overall experience of students.

The perception of the school environment among adolescents results from their interaction with various factors such as the physical space, teaching methods, and pace of change. A healthy school environment supports the development of emotional and social intelligence, which in turn affects students' behavior and academic achievements.

Adolescence and Development

Adolescence is a critical phase of transition in an individual's life, marked by significant physical, emotional, social, and intellectual changes. It is essential to recognize that adolescents are not a homogeneous group, as their needs and challenges vary depending on factors like sex, stage of development, and socio-economic context.

Jersild (1996) defined adolescence as the period between childhood and adulthood, typically spanning ages 10 to 21. Mignon (1999) further divided adolescence into early adolescence (ages 10-12), middle adolescence (ages 12-16), and late adolescence (ages 16-19), with each stage presenting unique challenges that require tailored responses from parents and educators.

Emotional Development During Adolescence: The physiological changes that follow the physical transformation at puberty come mainly from, social expectations of mature attitudes and behavior. A vivid experience that is accompanied by intense emotion is likely to have a profound effect on one's attitudes values and future behavior. The effect may be favourable or unfavourable depending on the emotion aroused. The unfavourable effects of unpleasant emotions can be so devastating that control of the emotion is necessary if the individual is to make good personal and social adjustments. Continuous emotional strain, stemming from personal inadequacies or poor environmental conditions keeps the adolescent stirred up. He becomes high-strung, uncomfortable and ineffectual. In time, emotional strain can bring on ill health, both physical and mental. Emotional tensions upset body homeostasis and lead to digestive disturbances, loss of appetite and headaches. It results in flightiness, instability and inconsistency of performance. It leads to errors in motor skills and speech disturbances.

Emotional Intelligence - Definitions:

A person will be called emotionally mature or emotionally intelligent when he or she can express proper emotions apt to the situations. Emotional intelligence is the ability to understand, use and manage one's emotions in positive ways, communicate effectively, empathize with others, overcome challenges and resolve conflicts. Mayer and Salovey (1990) defined emotional intelligence as the capacity to reason with emotion in four areas, namely, to perceive emotion, to integrate it into thought, to understand it, and to manage it.

In the words of Lautenschlager (1997) to be emotionally intelligent, one must become proficient in the four areas of emotional intelligence namely, awareness, acceptance, attitude, and action. Goleman in 1998 stated that emotional intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interaction with others and our understanding of ourselves. Freedman (1998) defined emotional intelligence as a way of recognizing, understanding and choosing how we think, feel and act.

Emotional intelligence is also defined as a type of social interest that involves the ability to monitor one's own and others' emotions, to discriminate among them, and use the information to guide one's own thinking and actions (Mayer and Solovey, 2002). Bar-On (2003) defined emotional intelligence as a complex of emotional and social competence skills, which help to put up with everyday troubles and to be more efficient in both personal and social life. Emotional intelligence is a person's innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment, and if others are present, to also perceive and manage their emotions in a manner that results in successful interactions with others.

According to Pirsoul and colleagues (2023) EQ is a trait-like quality or ability (personal resources approach) which has a behavioral disposition that helps people feel better about their ability to navigate emotional situations (self-efficacy approach).

When students develop a positive sense of self, there is a noticeable decline in disruptive behaviors such as violence, substance abuse, and alcohol consumption. Their relationships with peers improve, and they carry the principles of social and emotional intelligence into adulthood, enhancing their prospects for success and well-being. Given the current gap in research, it is essential to explore systematically how the school environment influences adolescents' emotional intelligence. This study aims to offer meaningful insights that could inform revisions to school curricula, incorporating activities and strategies designed to nurture and enhance students' emotional intelligence. Ultimately, it seeks to empower students to mature into responsible adults. The findings of this research will contribute to the expanding body of knowledge on the interplay between school environment and emotional intelligence.

In this research, we shall be studying the, "Effect of school environment on emotional intelligence of Indian students studying in Kuwait."

Key Terms:

Adolescence, school environment, emotional intelligence, gender.

Operational Definitions:

1. **Adolescence:** Adolescence is a period of human growth from childhood to adulthood. For the present study, the stages of adolescence as given by Vikaspedia, an Indian government portal (2014) which has categorized the ages of 11-13 years as early

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

adolescence, ages 14-15 as middle adolescence and years 16-18 as late adolescence have been referred to.

- 2. School Environment:** The definition given by Mishra (2000) about school environment has been used in the current study. Mishra states that the school environment refers to the general socio-psychological climate of school which provides conditions and opportunities to develop.
- 3. Emotional Intelligence:** Emotional Intelligence refers to the ability to identify and manage one's own emotions as well as the emotions of others. It includes skills such as emotional awareness, harnessing emotions for problem solving, and managing emotions. The present research has used the term Emotional Intelligence as measured by Hyde, Pethe and Dhar (2002) wherein they refer to Emotional Intelligence as a specific type of intelligence.
- 4. Gender:** - According to WHO (2023), gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviors and roles associated with being a woman, man, girl or boy, as well as relationships with others. In the current research, gender refers to male and female students taken for the study.

Objectives of the Study:

- 1) To assess the effect of the school environment on the emotional intelligence among students across middle and late adolescence.
- 2) To explore which dimensions of the school environment will positively or negatively affect emotional intelligence among students across middle and late adolescence.
- 3) To examine if gender differences exist in the emotional intelligence of students across middle and late adolescence.

Hypotheses of the Study:

To arrive at concrete results, H1 was stated for objective 1 while H2 and H3 were stated for objective number 2 and H4 and H5 helped to study objective number 3.

- **H1:** Positive and significant relationship exists in the perception of students about their school environment and emotional intelligence across the middle and late adolescence.
- **H2:** The dimensions of the school environment namely, creative stimulation, cognitive encouragement, permissiveness, and acceptance will have a positive effect on emotional intelligence among students across the middle and late adolescence.
- **H3:** The dimensions of the school environment namely rejection and control will have a negative effect on emotional intelligence among students across middle and late adolescence.
- **H4:** There will be a significant difference in the emotional intelligence of boys and girls within different age groups across middle and late adolescence.
- **H5:** There will be a significant difference in the emotional intelligence of senior and senior secondary school students.

METHODOLOGY OF THE STUDY

The present study was undertaken to know the effect of the school environment on the emotional intelligence of secondary and senior secondary school students. A systematic procedure was designed for conducting the investigation, analysis, and interpretation of data. The research methodology adopted for conducting the present study has been discussed under the following sub-headings:

1. Locale of the study

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

2. Selection of the sample
3. Procedure of data collection
4. Tools used for data collection
5. Statistical Analysis of the data

Locale of the Study

Kuwait is a cosmopolitan society with people from more than 100 countries living here peacefully. This small middle eastern country has been divided into six governorates which are further divided into areas. The demographic segregation of Kuwait is unique as the expatriates comprise 70 percent of the population and out of this huge percentage, around 1,000,726 are Indian nationals. (Indians in Kuwait,2024). Owing to the widespread distribution of different nationalities, language barriers, and certain other practical problems, it was befitting to take up only Indian students as part of this study.

To cater to the educational needs of such a large population, we have 25 registered Indian schools in Kuwait which are following the CBSE curricula, out of these 4 schools were chosen for the study. Care was taken that the selected schools had a similar fee structure indicating that the respondents belonged to a similar socio-economic background.

Sample:

Since in this research, the differences across the age and genders were to be studied, a sample of 400 was taken up for the study.

Sampling techniques:

For the current research, the sampling techniques used were:

- Purpose Sampling Technique (For the selection of school)
- Random Sampling Technique (For the selection of students)

Inclusion- Exclusion Criteria:

- The sample comprised of 400 students in the age group of 14 -18 years.
- The students studying in 9th, 10th, 11th, and 12th standards were chosen for the study. One hundred students of Indian origin from each school were selected at random; 50 boys and 50 girls studying in all the four grades mentioned above.
- The students who had been in the same school for a minimum of three years, belonged to intact families and had no learning disability were chosen (information about the same was obtained from the respective class teachers)

Sample Distribution:

The researcher gave the forms to 582 students and on analysis of the personal information sheet, the first 100 students from each school who met the criteria of belonging to intact families, having no disability, and having spent at least three years in the same school were taken as samples for the study.

Variables of the Study:

- Independent Variable: - In the present study, the independent variable was the School Environment.
- Dependent Variable: - In the present study, the dependent variable was Emotional Intelligence.

Ethical Consideration:

A letter of consent was given to the principal of each school before gathering information from their students. The collected data was kept confidential but the scores of the tests were shared with a few enthusiastic respondents.

Procedure of Data Collection:

The researcher met the students of different schools on separate days and told them the purpose of the study. They were also informed that their entire data will be kept confidential. Once the rapport was made with the respondents, personal information sheet in shape of google forms was sent to all 582 respondents. Out of the above, the first hundred respondents from each school who met the inclusion- exclusion criteria were selected for the study.

Tools used for Data Collection:

For the assessment of school environment and emotional intelligence, the following research tools were employed by the researcher to conduct the present study.

- 1) Personal Information Sheet: The data sheet was prepared by the researcher and scrutinized by the Guide.
- 2) Standardized Testing Tools
 - a. School Environment Inventory by Mishra (2000)
 - b. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2002)

Statistical Analysis of Data:

In the context of the present research, descriptive analysis has helped to arrive at the concise summary of the emotional intelligence scores of students based on various demographics such as age and gender. It also helped to explore the dimensions of the school environment (e.g., creative stimulation, cognitive encouragement) and how these relate to emotional intelligence. Percentage has also been used to assess the standing of the respondents with regards to their emotional intelligence test scores. Analysis of variance has also been used to study the gender differences with regard to the school environment and emotional intelligence of the respondents. ANOVA was used to test whether there are significant differences across the two age groups (middle and late adolescence) for the variables named school environment and emotional intelligence. ANOVA was also used for comparing male and female students to identify whether significant gender differences exist in the perception of the school environment and emotional intelligence. SPSS software was run to calculate the Pearson Product correlation between emotional intelligence and stages of adolescence in students and between school environment and the students across middle and late adolescence. Regression analysis was used to understand the relationship between the dependent and the independent variable.

Tabulation of the Data: The following tables were used to tabulate the collected data and arrive at the results of the study.

Table 1: Emotional Intelligence Scores of respondents based on their age

		Late		Middle	
		Count	%	Count	%
EI Category	Average	62	31.00	77	38.50
	High	34	17.00	33	16.50
	Low	104	52.00	90	45.00

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

In Table 1 it was seen that maximum number of respondents in the late (52.00%) and middle (45.00%) age groups fall in the low emotional intelligence (EI) category. High emotional intelligence of 17.00% and 16.50% was observed in the late and middle-aged groups respectively.

Table 2: Emotional Intelligence Scores of respondents based on their gender

		Late				Middle			
		Female		Male		Female		Male	
		Count	%	Count	%	Count	%	Count	%
EI Category	Average	29	29.00	33	33.00	44	44.00	33	33.00
	High	16	16.00	18	18.00	12	12.00	21	21.00
	Low	55	55.00	49	49.00	44	44.00	46	46.00

Table 2 throws light on the emotional intelligence of respondents based on gender. It was seen that the maximum percentage of respondents in both the age groups fell in the low emotional intelligence category and only 16.00% and 12.00% of female students and 18.00% and 21.00% of male students fell in the high emotional intelligence category under late and middle age groups respectively.

Table 3: Mann-Whitney Test Rank: Emotional Intelligence among students across middle and late adolescence

	factor	N	Mean	SE Mean	St. Dev	Mann-Whitney Test	P-value
EI Score	Middle	200	213.42	8.03	113.61	43068	0.0103
	Late	200	183.82	8.19	15.8		
	Total	400					

Mann Whitney U Analysis was performed using SPSS software and the analysis as mentioned in Table 3 revealed that the calculated p value (0.0103) is less than $p < 0.05$ and more than $p < 0.01$, hence there was significant difference among middle and late adolescence at 5% level of significance for emotional intelligence but no significant difference was observed at 1% level of significance.

So, it was suggested that the emotional intelligence among students across middle and late adolescence showed significant variation at the 5% level of significance. The mean, standard error mean and standard deviation for middle were observed to be 213.42, 8.03 and 113.61 while for late adolescent students there were 183.82, 8.19 and 15.8 respectively.

The mean scores suggest that, on average, students in middle adolescence have higher EI scores compared to those in late adolescence. The large standard deviation in the middle adolescence group suggests more variability in EI scores compared to the late adolescence group.

A p-value of 0.0103 is less than the commonly used significance level of 0.05, which indicates that there is a statistically significant difference in Emotional Intelligence scores between middle adolescence and late adolescence students.

Table 4: Correlation Coefficient: Emotional Intelligence among students across middle and late adolescence

NV-2	NO. OF OBS.= 200	
Variable	Mean	SE-Mean
Middle	164.77	2.11
Late	156.57	2.09
CORRELATION MATRIX		
Value of r		0.09
P-value		0.204

SPSS software was run to calculate the Pearson Product correlation between the two factors, the emotional intelligence and the stages of adolescence in students. The data presented in Table 4 indicates the correlation coefficient of emotional intelligence among students across middle and late adolescence. The results derived from the data suggested that the correlation value 0.204 was higher than $p= 0.05$ at 5% level of significance hence there was a non-significant positive correlation between these two factors. The value of r was 0.09 for 200 numbers of observations. Thus, the correlation matrix indicated that both the factors are non-dependent on each other.

Table 5: Analysis of the Dimensions of the School Environment among students across middle and late adolescence

Dimensions	Adolescence				t-test	
	Middle		Late		T-Value	P-Value
	Mean	Std. Deviation	Mean	Std. Deviation		
Creative	50.615	11.386	47.41	12.201	2.77	0.006
Cognitive	30.365	6.028	27.915	6.226	4.33	0
Permissiveness	25.53	7.046	23.365	7.382	3.1	0.002
Acceptance	21.465	5.482	20.755	5.52	1.29	0.197
Rejection	11.77	5.921	12.465	5.553	-1.14	0.254
Control	25.025	5.531	24.655	4.578	0.74	0.462

Table 5 demonstrated the analysis of different dimensions of the school environment influencing the adolescent stages among students. The Calculated ‘t’ values of the different dimensions of school environment namely among students across middle and late adolescence towards creative, cognitive, permissiveness, acceptance, rejection, and control were 2.77, 4.33, 3.1, 1.29, -1.14, 0.74 respectively while studying the p values of each dimensions suggested that creative (0.006), cognitive (0.00), permissiveness (0.002) showed significant values among middle and late adolescence students at 0.05 level while acceptance (0.197), rejection (0.254) and control (0.462) showed non-significant values among middle and late adolescence students. The mean (50.615, 30.365, 25.53, 21.465, 11.77, 25.025) and standard deviation (11.386, 6.028, 7.046, 5.482, 5.921, 5.531) values for middle adolescence and that of late adolescent students (mean: 47.41, 27.915, 23.365, 20.755, 12.465, 24.655; standard deviation: 12.201, 6.226, 7.382, 5.52, 5.553, 4.578) are also represented in the above table for dimensions like creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

Hence, it can be concluded from the results that the middle and late adolescent students differ in their creative stimulation, cognitive encouragement, acceptance and permissiveness in the

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

school environment. Middle adolescents report higher scores in creative stimulation, cognitive encouragement, and permissiveness compared to late adolescents. However, no significant difference was seen in acceptance, rejection, or control between the two age groups.

The p-value is less than 0.05, indicating a significant difference between middle and late adolescence students in the Creative dimension. Middle adolescents have a higher mean score for creativity, suggesting that they perceive or experience more creativity in their school environment compared to late adolescents.

Table 6: Evaluation of school environment dimensions namely, creative stimulation, cognitive encouragement, permissiveness, and acceptance to emotional intelligence among students across middle and late adolescence using regression models

	School Environment		Regression equation	R-Sq %	F	P
EI	Creative Cognitive Permissiveness Acceptance	Middle	MD_EI_Total = 26.3 + 1.46 Cr + 0.983 Co + 0.448 Pe + 1.07 Ac	92.90	642.68	0.00
		Late	LT_EI_Total = 33.6 + 1.19 Cr + 1.07 Co + 0.613 Pe + 1.08 Ac	94.10	788.61	0.00

Cr: creative stimulation, Co: cognitive encouragement, Pe: permissiveness, Ac: acceptance

The data mentioned in *Table 6* showed the evaluation of different school environments, namely, creative stimulation, cognitive encouragement, permissiveness, and acceptance to emotional intelligence among students across middle and late adolescence using regression models. In the context of middle adolescence of students, all the four school environments called creative, cognitive, permissiveness and acceptance were found to affect the emotional intelligence significantly as the p values presented in table were lower than the p value (0.05) at 5% with regression equation as MD_EI_Total = 26.3 + 1.46 Cr + 0.983 Co + 0.448 Pe + 1.07 Ac and F value as 642.68 with R-Sq % of 92.90. On considering late adolescent students, similar results were deciphered wherein creative stimulation, cognitive encouragement, permissiveness and acceptance were found to be significantly distinct and showed variability in terms of emotional intelligence among students. The regression equation followed as LT_EI_Total = 33.6 + 1.19 Cr + 1.07 Co + 0.613 Pe + 1.08 Ac and p value was found to be 0.00 at 5% level of significance.

Table 7: Evaluation of school environment namely, rejection and control to emotional intelligence among students across middle and late adolescence using regression models

	School Environment		Regression equation	R-Sq %	F	P
EI	Rejection Control	Middle	MD_EI_Total = 77.9 + 0.023 Re + 3.46 Con	41.10	68.67	0.00
		Late	LT_EI_Total = 76.1 - 0.362 Re + 3.45 Con	28.80	39.78	0.00

Re: rejection, Con: control

As depicted in *Table 7*, school environment dimensions namely, rejection and control were evaluated for emotional intelligence among students across middle and late adolescence using regression models. The regression equation for middle adolescence students was obtained as MD_EI_Total = 77.9 + 0.023 Re + 3.46 Con with R-Sq % of 41.10 and F-value of 68.67

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

suggesting a significant variation among them for two school environments namely, rejection and control. The table p value (0.00) was observed to be lower than $p=0.05$ at 5% significance. In the same line as above, both rejection and control varied significantly among late adolescents with the regression equation as $LT_EI_Total = 76.1 - 0.362 Re + 3.45 Con$ with R-Sq % of 28.80 and F-value of 39.78 and $p=0.00$ at 5% level of significance.

Table 8: Descriptive statistics (mean & SE of mean) based on EI Category for all variables among female and male students across middle and late adolescence

Variable	EI Category	Middle				Late			
		Female		Male		Female		Male	
		Mean	SE	Mean	SE	Mean	SE	Mean	SE
EI	Low	149.30	3.90	151.04	4.12	146.24	3.85	149.37	4.09
	Average	170.82	3.85	174.94	4.20	156.14	5.34	163.73	3.96
	High	187.33	6.20	185.71	7.31	182.69	5.49	172.06	7.59
Creative	Low	45.32	1.48	44.41	1.52	43.76	1.58	44.53	1.73
	Average	53.18	1.53	55.21	1.62	47.28	2.18	49.94	1.77
	High	58.92	2.46	57.95	2.63	57.31	2.30	53.17	3.24
Cognitive	Low	28.27	0.91	28.57	0.99	26.00	0.84	27.14	0.87
	Average	31.07	0.75	32.00	0.88	26.79	1.14	29.12	0.89
	High	33.75	1.42	32.71	1.37	32.06	1.51	31.78	1.32
Permissiveness	Low	22.55	1.05	23.57	1.03	20.76	0.99	21.86	1.01
	Average	26.32	0.97	26.97	1.13	23.31	1.34	24.76	0.98
	High	30.50	1.59	29.33	1.44	30.19	1.75	26.89	1.62
Acceptance	Low	19.23	0.72	19.48	0.79	19.64	0.75	19.33	0.65
	Average	22.57	0.73	22.58	0.80	21.17	1.09	21.27	0.90
	High	26.25	1.49	23.71	1.44	25.75	1.18	22.00	1.44
Rejection	Low	11.09	0.65	11.83	0.74	12.80	0.69	12.94	0.90
	Average	12.14	0.92	12.45	1.23	13.07	0.92	12.58	0.99
	High	9.92	1.53	12.29	1.87	9.94	1.29	11.22	1.31
Control	Low	22.84	0.73	23.20	0.89	23.27	0.51	23.57	0.69
	Average	25.55	0.79	25.73	0.78	24.52	0.79	26.06	0.71
	High	28.00	1.21	29.71	1.09	27.44	0.89	27.00	1.40

Table 8 provides a descriptive statistical breakdown (mean & standard error of the mean) for emotional intelligence (EI) categories across various dimensions for male and female students in middle and late adolescence. The dimensions include EI, Creative stimulation, Cognitive encouragement, Permissiveness, Acceptance, Rejection, and Control, showing how these variables fluctuate based on gender and developmental stage.

In the EI dimension, higher scores are observed among female students in both middle (High: 187.33) and late adolescence (High: 182.69), compared to their male counterparts (Middle: 185.71, Late: 172.06). This indicates that females demonstrate higher emotional intelligence across adolescence, with middle adolescents displaying more elevated scores compared to late adolescents in both genders. Interestingly, males tend to have a slightly higher mean in the low EI category during middle adolescence (151.04) and late adolescence (149.37) than

females, which suggests that gender differences may diminish in lower emotional intelligence groups.

DISCUSSION OF THE RESULTS

The school environment plays a crucial role in shaping students' emotional intelligence during both middle and late adolescence, highlighting the importance of supportive and engaging school settings. The dimensions of the school environment significantly influence emotional intelligence. The positive impact of these dimensions confirms the hypothesis, and it (H1) is accepted. Emotional intelligence is likely to be influenced by a combination of factors, including individual personality traits, family background, social interactions, developmental stage, variability in the school environment and external life experiences. Though, some aspects of the school environment have a significant effect on emotional intelligence, the significance and direction of relationships varied across different school environment dimensions and between middle and late adolescence. Kuwait being a cosmopolitan country has one of the best infrastructures available. The schools here, whether they are governed by the CBSE, British, American, Arabic or any other board are of top quality. Constant motivational talks by experts for adolescents in the selected schools seem to help the students to have a control over their emotions and help them adjust socially well in their school and at home.

Moving on to the second objective and its subsequent hypotheses, extensive research has helped to highlight that specific dimensions of the school environment, such as creative stimulation, cognitive encouragement, permissiveness, and acceptance, play a pivotal role in fostering emotional intelligence among students, creating a supportive framework for their emotional growth. Results of the study also aligned with the above and hence H2 was accepted but H3 was rejected. The dimensions of rejection and control did not exhibit a statistically significant negative impact on emotional intelligence. This indicates that while negative environmental factors may affect emotional well-being, their influence on emotional intelligence among this population is either mediated by other variables or overshadowed by the positive dimensions of the school environment. The unique socio-cultural context of expatriate schools in Kuwait, which emphasizes academic excellence and provides a supportive and consistent school climate, likely buffers the potential negative effects of rejection and control.

On analysing the results of objective 3 and its hypotheses (H4 and H5), it was found that H4 was rejected while H5 was accepted. Adolescents undergo profound emotional development as they transition from middle to late adolescence, a phase marked by enhanced emotional regulation, a deeper understanding of social dynamics, and heightened self-awareness. These developmental shifts likely account for the observed differences in emotional intelligence across age groups. As students move from middle to late adolescence, they experience cognitive growth that influences their emotional intelligence. These cognitive advancements may explain the significant distinctions observed between senior and senior secondary students. Additionally, as students' progress through their educational journey, the school environment evolves. Senior secondary students often face greater academic pressures, shifting peer dynamics, and varying levels of support from teachers, all of which can impact their emotional intelligence. Moreover, as students mature, their interactions with peers and the changing social expectations they encounter can affect how they process and manage their emotions, contributing to differences in emotional intelligence. Middle adolescence is typically characterized by a search for independence, identity formation, and an increased influence of peers, while late adolescence is often focused on self-regulation and future

aspirations. These psychological transitions also shape emotional intelligence in distinct ways across age groups. Taken together, these factors elucidate the significant differences observed between senior and senior secondary students in emotional intelligence, while the lack of notable gender differences leads us to reject H4 and accept H5.

FINDINGS AND CONCLUSION

1. As students move from middle adolescence to late adolescence, there is an increase in the number of students with lower emotional intelligence, and a decrease in those with average emotional intelligence.
2. In both middle and late adolescence, more female students have low emotional intelligence compared to male students, though the difference is not pronounced.
3. Middle aged adolescents have higher emotional intelligence (EI) scores compared to adolescents in the late age-group. This suggests that emotional intelligence tends to be higher during the middle adolescence phase and decreases slightly as students' progress into late adolescence.
4. Middle adolescents perceive higher levels of "Creative," "Cognitive," and "Permissiveness" aspects of the school environment compared to late adolescents, while there is no significant difference in their perception of "Acceptance," "Rejection," and "Control" dimensions.
5. Emotional intelligence in middle adolescents are positively associated with several dimensions of the school environment, such as creativity, cognitive stimulation, and permissiveness.
6. For late adolescents, emotional intelligence is strongly linked to positive aspects of the school environment, including creativity, cognitive stimulation, and permissiveness. The school environment, including creative stimulation, cognitive encouragement, permissiveness, and acceptance, has a strong positive influence on emotional intelligence in both middle and late adolescents. These factors collectively explain a large portion of the variation in emotional intelligence, with cognitive encouragement and creative stimulation being the most impactful dimensions.
7. In the school environment, rejection and control affect emotional intelligence in middle and late adolescents. For middle adolescents, control has a significant positive effect, while rejection has a minimal influence. For late adolescents, rejection slightly negatively impacts emotional intelligence, while control still has a strong positive effect.
8. The study found significant differences in the school environment dimensions and emotional intelligence between different groups of students, but no significant differences based on gender. Specifically, creative stimulation, cognitive encouragement, and permissiveness showed notable group differences, while emotional intelligence also showed group differences. Gender did not have a significant impact on these factors.
9. As emotional intelligence (EI) increases, students tend to have higher scores in school environment factors like creativity, cognitive encouragement, permissiveness, and control. It also highlights that male students tend to have slightly higher scores than female students across most variables, though the differences are relatively small.

Implications of the Study and Suggestions for Further Research:

From the findings of the study and on the basis of the observations made by the researcher, a few recommendations are made for further study and researches:

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

1. Emotional intelligence plays a significant role in every individual's life. Hence, the teaching of emotional skills should start early in schools.
2. Social and emotional intelligence skills like self-respect, empathy, cooperation, responsibility, and anger management need to be nurtured in young adults. These skills need to be a part of the curriculum development programs designed in the four walls of the school with the ultimate aim of providing a good environment for students.
3. The current study was limited to students who fell in the category of middle and late adolescence. The research can be carried out for early adolescent age group as well.
4. The present study was limited to students studying in four Indian schools following the CBSE portion only. Research can be carried in students following other educational boards (Arabic, British, or American) as well.
5. The study could also be made cross-cultural by studying adolescents across different countries.
6. To understand the effect of the school environment on adolescents better, the study can be conducted on the same sample for longer periods of time.

REFERENCES

- Bar-On, R. (1997). Bar-On Emotional Quotient Inventory (EQ-i): A test of emotional intelligence. Psychological Corporation.
- Bar-On, R. (2003). Emotional Intelligence: An Integral Part of Positive Psychology. *The Annals of the American Academy of Political and Social Science*, 595(1), 47–61.
- Douglas, J. W., & Holland, E. (1947). *The School and the Home Environment: Influences on Development*. Cambridge: Cambridge University Press.
- Dewey, J. (1978). *Experience and Education*. Macmillan.
- Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Adolescent Development and School Contexts: A Historical and Developmental Perspective*, 129-150.
- Education Commission. (1966). *Education and national development: Report of the Education Commission 1964-66*. Ministry of Education, Government of India.
- France, A. (1920). *The Works of Anatole France*. Volume 1. New York: Dodd, Mead, and Company.
- Freedman, J. (1998). *Emotional Intelligence: The Way We Think, Feel, and Act*. New York: Bantam.
- Freedman, J. (1998). *Emotional intelligence and organizational effectiveness*. Consulting Psychologists Press.
- Gandhi, M. (2000). *The Story of My Experiments with Truth*. Navajivan Publishing House.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Goleman, D. (1998). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Hyde, C. R., Pethe, S. S., & Dhar, U. (2002). *Emotional Intelligence Scale*. Nagpur: Management Research Center.
- Jabbar, A. H., & Radhakrishnan, P. (2021). Impact of school environment on the emotional well-being of adolescents. *Asian Journal of Education and Social Studies*, 23(2), 77-85.
- Jersild, A. T. (1966). *The psychology of adolescence* (2nd ed.). Macmillan.
- Jersild, A. T. (1996). *Child Psychology*. Prentice-Hall.
- Jersild, A. T. (1996). *Adolescence: A Developmental Approach*. Prentice-Hall.

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

- Kaur, G. (2017). The Role of School Environment in Shaping Adolescent Development. *International Journal of Education*, 29(2), 41-55.
- Kaur, H. (2017). School Environment and its Impact on Holistic Development of Students. *International Journal of Research in Humanities, Arts, and Literature*, 5(7), 85–94.
- Kaur, R. (2017). *School environment and academic achievement of students*. Educational Research and Reviews, 12(16), 762-766.
- Kohnstamm, G., & Gunning, W. (1995). Education as the Formation of Conscience: The Role of Ethics in Learning. New York: Teachers College Press.
- Kohnstamm, R., & Gunning, W. (1995). *Children's concepts of education and teaching*. Educational Studies, 21(1), 95-104.
- Lautenschlager, T. (1997). Emotional Intelligence and Self-Regulation. San Francisco: Jossey-Bass.
- Leshkovsha, L., & Spaseva, E. (2016). Education as a Continuous Process of Self-Formation. Sofia: University Press.
- Leshkovska, E. A., & Spaseva, M. (2016). *Concepts of education and upbringing in the works of ancient Greek philosophers*. International Journal of Cognitive Research in Science, Engineering and Education, 4(1), 23-28.
- Mayer, J. D., & Salovey, P. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Mayer, J. D., & Salovey, P. (2002). The Emotionally Intelligent Person. In *Handbook of Emotional Intelligence* (pp. 5-27). San Francisco: Jossey-Bass.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Emotional intelligence as a standard intelligence. *Emotion*, 1(3), 232-242.
- Mignon, C. (1999). Adolescence: The Growth of the Individual. Harcourt.
- Mignon, M. L. (1999). "Stages of Adolescence: Theories and Perspectives." *Journal of Adolescent Development*, 12(1), 60-67.
- Mignon, S. I. (1999). *Categorizing adolescence: Definitions and implications*. Journal of Adolescent Research, 14(2), 178-195.
- Mishra, S. (2000). School Environment Inventory. Varanasi: National Psychological Corporation.
- OpenAI. *ChatGPT*. GPT-4. <https://chat.openai.com/>.
- Pirsoul, A. (2023). Self-Efficacy and Emotional Intelligence in Adolescents: A Behavioral Approach. *Journal of Adolescence*, 88, 12-22.
- Pirsoul, T., Chambel, M. J., & Sousa, C. (2023). *A new layered model on emotional intelligence*. *Frontiers in Psychology*, 14, Article 5981239.
- Palmer, B., et al. (2005). Emotional intelligence and life satisfaction. *Personality and Individual Differences*, 39(6), 1069-1079.
- Parker, J. D., et al. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences*, 36(1), 163–172.
- Piaget, J. (1973). *To Understand is to Invent: The Future of Education*. Grossman Publishers.
- Pirsoul, S., et al. (2023). "Emotional Intelligence and Self-Efficacy: A Trait-Like Quality." *Journal of Psychological Studies*, 15(2), 48-55.
- Rigveda. *Rigveda Samhita*
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Sankaracharya, A. (8th Century). *Vivekachudamani (The Crest-Jewel of Discrimination)*. Translated by Swami Sivananda. Yoga-Vedanta Forest Academy.
- Schutte, N. S., et al. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167-177.

Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait

- Vivekananda, S. (2000). *The Complete Works of Swami Vivekananda* (Vol. 1). Advaita Ashrama. (Original work published 1902)
- Vikaspedia (2014). "Adolescence: Stages of Adolescence." Vikaspedia: Government of India Portal. Retrieved from <https://vikaspedia.in/education/policies-and-schemes/stages-of-adolescence>
- World Health Organization (WHO) (2023). "Gender." WHO Website.
- World Health Organization. (2023). *Gender and health*. Retrieved from <https://www.who.int/health-topics/gender>
- Ziv, Y., & Reichel, N. (2007). The relationship between emotional intelligence and academic achievement among high school students. *Journal of Adolescence*, 30(5), 921-932. <https://en.wikipedia.org/wiki/Indians-in-Kuwait>

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: Kaur, A. & Nanda, S. (2025). Effect of School Environment on the Emotional Intelligence of Indian Students Studying in Kuwait. *International Journal of Indian Psychology*, 13(2), 4678-4693. DIP:18.01.414.20251302, DOI:10.25215/1302.414