# Emotional intelligence: A comparative study of mental disorder and mentally fit adolescents

**Aarti Kalyan**

M. A. Clinical Psychology Final Year Student, School of Humanities, Lovely Professional University, Phagwara, Punjab, India

**Dr. Kalpana Sharma**

Assistant Professor Psychology, School of Humanities, Lovely Professional University, Phagwara, Punjab, India

**Divya Srivastava**

Assistant Professor Psychology, School of Humanities, Lovely Professional University, Phagwara, Punjab, India

*Abstract*---This research study was undertaken to determine emotional intelligence among mentally fit and mentally ill subjects from Haryana, India. The study also tries to find the gender differences among the variable mentioned above. The emotional Intelligence Scale (EIS- SANS) by Dr. Arun Kumar Singh and Dr. Shruti Narain was used in the present study to achieve the study's objectives. A total of 200 subjects were taken from schools and hospitals in Haryana, India. The age range of all the subjects was between 12 to 17 years. The study results revealed that the mean scores of the subjects of the mentally fit group showed a higher level of emotional stability than the subjects of the mental illness group (Group 1= 22.37, Group 2= 14.97). In context to gender analysis, the study revealed that subjects showed the same level of emotional intelligence for both genders within the group. The study also revealed the same level of emotional intelligence for both genders among the mentally fit group and mental illness group. However, there seemed to be a difference between the groups when studying emotional intelligence. After analyzing the mean scores, the comparative gender analysis of the male respondents of group 1 showed a better level of emotional intelligence than the female respondents of group 2 (Male= 22.74, Female = 15.64). As per the study results, it is found that there is an extreme statistically significant difference in the level of emotional intelligence of both groups. Also, there is an extreme statistically significant gender difference among both groups of subjects.

## Introduction

Emotional Intelligence- Daniel Goleman defined emotional intelligence as emotional awareness and emotional management skills that give the ability to maintain a healthy balance of emotion and rationality to achieve long–term happiness. Emotional intelligence plays an essential role in academics success, mental health, and physical health. Research suggests that people who develop emotional intelligence skills can comprehend and reveal their own emotions, concede emotions in others, synchronize emotions, and use moods and emotions to stimulate adaptive behaviors (Salovey and Grewal, 1990). Other research studies investigate the development of emotional intelligence in childhood. This study proposed that E.I. may be resolved by differentiating multiple levels of emotion–regulation processes. The study results revealed that dynamic capability in children assists the multifaceted nature of E.I. (Zeidner et al.; 2003). In addition, a study investigates a relationship between emotional intelligence and academic achievement in non-traditional college students. These findings demonstrated that academic achievement is related to students' ability to recognize, use, and manage their emotions (Drago, 2004). Another research studies Salovery and Grewal (2005), the science of emotional intelligence. This study focus on the four branch model of Mayer and Salovery (1997), which distinguishes emotional intelligence as a set of four related capabilities: perceiving, using, understanding, and managing emotions. E.I. predicts success in essential domains of an individual (Salovery and Grewal, 2005). The importance of perceived E.I. among family members and each member's self-reported E.I. for its predictive power on children's mental health (Nunez et al.; 2020). According to Mishra (2021), E.I. positively affects academic achievement.

Mentally Fit - According to World Health Organization (WHO), health is a circumstance of consummate physical, mental, and social welfare and not entirely the omission of disease. It is essential to our composite and distinct capability to think, emote, interact with each other, and enjoy life. Social and finical conditions, biological influences, and lifestyle choices can form a person's mental health. The six factors model of psychological well-being theory states that self-acceptance, personal growth, and purpose in life, environmental mastery, autonomy, and positive relationship contribute to an individual's psychological well-being, contentment, and happiness. Adolescents' emotional intelligence and cognitive skills are essential to mental health (Nyarko et al.; 2020). According to Zhao et al.; (2020), E.I. plays a significant role in laying a theoretical foundation for improving the mental health level of childhood maltreatment groups by enhancing their emotional intelligence.

Mental Disorder- In 2013, the American Psychiatric Association (APA) reformulated mental disorders in the DSM-5 as a syndrome or pattern characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that cogitate a disruption in the psychological, biological processes underneath mental functioning. Berrocal et al. (2006)

revealed that self-reported ability to regulate mood was related to self-esteem. Also, self-reported emotional intelligence was negatively associated with the level of anxiety and depression. According to Hertel et al. (2009), three kinds of mental disorders, majorly depressive disorder, borderline personality disorder, and substance abuse disorder are associated with deficits in emotional abilities. A study found that the relationship between E.I. trait and self-harm was mediated by the choice of coping strategies among adolescents. Trait E.I. was correlated positively with coping styles and negatively with maladaptive coping techniques and depression (Mikolajczak et al.; 2010). Another study indicates that E.I. as a personality trait has an apprehension on the top of social anxiety and stress in a sample of adolescents (Cejudo et al.; 2018).

Adolescence is the time of life between the ages of ten and nineteen. It occurs between childhood and maturity as they experience rapid physical, cognitive and psychosocial changes (WHO). Children entering adolescence go through many changes such as physical, intellectual, personality, and social developmental. A study revealed that medical students' emotional intelligence was not high in Shiraz University (Najmeh Keshavarz et al.; 2020**).** A study looked into the impact of emotional intelligence skills training on the social abilities of orphaned and abandoned teenagers. The data revealed that there was a significant difference in mean MESSY scores in the intervention group before and after the intervention (p<.05) (Ghelbash et al.; 2021). Another study revealed no significant difference b/w girls and boys in intelligence and emotional intelligence among inmates of orphanages (Kaimal, 2021).

## Objectives

1. To check the level of emotional intelligence among mental disorders and mentally fit participants.
2. To compare the gender differences concerning mental disorder patients and the participants' mental fit scores.

## Hypothesis

1. There is no significant level difference between the emotional intelligence of mental disorder and mentally fit adolescents.
2. There is no significant gender difference between mental disorder patients and mentally fit adolescents.

## Methodology

In this study, quantitative research was done. For this study, samples of 200, ranging from age 12 to 17, were taken for both the groups who belong to Haryana, India. Participants were male and female in both groups. The data was collected by random and snowball sampling techniques from the population of Haryana, India. Data was collected through online and offline mode. The subjects were assured that their information was for educational purposes only, and confidentiality would be maintained. The tool used for this study was the Emotional intelligence scale (EIS-SANS) developed by Dr. Arun Kumar Singh and Dr. Shruti Narain to assess emotional intelligence. In this study, mean, standard

deviation, and t-test were the statistical techniques used to analyze the data. These statistical techniques, as mentioned above, were computed by the assistance of the SPSS (Statistical Package for the Social Sciences) 20.0 version.

**Inclusion criteria**

1. Subject with Indian nationality belonging from Haryana only.
2. A subject who is taking treatment for any psychiatric disorder/ issue.
3. A subject who is not having any psychiatric problem basically; a school-going child.
4. A subject who understands the English or Hindi language.
5. A subject who meets the age criteria.

**Exclusion criteria**

1. Subject with any kind of physical disability.

**Result & Discussion**

Table 1- Comparative analysis of the respondents of both the groups is mentioned below

| Mentally Fit Group | | | Mental illness Group | | | |
|---|---|---|---|---|---|---|
| Categories | MEAN | S.D. | MEAN | S. D. | t–value | p- value |
| Understanding Emotions | 3.08 | 0.812 | 1.28 | 1.311 | 11.67 | < 0.001 |
| Understanding Motivation | 5.55 | 1.122 | 4.36 | 1.547 | 6.22 | < 0.001 |
| Empathy | 7.01 | 1.417 | 5.13 | 2.529 | 6.48 | < 0.001 |
| Handling Relations | 6.75 | 1.565 | 4.2 | 2.597 | 8.41 | < 0.001 |
| Over all | 22.37 | 3.199 | 14.97 | 6.735 | 9.92 | < 0.001 |

Table 1 above shows a comparative analysis of both groups (Group 1; mentally fit and Group 2; mental illness). The scores indicate the variability between the groups scores (Group 1; mentally fit and Group 2; mental illness). The values mentioned above indicate a statistically significant difference at 0.001 levels among the emotional intelligence of both groups.

In the Understanding Emotions, both groups mean scores indicate that subjects of group1 (mentally fit) scored high compared to another group (Mean Scores: Group1= 3.08, Group2= 1.28). This means group1 has a high capacity to identify their emotions and others' physical states, feelings, and thoughts compared to another group. They can control their impulses, think before speaking/reacting, and express themselves adequately compared to another group. From the S.D. scores (S.D. Scores: Group1= 0.812, Group2= 1.311), it has been found that the mentally fit group showed lesser variability as compared to the mental illness group. The t-value (11.67) indicates a statistically significant difference at 0.001 levels among both the groups. In the Understanding Motivation, both groups mean scores indicate that subjects of group1 (mentally fit) scored high compared to another group (Mean Scores: Group1= 5.55, Group2= 4.36). This means respondents of the group1 have a high achievement drive tighter with the

tendency to be optimistic and take the initiative. From the S.D. scores (S.D. Scores: Group1= 1.22, Group2= 1.547), it has been found that the mentally fit group showed lesser variability as compared to the mental illness group. The t-value clearly (6.22) indicates a statistically significant difference at 0.001 levels among both the groups. In the Empathy dimensions, both groups mean scores indicates that subjects of group 1(mentally fit) scored high compared to another group (Mean Scores: Group1= 7.01, Group2= 5.13). This means respondents of group1 can identify themselves mentally with others and understand a person properly and know how other people feel by understanding their perspectives. From the S.D. scores (S. D. Scores: Group1 = 1.417, Group2= 2.529), it has been found that the mentally fit group showed lesser variability as compared to the mental illness group. The t-value clearly (6.48) indicates a statistically significant difference at 0.001 levels among both the groups. In the Handling Relations dimensions, both groups mean scores indicate that subjects of group1 (mentally fit) scored high compared to another group (Mean Scores: Group1= 6.75, Group2= 4.2). This means respondents of group1 can manage and handle relations with others better. They can understand how to react to different social situations and effectively modify their interactions with other people to achieve the best results. From the S.D. scores (S.D. Scores: Group1= 1.565, Group2= 2.597), it has been found that the mentally fit group showed lesser variability as compared to the mental illness group. The t-value clearly (8.41) indicates a statistically significant difference at 0.001 levels among both the groups. The overall mean scores of both groups indicate that subjects of group1 (mentally fit) scored high compared to another group (Mean Scores:  Group1= 22.37, Group2= 14.97). From the S.D. scores (S. D. Scores: Group1= 3.199, Group2= 6.735), it has been found that the mentally fit group showed lesser variability as compared to the mental illness group. The t-value clearly (9.92) indicates an extremely statistically significant difference at 0.001 levels among both groups emotional intelligence. It is also seen that subjects of the mentally fit group showed an average level of emotional intelligence. In contrast, the subjects of another group showed a low level of emotional intelligence

Table 2- Comparative gender analysis of the respondents of "GROUP 1(mentally fit)" is mentioned below

| Mentally Fit Group (MALE) | | | Mentally Fit Group (FEMALE) | | | |
|---|---|---|---|---|---|---|
| Categories | MEAN | S.D. | MEAN | S. D. | t–value | p-value |
| Understanding Emotions | 3.14 | 0.756 | 3.02 | 0.868 | 0.737 | 0.4628 |
| Understanding Motivation | 5.76 | 1.079 | 5.34 | 1.135 | 1.896 | 0.609 |
| Empathy | 6.96 | 1.456 | 7.06 | 1.391 | 0.351 | 0.7262 |
| Handling relations | 6.88 | 1.493 | 6.62 | 1.639 | 0.829 | 0.4090 |
| Over all | 22.74 | 3.135 | 22 | 3.251 | 1.158 | 0.2494 |

Table 2 above shows a comparative gender analysis within group 1(mentally fit). The values mentioned above indicate no statistically significant difference in the emotional intelligence of male and female respondents of group 1. After analyzing

the result, it is found that there is no significant emotional intelligence difference among the male and female subjects of group1.

In the Understanding Emotion, the mean scores of male subjects (Mean Scores: Group1 male= 3.14 and Group1female= 3.02) scored high compared to female subjects. From the S.D. scores (S.D. Scores:  Group1 male = 0.756, Group1 female= 0.868), it has been found that male subjects showed lesser variability than compared female subjects. The t-value (0.7372) indicates no statistically significant difference among male and female subjects of group1. In the Understanding Motivation dimensions, the mean scores of male subjects (Mean Scores: Group1 male= 5.76 and Group2 female= 5.34) scored high compared to female subjects. From the S.D. scores (S.D. Scores:  Group1 male= 1.079, Group1 female= 1.135), it has been found that male subjects showed lesser variability than female subjects. The t-value (1.896) indicates no statistically significant difference among male and female subjects of group1. In the Empathy dimensions, the mean scores of male subjects (Mean Scores: Group1 male= 6.96 and Group1 female= 7.06) scored low compared to female subjects. From the S.D. scores (S.D. Scores: Group1 male= 1.456, Group1 female = 1.391), it has been found that female subjects indicated lesser variability than male subjects. The t-value (0.351) indicates no statistical significance difference among male and female subjects of group 1. In the Handling Relations dimensions, the mean scores of male subjects (Mean Scores: Group1 male= 6.88 and Group1 female= 6.62) scored high compared to female subjects. From the S.D. scores (S.D. Scores: Group1 male= 1.493, Group1 female = 1.639), it has been found that male subjects indicated lesser variability than female subjects. The t-value (0.829) indicates no statistical significance difference among the male and female subjects of group 1. The overall mean scores of both genders indicate that group 1(male) subjects scored high compared to female subjects (Mean Scores:  Group1 male= 22.74, Group1 female= 22). From the S.D. scores (S. D. Scores: Group1male = 3.135, Group 1 female= 3.251), it has been found that male subjects indicated lesser variability as compared to female subjects. The t-value clearly (1.158) indicates no significant emotional intelligence difference between the male and female subjects of group 1. It is also seen that both male and female subjects of the mentally fit group showed an average level of emotional intelligence.

Table 3- Comparative gender analysis of the respondents of "GROUP 2 (mental illness)" is mentioned below

| Mental Illness Group (MALE) | | | Mentally (FEMALE) | Illness | Group | |
|---|---|---|---|---|---|---|
| Categories | MEAN | S.D. | MEAN | S. D. | t–value | p-value |
| Understanding Emotions | 0.98 | 1.078 | 1.58 | 1.458 | 2.339 | 0.0213 |
| Understanding Motivation | 4.28 | 1.340 | 4.44 | 1.739 | 0.515 | 0.6075 |
| Empathy | 5.02 | 2.453 | 5.24 | 2.622 | 0.433 | 0.665 |
| Handling relations | 4.02 | 2.235 | 4.38 | 2.926 | 0.691 | 0.4910 |
| Over all | 14.3 | 5.682 | 15.64 | 7.644 | 0.994 | 0.322 |

Table 3 above shows a comparative gender analysis within group 2(mental illness). The values mentioned above indicate no statistically significant difference in the emotional intelligence of male and female respondents of group 2. After analyzing the obtained score, it is found that there is no significant emotional intelligence difference among the male and female subjects of group 2.

In the Understanding Emotion dimensions; the mean scores of male subjects (Mean Scores: Group2 male= 0.98 and Group2 female= 1.58) scored low compared of female subjects. From the S.D. scores (S.D. Scores:  Group2 male = 1.078, Group2 female= 1.458), it has been found that male subjects showed lesser variability than female subjects. The t-value (2.339) indicates a statistically significant difference among male and female subjects of group2. In the Understanding Motivation dimensions; the mean scores of male subjects (Mean Scores: Group2 male= 4.28 and Group2 female= 4.44) scored low compared to female subjects. From the S.D. scores (S.D. Scores:  Group2 male= 1.340, Group2 female= 1.739), it has been found that male subjects showed lesser variability than female subjects. The t-value (0.515) indicates no statistically significant difference among male and female subjects of group2. In the Empathy dimensions, the mean scores of male subjects (Mean Scores: Group2 male= 5.02 and Group2 female=5.24) scored low compared to female subjects. From the S.D. scores (S.D. Scores: Group2 male= 2.453, Group2 female = 2.622), it has been found that male subjects showed lesser variability than female subjects. The t-value (0.433) indicates no statistical significance difference among male and female subjects of group2. In the Handling Relations dimensions, the mean scores of male subjects (Mean Scores: Group2 male= 4.02 and Group2 female=4.38) scored low compared to female subjects. From the S.D. scores (S.D. Scores: Group2 male=2.235, Group2 female = 2.926), it has been found that male subjects showed lesser variability than female subjects. The t-value (0.691) indicates no statistical significance difference between the male and female subjects of group2. The overall mean scores of both genders indicate that group2 (male) subjects scored low compared to female subjects (Mean Scores:  Group2 male= 14.3, Group2 female= 15.64). From the S.D. scores (S. D. Scores: Group2 male =5.682, Group2 female = 7.644), it has been found that male subjects showed lesser variability as compared to female subjects. The t-value clearly (0.994) indicates no significant emotional intelligence difference among the male and female subjects of group2. It is also seen that both male and female subjects of the mental illness group showed a low level of emotional intelligence.

Table 4- Comparative gender analysis of the respondents of "GROUP 1 (MALE)" and "GROUP 2(FEMALE)"is mentioned below

| Mentally Fit Group (MALE) | | | Mental Illness Group (FEMALE) | | | |
|---|---|---|---|---|---|---|
| Categories | MEAN | S.D. | MEAN | S. D. | t–value | p-value |
| Understanding Emotions | 3.14 | 0.756 | 1.58 | 1.458 | 6.716 | < 0.001 |
| Understanding Motivation | 5.76 | 1.079 | 4.44 | 1.739 | 4.560 | < 0.001 |
| Empathy | 6.96 | 1.456 | 5.24 | 2.622 | 4.055 | < 0.001 |
| Handling | 6.88 | 1.493 | 4.38 | 2.926 | 5.381 | < 0.001 |

| relations | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Over all | 22.74 | 3.135 | 15.64 | 7.644 | 6.076 | < 0.001 |

Table 4 above shows a comparative gender analysis between group1 (male) and group2 (female). The scores indicate the variability between the groups scores (Group 1; male and Group 2; female). The values mentioned above indicate a statistically significant difference at 0.001 levels among emotional intelligence of both genders. After analyzing the obtained score, it is found that there is a statistically significant emotional intelligence difference among the male and female subjects of group1 (male) and group2 (female).

In the Understanding Emotion dimension, the mean scores of male subjects (Mean Scores: Group1 male= 3.14 and Group2 female= 1.58) scored high compared to female subjects. From the S.D. scores (S.D. Scores: Group1 male = 0.756, Group2 female= 1.458), it has been found that male subjects showed lesser variability than female subjects. The t-value (6.716) indicates a statistically significant difference among male and female subjects. In the Understanding Motivation dimensions, the mean scores of male subjects (Mean Scores: Group1 male= 5.76 and Group2 female= 4.44) scored high compared to female subjects. From the S.D. scores (S.D. Scores: Group1 male=1.079, Group2 female= 1.739), it has been found that male subjects showed lesser variability than female subjects. The t-value (4.560) indicates a statistically significant difference between male and female subjects. In the Empathy dimensions, the mean scores of male subjects (Mean Scores: Group1 male= 6.96 and Group2 female=5.24) scored high compared to female subjects. From the S.D. scores (S.D. Scores: Group1 male= 1.456, Group2 female = 2.622) it has been found that male subjects showed lesser variability than female subjects. The t-value (5.3815) indicates a statistically significant difference between male and female subjects. In the Handling Relations dimensions, the mean scores of male subjects (Mean Scores: Group1 male= 6.88 and Group2 female=4.38) scored high compared to female subjects. From the S.D. scores (S.D. Scores: Group1 male=1.493, Group2 female = 2.926), it has been found that male subjects showed lesser variability than female subjects. The t-value (5.3815) indicates a statistical significance difference between the male and female subjects. The overall mean scores of both genders indicate that subjects of group 1 (male) scored high compared to female subjects (Mean Scores:  Group1 male= 22.74, Group2 female= 15.64). From the S.D. scores (S. D. Scores: Group1male =3.135, Group2 female = 7.644), it has been found that male subjects showed lesser variability than female subjects. The t-value clearly (6.0766) indicates a significant emotional intelligence difference between the male and female subjects. After analyzing the obtained score, it is found that there is a statistically significant emotional intelligence difference among the male and female subjects of group1 (male) and group2 (female). It is also seen that male subjects of the mentally fit group showed an average level of emotional intelligence. In contrast, female subjects of the mental illness group showed a low level of emotional intelligence.

Table 5- Comparative gender analysis of the respondents of "GROUP 1 (FEMALE)"
and "GROUP 2 (MALE)" is mentioned below

| Mentally Fit Group (FEMALE) | | | Mental Illness Group (MALE) | | | |
|---|---|---|---|---|---|---|
| Categories | MEAN | S.D. | MEAN | S. D. | t–value | p-value |
| Understanding Emotions | 3.02 | 0.868 | 0.98 | 1.078 | 10.422 | < 0.001 |
| Understanding Motivation | 5.34 | 1.135 | 4.28 | 1.340 | 4.268 | < 0.001 |
| Empathy | 7.06 | 1.391 | 5.02 | 2.453 | 5.115 | < 0.001 |
| Handling relations | 6.62 | 1.639 | 4.02 | 2.235 | 6.633 | < 0.001 |
| Over all | 22 | 3.251 | 14.3 | 5.682 | 8.317 | < 0.001 |

Table 5 above shows a comparative gender analysis of group 1(female) and group 2(male). The scores indicate the variability between the groups scores (Group 1; female and Group 2; male). The values mentioned above indicate a statistically significant difference at 0.001 levels among emotional intelligence of both genders. After analyzing the obtained score, it is found that there is a statistically significant emotional intelligence difference among the female and male subjects of group 1 (female) and group 2 (male).

In the Understanding Emotion dimension, the mean scores of female subjects (Mean Scores: Group1 female= 3.02 and Group2 male= 0.98) scored high compared to male subjects. From the S.D. scores (S.D. Scores:  Group1 female = 0.868, Group2 male= 1.078) it has been found that female subjects showed lesser variability than male subjects. The t-value (10.422) indicates that there is a statistically significant difference between male and female subjects. In the Understanding Motivation dimensions, the mean scores of female subjects (Mean Scores: Group1 female= 5.34 and Group2 male= 4.28) scored high compared to male subjects. From the S.D. scores (S.D. Scores:  Group1 female=1.135, Group2 male= 1.340) it has been found that female subjects showed lesser variability than male subjects. The t-value (4.268) indicates a statistically significant difference between male and female subjects. In the Empathy dimensions, the mean scores of female subjects (Mean Scores: Group1 female= 7.06 and Group2 male=5.02) scored high compared to male subjects. From the S.D. scores (S.D. Scores: Group1 female= 1.391, Group2 male = 2.453) it has been found that male subjects showed lesser variability compared than female subjects. The t-value (5.115) indicates a statistically significant difference between male and female subjects. In the Handling Relations dimensions, the mean scores of female subjects (Mean Scores: Group1 female= 6.62 and Group2 male=4.02) scored high compared to male subjects. From the S.D. scores (S.D. Scores: Group1 female= 1.639, Group2 male = 2.235) it has been found that female subjects showed lesser variability than male subjects. The t-value (6.633) indicates a statistical significance difference between the male and female subjects. The overall mean scores of both genders indicate that subjects of group 1 (female) scored high compared to male subjects (Mean Scores: Group1 female= 22, Group2 male= 14.3). From the S.D. scores (S. D. Scores: Group1female = 3.251, Group2 male = 5.682) it has been found that female subjects showed lesser variability than male

subjects. The t-value clearly (8.317) indicates a significant emotional intelligence difference among the female and male subjects. After analyzing the obtained score, it is found that there is an extremely statistically significant emotional intelligence difference among the female and male subjects of group 1 (female) and group 2 (male). It is also seen that female subjects of the mentally fit group showed an average level of emotional intelligence. In contrast, male subjects of the mental illness group showed a low level of emotional intelligence.

**Conclusion**

From the study results, it can be stated that there is an extreme statistically significant difference among the scores of the mentally fit adolescents and mental illness adolescents. The subjects of group 1 (mentally fit) showed an average level of emotional intelligence compared to group 2 (mentally Illness). In this study, the comparative gender analysis of the respondents of both groups is the same for both genders. The male and female subjects of group 1 have scored a better level of emotional intelligence than the male and female subjects of another group. In this study, the comparative gender analysis of the respondents of group 1 male subjects showed a better level of emotional intelligence than the female subjects of group 2. In this study, the comparative gender analysis of the respondents of group 1 female subjects showed a better level of emotional intelligence than the male subjects of group 2. As per the study results, the null hypothesis has been rejected, and the alternative hypothesis has been accepted.

**Limitation**

- This study's limitations include a specific group of adolescents in the sample, which may limit the generalisability of the findings.
- Since the sample was restricted to only a few groups, the results obtained are only applicable to those groups.
- The participant's willingness to reply may have been influenced by a lack of rapport between the researcher and the participants.

**Implications**

- By taking into account the study's limitations, further advancements in the research can be made.
- Counsellors and therapists can use the findings of this study to develop a better understanding of adolescent emotional issues.
- Teachers can use the findings of this study to gain a better knowledge of adolescence's emotional aspects.

**Research conflict**

Authors have no conflict of interest.

**Acknowledgments**

Without acknowledging my sincere gratitude to all those who have contributed in some way, the effective completion of my research would be incomplete. I

would like to express my gratitude to everyone who has contributed to this research, either directly or indirectly.

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