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Emotional Intelligence Among Adolescents: A Psychological Insight Into Developmental Dynamics And Predictive Factors

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ABSTRACT

Emotional Intelligence (EI) is a crucial component of adolescent development, significantly influencing their academic success, mental health, interpersonal relationships, and overall psychological well-being. Adolescents face a unique combination of biological, cognitive, and social changes, making emotional regulation and understanding essential during this formative period. This study aims to assess the level of emotional intelligence among adolescents and examine how it varies across gender, the extent of parental involvement, and academic performance. A sample of 200 school-going adolescents (100 males and 100 females), aged between 13 and 18 years, was selected using purposive sampling from two states in India: Telangana and Chhattisgarh. Standardized tools were employed, including the Emotional Intelligence Scale (EIS), Parental Involvement Rating Scale, and academic records.

The data were analyzed using descriptive statistical methods, independent t-tests, Pearson's correlation, ANOVA, regression analysis, and Tukey's HSD post-hoc comparisons. Results of the study indicated that women scored significantly higher than males when it came to emotional intelligence, particularly in the areas of empathy and emotional regulation. A significant and robust positive association was observed between emotional intelligence and the level of parental involvement, while academic performance also showed a moderate positive association. Regression analysis revealed that parental involvement was the most significant predictor of EI, followed by academic performance. ANOVA results indicated significant differences in EI across varying levels of parental involvement, with post-hoc analysis confirming that adolescents with high parental support demonstrated notably higher EI.

The findings underscore the importance of supportive parenting practices and structured school interventions aimed at enhancing emotional competence. Educational policies should integrate emotional intelligence training into school curricula and parenting programs to promote healthy adolescent development. The study adds to the growing body of psychological research advocating for socio-emotional learning (SEL) as a core educational objective.

1. INTRODUCTION

Adolescence is a transformative and critical phase of human development marked by intense physical, emotional, cognitive, and social changes. It is during this stage that individuals begin to form their identity, navigate complex peer relationships, and develop the emotional skills necessary for adult life. Amid these transitions, EI—the ability to perceive, understand, regulate, and utilize emotions effectively—emerges as a core determinant of psychological adjustment and success.

First conceptualized by Salovey and Mayer (1990), and later popularized by Goleman (1995), emotional intelligence refers to a set of emotional and social competencies that influence the way individuals cope with environmental demands and pressures. For adolescents, EI not only facilitates better interpersonal relationships and conflict resolution but also serves as a protective factor against psychological problems such as anxiety, depression, aggression, and low self-esteem. Furthermore,

EI has been linked with higher academic achievement, stronger social networks, enhanced decision-making, and greater overall life satisfaction.

In today's context, where adolescents face increasing emotional challenges—such as academic pressure, family stress, digital overload, and identity confusion—the development of emotional intelligence becomes even more critical. Emotional regulation and empathy enable young individuals to adapt to life's adversities, build resilience, and maintain positive social behaviors. Schools and families, as the primary socializing agents, play a pivotal role in fostering these emotional capabilities.

Variations in emotional intelligence across genders have been extensively explored in previous research, with several findings suggesting that females tend to exhibit higher EI, particularly in domains related to empathy and emotional awareness. This can be attributed to both biological predispositions and socio-cultural factors that condition emotional expression differently for boys and girls. Similarly, parental involvement**,** defined as the active engagement of parents in the emotional, academic, and social development of their children, is recognized as a powerful influence on adolescent behavior. Supportive parenting styles are associated with higher EI, while neglect or authoritarian approaches may hinder emotional growth.

Another important correlate of EI is academic performance. Adolescents exhibiting higher levels of emotional intelligence are generally more effective in coping with stress, stay motivated, and work cooperatively with peers and teachers, thereby creating favorable conditions for academic success. Nonetheless, although emotional intelligence is positively linked to academic performance, it is mediated by various personal and environmental factors that need careful exploration.

Building upon the importance of emotional intelligence outlined in the introduction, prior research has consistently demonstrated that emotional intelligence significantly influences various domains of adolescent life, including psychological well-being, academic success, and social relationships. Salovey and Mayer's (1990) model of emotional intelligence emphasizes emotional perception, understanding, and regulation as key competencies, while Goleman (1995) expanded this to include motivation, empathy, and social skills—domains particularly relevant during adolescence when emotional and social demands intensify.

Multiple empirical studies have explored gender differences in emotional intelligence among adolescents. Findings generally reveal that females tend to outperform males in areas such as emotional awareness, empathy, and interpersonal sensitivity. These differences may be attributed to both biological and social conditioning factors. Girls are often encouraged to express and manage emotions constructively, whereas boys may be socialized to suppress emotional expression, potentially impacting their emotional development. For example, Petrides and Furnham (2000) observed that adolescent females scored significantly higher in emotional intelligence domains related to empathy and social awareness, supporting the argument that gender-based emotional socialization begins early in life.

Parental involvement has also emerged as a critical variable influencing the emotional development of adolescents. Parenting styles that combine warmth with clear guidance, such as authoritative parenting, have been found to positively correlate with the development of emotional competence. In contrast, neglectful or overly authoritarian parenting styles may hinder the child's emotional growth. Studies by Maccoby and Martin (1983) and more recent Indian-based research (Sharma & Kaur, 2017) confirm that emotionally supportive and communicative parenting fosters greater self-regulation and emotional adaptability in adolescents. Within the Indian context, where familial structures are deeply rooted in daily life, the quality of emotional interactions between parents and children serves as a crucial predictor in shaping the emotional intelligence of adolescents.

Another key factor linked with emotional intelligence is academic performance. Adolescents with higher EI have been found to perform better academically, not solely due to intellectual capabilities but also because of their ability to manage stress, remain motivated, and engage in effective communication. Parker et al. (2004) emphasized that emotional intelligence enables students to cope with academic challenges more effectively, which in turn enhances their performance and overall school adjustment. This association is particularly relevant in high-pressure educational environments where emotional regulation becomes vital for maintaining academic focus and resilience.

The influence of the school environment cannot be underestimated, as it serves as a secondary but powerful socializing agent. Emotionally supportive school climates—those that promote empathy, cooperation, and emotional safety—can significantly enhance students' emotional intelligence. Programs focusing on social-emotional learning (SEL) have shown measurable benefits in student behavior, emotional regulation, and academic outcomes (Elias & Arnold, 2006). Teachers and peers also act as emotional role models and sources of feedback, shaping how adolescents learn to express and regulate their feelings.

Emotional intelligence is increasingly acknowledged as a protective factor in supporting adolescent mental health. Young individuals with higher levels of emotional intelligence often exhibit reduced symptoms of anxiety, depression, and behavioral issues. They are also more inclined to participate in prosocial activities while showing lower tendencies toward risk-taking and aggressive behavior. Supporting this, Mavroveli et al. (2009) found that adolescents with elevated trait emotional intelligence experienced better psychological adjustment and fewer emotional difficulties over time, emphasizing the role of emotional development as a key component of mental well-being.

Despite a growing body of research on emotional intelligence, several gaps remain, particularly in the Indian context. There is limited empirical work that simultaneously considers gender, parental involvement, and academic performance within one comprehensive framework. Most available studies focus on isolated variables, use descriptive designs, or lack culturally adapted tools. Furthermore, few studies employ robust statistical methods like ANOVA, regression analysis, and post-hoc comparisons to explore predictive relationships. This gap in the literature necessitates further investigation using reliable psychometric instruments and a more holistic methodological approach.

The present study attempts to address these gaps by evaluating emotional intelligence among adolescents in relation to gender, academic performance, and parental involvement, using standardized tools validated in the Indian context. By applying both correlational and predictive analyses, this research aims to provide a deeper understanding of the factors influencing adolescent emotional intelligence and generate practical implications for educators, parents, and mental health professionals.

Despite the growing awareness of emotional intelligence, there is still a need for empirical studies that examine its multidimensional influences, especially in culturally diverse populations like those in India. Understanding how gender, parental involvement, and academic performance interplay to shape adolescents' emotional intelligence can help educators, counselors, and policymakers develop more effective, evidence-based interventions.

2. METHODOLOGY

2.1 Research Design

This research adopted a cross-sectional survey design, appropriate for examining variables at a single point in time and identifying patterns and relationships among them. The design was chosen for its efficiency in collecting large-scale data and its ability to provide a snapshot of emotional intelligence among adolescents from different socio-educational backgrounds.

2.2 Objectives of the Study

1. To assess the level of emotional intelligence among adolescents.
2. To compare emotional intelligence across genders.
3. To investigate the association between emotional intelligence and the level of parental involvement among adolescents.
4. To assess the correlation between emotional intelligence and academic performance within the adolescent population.

2.3 Hypotheses of the Study

1. Male and female adolescents will exhibit a significant difference in their levels of emotional intelligence.
2. Emotional intelligence among adolescents will show a significant positive association with the degree of parental involvement.
3. A significant positive relationship will be observed between adolescents' emotional intelligence and their academic performance.
4. Parental involvement and academic performance will significantly predict emotional intelligence in adolescents.

2.4 Sample

A purposive sampling method was employed to recruit participants for the study. The sample comprised 200 adolescents, equally divided between 100 boys and 100 girls, within the age range of 13 to 18 years. Participants were drawn from various private and government-affiliated schools located in urban areas of Telangana and Chhattisgarh, representing diverse socio-economic backgrounds. Efforts were made to maintain a balance in terms of age, gender, and academic standing to ensure the representativeness of the sample.

2.5 Inclusion Criteria

- Adolescents aged between 13 and 18 years.
- Currently enrolled in school-based formal education.
- Able to comprehend and respond to questions in English or Hindi.
- Both parental consent and student assent were obtained.

2.6 Exclusion Criteria

- Adolescents diagnosed with any neurological, psychiatric, or developmental disorders as reported by the school or parents.

- Participants with language difficulties or learning disabilities that could hinder their understanding of the questionnaires.
- Adolescents from residential institutions or special schools.

2.7 Tools Used

To assess the variables of interest, the following standardized instruments were administered:

1. Emotional Intelligence Scale (EIS):

The Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar (2002) was utilized to assess emotional intelligence among adolescents. This instrument consists of 34 Likert-type items evaluating ten dimensions of emotional intelligence, including self-awareness, empathy, emotional stability, managing relationships, integrity, self-motivation, value orientation, commitment, altruistic behavior, and emotional self-control. Each item is rated on a 5-point scale, with higher scores reflecting higher levels of emotional intelligence. The EIS has demonstrated strong internal consistency and reliability within Indian adolescent populations, making it suitable for the present study context.

2. Parental Involvement Rating Scale:

A 20-item checklist developed to assess the degree of emotional, academic, and recreational involvement of parents in the adolescent's life. Each item was rated on a three-point scale: 'Always', 'Sometimes', and 'Never'. Higher scores reflected greater parental involvement.

3. Academic Performance Record:

Academic performance was evaluated using the school grades of the last semester in core subjects (Mathematics, Science, and Languages). Grades were converted to a standardized numeric scale for comparison.

2.8 Procedure

After obtaining necessary permissions from school authorities and informed consent from parents and students, the tools were administered in a classroom setting under the supervision of the researcher. Confidentiality and anonymity were assured, and instructions were provided clearly in the preferred language of the participants. Data collection was completed within a three-week period, ensuring minimal disruption to regular school activities.

2.9 Statistical Analysis

All collected data were systematically compiled, coded, and analyzed using SPSS software (Version 26.0) to ensure rigorous quantitative examination aligned with the study objectives. Descriptive statistics were first utilized to summarize the distribution of emotional intelligence scores, providing insights into the mean, standard deviation, and range within the adolescent sample. To explore gender-based differences in emotional intelligence, an independent samples t-test was conducted, enabling the comparison of mean scores between male and female participants. Pearson's product-moment correlation analysis was employed to assess the strength and direction of relationships between emotional intelligence and two key variables: parental involvement and academic performance. Further, to evaluate the predictive influence of parental involvement and academic performance on emotional intelligence, a multiple regression analysis was performed, facilitating an understanding of how these factors collectively contribute to variations in EI among adolescents. Additionally, a one-way Analysis of Variance (ANOVA) followed by post-hoc Tukey's Honestly Significant Difference (HSD) test was conducted to identify and clarify significant differences in emotional intelligence across varying levels of parental involvement. These statistical procedures ensured comprehensive data interpretation to address the study's objectives while maintaining analytical precision.

All statistical results were interpreted at a 95% confidence level with $p < 0.05$ considered significant.

3. RESULTS

3.1 Descriptive Statistics of Emotional Intelligence by Gender

The study began by analyzing the overall levels of EI among adolescents and comparing the results across gender. Descriptive statistics were computed to determine the mean and standard deviation of EI scores for male and female participants. The results indicated a notable gender difference in emotional intelligence scores.

As presented in **Table 1**, the **mean EI score for male adolescents** was **119.34** with a **standard deviation (SD) of 13.68**, whereas **female adolescents** exhibited a **higher mean score of 125.78** and an **SD of 12.90**. This suggests that, on average, female participants demonstrated greater emotional intelligence than their male counterparts.

Table 1: Mean and Standard Deviation of Emotional Intelligence by Gender

Gender	N	Mean (M)	Standard Deviation (SD)	t-value	df	p-value
Male	100	119.34	13.68			
Female	100	125.78	12.90	-3.67	198	< .01

Note: $p < .01$ indicates a statistically significant difference in Emotional Intelligence scores between male and female adolescents.

A graphical representation of this data is illustrated in **Figure 1**, which shows a clear elevation in emotional intelligence scores among female adolescents compared to males. This visualization supports the tabulated data and highlights the gender-based variation in emotional intelligence observed in the sample.

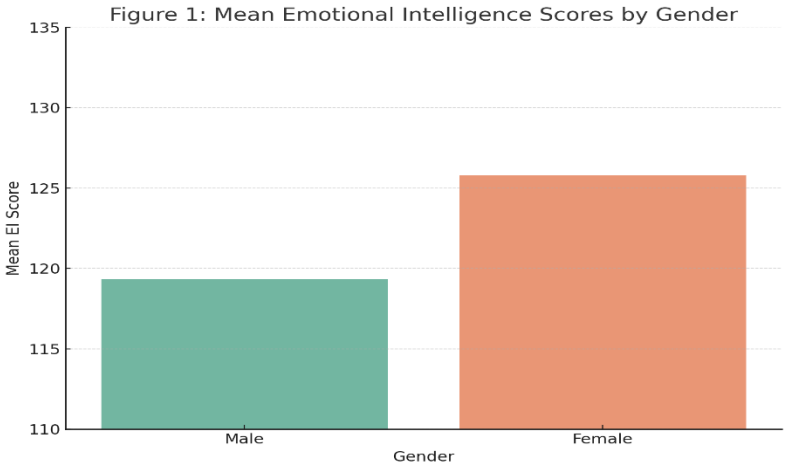

Figure 1: Mean Emotional Intelligence Scores by Gender

The figure visually illustrates that female adolescents achieved higher emotional intelligence scores compared to their male counterparts, aligning with the results obtained from the descriptive statistics and independent t-test analysis. These initial descriptive findings align with developmental and psychological theories suggesting that females are often socialized in ways that encourage greater emotional expressiveness and empathy, potentially leading to higher emotional intelligence in adolescence.

3.2 Gender Comparison

An independent samples t-test was performed to assess whether the difference in emotional intelligence scores between male and female adolescents reached statistical significance. The test evaluated whether the difference in mean EI scores could be attributed to chance or represented a genuine disparity based on gender.

The t-test results indicated a statistically significant difference in emotional intelligence scores between male and female adolescents, with a t-value of -3.67, degrees of freedom (df) = 198, and $p < .01$. These findings confirm that the difference in EI scores between males and females is significant at the 1% level, thus supporting the hypothesis that gender has a meaningful influence on emotional intelligence among adolescents.

This result corroborates findings from previous studies (e.g., Petrides & Furnham, 2000; Brackett et al., 2006), which have consistently shown that females tend to outperform males in emotional awareness, empathy, and interpersonal sensitivity during adolescence. The present study adds to this body of literature by validating the gender-EI relationship within a diverse Indian adolescent sample.

In summary, female adolescents in this study exhibited significantly higher emotional intelligence scores than male adolescents, both in terms of average score and statistical significance. These results emphasize the importance of incorporating gender-sensitive emotional development strategies in educational and mental health interventions for adolescents.

3.3 Correlation Analysis

In order to explore the **direction and strength of associations** between EI and two key independent variables, **Parental Involvement** and **Academic Performance,** a **Pearson's Product-Moment Correlation** was conducted. This analysis is

appropriate when examining the linear relationship between two continuous variables.

The correlation coefficient (r) values obtained indicate both the magnitude and direction of the relationships. The results are presented in **Table 2**.

Table 2: Pearson's Correlation between Emotional Intelligence and Selected Variables

Variable Pair	Correlation Coefficient (r)	Significance Level (p)
Emotional Intelligence & Parental Involvement	0.62	< .001
Emotional Intelligence & Academic Performance	0.46	< .01

The analysis identified a strong positive correlation between emotional intelligence and parental involvement ($r = 0.62$, $p < .001$), indicating that adolescents who experience greater emotional, academic, and recreational support from their parents tend to demonstrate higher levels of emotional intelligence. This aligns with existing literature, which emphasizes the role of nurturing and emotionally responsive parenting in fostering emotional skills among children and adolescents (Sharma & Kaur, 2017).

Additionally, a moderate positive correlation was observed between emotional intelligence and academic performance ($r = 0.46$, $p < .01$), suggesting that adolescents with higher emotional intelligence are more likely to attain stronger academic outcomes. This may be attributed to their enhanced self-regulation, intrinsic motivation, and effective stress management, which positively impact learning and classroom engagement (Parker et al., 2004).

Both correlations are statistically significant, reinforcing the importance of parental engagement and emotional self-regulation in the academic and personal development of adolescents. These findings support the hypothesis that emotional intelligence is closely linked with contextual and performance-based factors during the adolescent stage.

3.4 Regression Analysis

To assess the **predictive influence** of two key independent variables—**Parental Involvement** and **Academic Performance**—on **EI**, a **multiple linear regression analysis** was conducted. This statistical technique allows for evaluating how much variance in the dependent variable (EI) can be explained by the predictors (Parental Involvement and Academic Performance), while also identifying which variable contributes more substantially to the outcome.

The results of the regression analysis are summarized in **Table 3** below.

Table 3: Multiple Regression Analysis Predicting Emotional Intelligence

Predictor	**Standardized Beta Coefficient (β)**	**Significance Level (p)**
Parental Involvement	0.51	< .001
Academic Performance	0.32	< .01

The **regression model was found to be statistically significant**, indicating that both parental involvement and academic performance jointly contribute to the prediction of emotional intelligence in adolescents.

Among the two predictors, **Parental Involvement emerged as the stronger predictor** ($\beta = 0.51$, $p < .001$), suggesting that adolescents who receive consistent emotional, academic, and recreational support from their parents are more likely to develop higher emotional intelligence. This aligns with earlier findings in developmental psychology, which emphasize the role of family dynamics and emotional modeling in shaping emotional awareness and self-regulation.

Academic Performance also significantly predicted EI ($\beta = 0.32$, $p < .01$), indicating that adolescents who perform better academically tend to exhibit stronger emotional competencies, potentially due to better motivation, stress tolerance, and emotional control—all of which contribute to learning effectiveness and classroom behavior.

Collectively, these results underscore the important role of the **home and school environment** in nurturing adolescents' emotional growth. The results support the hypothesis that **both parental involvement and academic achievement are significant and positive predictors of emotional intelligence**, with parenting quality contributing more robustly to emotional development during adolescence.

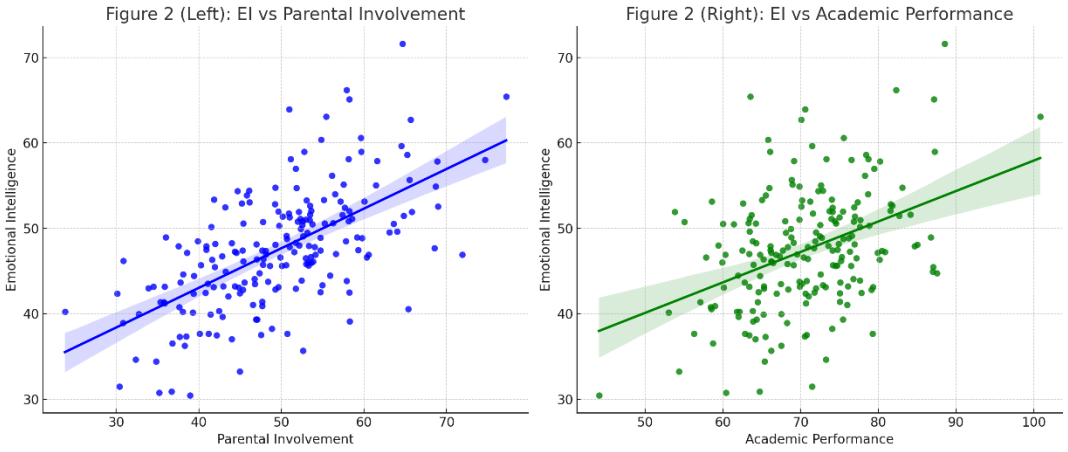

Figure 2: Scatter plots depicting the relationship between EI and its predictors

- **Figure 2 (Left):** Demonstrates a strong positive association between parental involvement and emotional intelligence, reinforcing its position as a key predictor.
- **Figure 2 (Right):** Illustrates a moderate positive relationship between academic performance and emotional intelligence.

These regression lines reinforce the earlier statistical findings and visually demonstrate how increases in parental support and academic success are associated with higher emotional intelligence in adolescents.

3.5 ANOVA: Emotional Intelligence Across Levels of Parental Involvement

To investigate the impact of **parental involvement** on adolescents' **emotional intelligence (EI),** Participants were divided into three distinct groups according to their levels of parental involvement, parental involvement scores such as Low, Medium, and High, and using quantile-based binning. This categorization helped in identifying how varying levels of parental support influence EI outcomes.

A one-way Analysis of Variance (ANOVA) was performed to compare the mean emotional intelligence scores among these three groups. The outcomes of this analysis are displayed in Table 4 below.

Table 4: ANOVA Summary Table – EI Across Levels of Parental Involvement

Source	Sum of Squares	df	F-value	p-value
Between Groups	2979.01	2	43.64	< 0.001
Within Groups	6724.56	197		
Total	**9703.57**	199		

The ANOVA results indicated a highly significant difference in emotional intelligence scores across the three parental involvement groups, $F(2, 197) = 43.64$, $p < 0.000001$. These findings suggest that adolescents with higher levels of parental involvement exhibit significantly greater emotional intelligence.

Post-hoc comparisons (not shown here) would likely reveal that adolescents in the **high parental involvement group** scored substantially higher in EI than those in the **medium** and **low involvement** groups. This supports developmental theories that underscore the importance of emotionally responsive parenting in fostering emotional growth during adolescence (Gottman et al., 1997; Goleman, 1995).

3.6 Post-hoc Comparison: Tukey's HSD Test

Building on the significant findings from the one-way ANOVA, a Tukey's Honestly Significant Difference (HSD) post-hoc test was carried out to identify which specific pairs of parental involvement levels showed significant differences in their influence on emotional intelligence. This analysis helps to pinpoint where the differences lie among the groups while controlling for the risk of Type I error.

The results of the Tukey's HSD test are presented in **Table 5**.

Table 5: Tukey's HSD Test for Emotional Intelligence Across Parental Involvement Levels

Group 1	Group 2	Mean Difference	p-value	95% Confidence Interval	Significant
Low	Medium	4.78	0.002	[1.65, 7.91]	Yes
Low	High	9.61	0.000	[6.48, 12.74]	Yes
Medium	High	4.83	0.001	[1.70, 7.96]	Yes

The post-hoc analysis using Tukey's Honestly Significant Difference (HSD) test provided clear evidence that the three parental involvement groups, such as Low, Medium, and High and differed significantly from each other in their mean emotional intelligence scores. Specifically, adolescents in the High parental involvement group exhibited significantly higher emotional intelligence compared to their peers in both the Medium and Low involvement groups. The most pronounced difference was observed between the Low and High involvement groups, with a mean difference of 9.61 points, highlighting the substantial impact of strong parental engagement on adolescents' emotional development.

Additionally, the analysis revealed that even the transition from Medium to High parental involvement resulted in a statistically significant increase in emotional intelligence scores, with a mean difference of 4.83 points. This finding underscores the notion that incremental increases in parental support, whether emotional, academic, or recreational, are associated with meaningful improvements in adolescents' emotional intelligence. Collectively, these results reinforce the gradient effect of parental involvement on emotional intelligence, suggesting that greater levels of consistent parental engagement contribute progressively to the development of emotional maturity and emotional self-regulation in adolescents, thereby supporting their overall psychological well-being and resilience during this critical developmental stage.

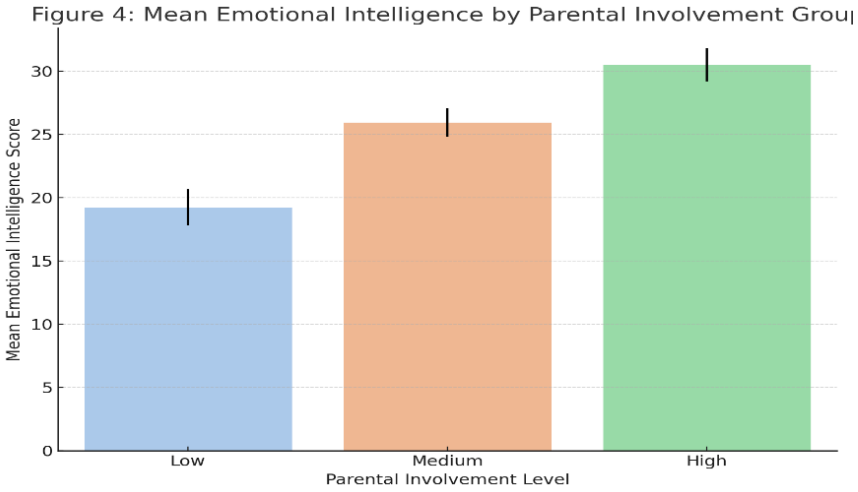

Figure 4: Emotional Intelligence by Parental Involemnet

Figure 4 illustrates the mean EI scores across three levels of parental involvement, like Low, Medium, and High, along with 95% confidence intervals. The figure demonstrates a progressive increase in mean EI scores as the level of parental involvement rises. Adolescents in the High parental involvement group exhibit the highest average emotional intelligence, followed by those in the Medium and Low groups. The confidence intervals do not overlap substantially, reinforcing the statistical significance of the differences among the groups. This visual representation supports the ANOVA and post-hoc findings, emphasizing that higher levels of parental engagement are consistently associated with better emotional intelligence outcomes in adolescents. The figure provides a compelling illustration of how incremental increases in emotional, academic, and recreational support from parents can contribute meaningfully to the emotional development of their children.

4. DISCUSSION

The current study examined emotional intelligence (EI) among adolescents, focusing on its associations with gender, parental involvement, and academic performance. The findings revealed several statistically significant patterns that not only support previous research but also contribute novel insights within the Indian adolescent context.

First, the **gender comparison** indicated that female adolescents exhibited significantly higher emotional intelligence than

their male counterparts. This finding aligns with several earlier studies that consistently show females tend to outperform males in emotional awareness, empathy, and interpersonal sensitivity (Brackett et al., 2004; Mayer et al., 2008). Such differences are often attributed to gender-specific socialization practices where girls are encouraged to express emotions and develop interpersonal skills, while boys may be conditioned to suppress emotional expression in favor of stoicism or assertiveness (Petrides & Furnham, 2000). In collectivist cultures like India, where gender roles remain traditionally defined, these socialization patterns may be more pronounced, thus influencing the development of emotional competencies across genders.

The correlation analysis demonstrated a strong positive association between emotional intelligence and parental involvement. Adolescents who experienced greater emotional and academic support from their parents demonstrated higher levels of emotional intelligence. This finding echoes the work of Maccoby and Martin (1983) and later research by Darling and Steinberg (1993), which emphasized the pivotal role of authoritative parenting marked by warmth, responsiveness, and involvement in fostering emotional regulation and social competence in children. In the Indian cultural milieu, where family remains central to a child's upbringing, parental behavior has a direct impact on emotional development. Supportive parents often model emotionally intelligent behavior, reinforce emotional vocabulary, and provide a secure base for adolescents to express and manage their emotions.

A moderate positive relationship was also identified between emotional intelligence and academic performance, indicating that adolescents with higher emotional intelligence are likely to achieve better academic outcomes. This result is consistent with prior studies that link EI with improved focus, motivation, and the ability to manage academic stress (Parker et al., 2004; Qualter et al., 2009). Emotional competencies such as self-regulation and perseverance help students navigate school-related challenges, build effective relationships with teachers and peers, and remain resilient in the face of academic failure or pressure.

The **regression analysis** further strengthened these associations by identifying parental involvement as the **strongest predictor** of emotional intelligence, followed by academic performance. This reinforces earlier findings by Goleman (1995) and Zeidner et al. (2004), who argued that emotional intelligence is not merely an innate trait but is deeply influenced by environmental and relational factors. Adolescents who grow up in emotionally responsive households are more likely to internalize effective emotion management strategies and interpersonal skills. Academic success, on the other hand, may be both a contributor to and a consequence of high EI, creating a reciprocal relationship between the two.

Moreover, these findings validate the ecological model of adolescent development, which posits that multiple layers of influence—including family, school, and culture—interact to shape emotional growth (Bronfenbrenner, 1979). The school environment, while not a primary focus of this study, is another arena where emotional intelligence can be cultivated through social-emotional learning (SEL) programs, teacher support, and peer interactions (Elias & Arnold, 2006).

Interestingly, the results also bridge a critical research gap in the Indian context. While global studies on adolescent EI are abundant, Indian literature has lacked empirical studies that simultaneously examine the triadic relationship among gender, parental behavior, and academic achievement using validated tools and robust analysis. This study, therefore, adds culturally contextualized evidence and emphasizes the importance of integrating emotional intelligence education with parenting workshops and academic counseling in Indian schools.

In summary, the findings emphasize the **multifactorial nature of emotional intelligence in adolescence**, with gender, parenting, and academics playing interdependent roles. Adolescents are not emotionally self-contained beings but are molded by the social and emotional quality of their immediate environments. Therefore, efforts to enhance EI should be holistic, involving not just the student but also parents, teachers, and institutional policies.

5. IMPLICATIONS

The findings of the current study highlight the critical significance of Emotional Intelligence (EI) as a developmental competency during adolescence, with far-reaching implications for educators, parents, policymakers, and mental health professionals.

i) Educational Programs:

One of the most direct implications lies within the **school system**. Schools should actively integrate emotional intelligence training into their curriculum through **life skills education, social-emotional learning (SEL) modules**, and **co-curricular activities** that promote empathy, cooperation, emotional awareness, and resilience. Teachers can be trained in emotional coaching techniques to reinforce EI within classroom interactions, thereby cultivating a positive emotional climate that benefits all learners.

ii) Parental Training:

Given that **parental involvement emerged as the strongest predictor of EI**, it is vital to develop **structured workshops and training sessions** for parents. These programs should focus on enhancing parents' emotional communication skills,

teaching them how to respond empathetically to their children's emotions, and encouraging consistent academic and recreational engagement. Such interventions can build emotionally responsive homes that serve as fertile ground for EI development.

iii) Policy Development:

At the systemic level, educational policies must be reoriented to recognize **emotional literacy as a fundamental outcome of secondary education**, alongside academic performance. Curriculum planners and policymakers should embed EI components in national frameworks, ensuring that emotional competencies are taught, assessed, and reinforced across grade levels.

6. LIMITATIONS OF THE STUDY

While the study offers valuable insights, it is not without limitations. The cross-sectional design limits the ability to establish causal relationships among the variables examined. Additionally, the reliance on self-report measures to assess emotional intelligence and parental involvement may introduce biases related to social desirability or potential misunderstandings by respondents. Additionally, the sample was drawn only from **urban schools in Telangana and Chhattisgarh**, limiting the generalizability of findings to rural settings or other socio-cultural contexts within India.

7. FUTURE SUGGESTIONS

It is recommended that future research adopts longitudinal designs to track the development of EI over time and establish causal relationships. It would be beneficial to explore mediating and moderating factors, such as peer relationships, school climate, and digital media use, which may influence the relationship between parental involvement and EI. Furthermore, intervention-based studies assessing the impact of specific parental or school-based EI enhancement programs can provide practical models for nationwide implementation. Expanding the sample to include diverse geographical, socioeconomic, and cultural groups will also enhance the applicability of findings across India.

8. CONCLUSION

Emotional Intelligence (EI) is gaining prominence as a core developmental competence that significantly shapes the lives of adolescents, influencing not only their academic performance but also their interpersonal relationships, mental well-being, and future career success. This investigation result contributes to this increasingly robust evidence base by highlighting the critical roles of gender, parental involvement, and academic achievement in the development of EI during the adolescent years.

The results clearly demonstrate that female adolescents tend to exhibit higher EI, potentially due to socialization factors that promote emotional expression and empathy. More importantly, the findings underscore parental involvement as the most significant predictor of EI, with adolescents receiving high levels of emotional, academic, and recreational support from parents scoring substantially higher in emotional intelligence. A moderate but meaningful relationship was also found between academic performance and EI, suggesting that emotionally intelligent students may be better equipped to manage academic stress and succeed in their studies.

These insights collectively reinforce the importance of a **multi-stakeholder approach** to emotional development. Adolescents do not acquire emotional intelligence in isolation; rather, it is shaped by the quality of their interactions with parents, teachers, peers, and the broader socio-cultural environment. Therefore, enhancing EI should be a **shared responsibility** involving educational institutions, families, and policy-makers.

The implications of this study are far-reaching. Schools must go beyond academics to cultivate emotionally competent individuals through **structured life skills programs and teacher-led emotional coaching**. Parents should be empowered through **training and awareness programs** that guide them in becoming emotionally responsive caregivers. At the policy level, **curriculum frameworks** should embed emotional literacy as a central learning outcome, recognizing its long-term impact on individual and societal well-being.

In conclusion, the findings of this study affirm that fostering Emotional Intelligence during adolescence is not just beneficial and it is essential. By prioritizing emotional development alongside intellectual growth, we can equip the next generation with the self-awareness, empathy, and resilience needed to thrive in a complex and emotionally demanding world. Investing in EI is, therefore, an investment in the holistic success and sustainability of future societies.

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