



## EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL WELLBEING AMONG ADOLESCENTS WITH RESPECT TO THE DISTINCT SCHOOL ENVIRONMENT

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### ABSTRACT

Adolescence is a stage of transition from childhood to adulthood that impacts an individual's emotional social and cognitive development. The environment the individual lives in also impacts this developmental stage highly especially since adolescents are impressionable and influenced by peers and many other factors. The kind of school environment an individual studies in also directly impacts their psychological attributes. This paper is an attempt to study two such attributes, emotional intelligence and psychological wellbeing and how school environment has an impact on it. The study was done on a sample of 400 adolescents and the results have been discussed in detail.

**Key Words** –Cognitive Development, Emotional Intelligence, Psychological Wellbeing

### Introduction:

Adolescence, is the transitional phase and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of *young people*, which refers to individuals between ages 10 and 24. In many societies, however, adolescence is narrowly equated with puberty and the cycle of physical changes culminating in reproductive maturity. In other societies adolescence is understood in broader terms that encompass psychological, social, and moral terrain as well as the strictly physical aspects of maturation. In these societies the term *adolescence* typically refers to the period between ages 12 and 20 and is roughly equivalent to the word *teens*. During adolescence, issues of emotional (if not physical) separation from parents arise. While this sense of separation is a necessary step in the establishment of personal values, the transition to self-sufficiency forces an array of adjustments upon many adolescents. Furthermore, teenagers seldom have clear roles of their own in society but instead occupy an ambiguous period between childhood and adulthood. These issues most often define adolescence in Western cultures, and the response to them partly determines the nature of an individual's adult years. Also, during adolescence, the individual experiences an upsurge of sexual feelings following the latent sexuality of childhood. It is during adolescence that the individual learns to control and direct sexual urges.

Some specialists find that the difficulties of adolescence have been exaggerated and that for many adolescents the process of maturation is largely peaceful and untroubled. Other specialists consider adolescence to be an intense and often stressful developmental period characterized by specific types of behaviour. Adolescents generally find that activities involving physical movement—sports, dance, and drama, for example—are among the most pleasurable and gratifying. Ironically, the opportunities for participation in such activities have dwindled, largely because budget concerns have led schools to cut many nonacademic subjects such as physical education. In some American public schools, extracurricular activities have been greatly curtailed or no longer exist.

In 1950 German-born American psychoanalyst Erik H. Erikson described adolescence in modern Western societies as a “moratorium,” a period of freedom from responsibilities that allows young people to experiment with a number of options before settling on a lifelong career. Such a moratorium may be appropriate in a culture marked by rapid changes in vocational opportunities and lifestyles. If young people are excluded from responsibilities for too long, however, they may never properly learn how to manage their own lives or care for those who depend on them.

In many public schools in the United States, student-teacher ratios of between roughly 12 and 25 (depending on whether the school is private or public) mean that the classroom atmosphere is influenced considerably more by peers than by teachers. At home teenagers spend at least several hours each day without parents or other adults present. Moreover, during the little time when adolescents are at home with their parents, the family typically watches television or the children disappear to study, play games, listen to music, or communicate with friends on computers, phones, or other devices. Estrangement from parents has clear effects. Teens who do little and spend little time with their parents are likely to be bored, uninterested, and self-centred. Lack of positive interaction with adults is particularly problematic in urban settings that had once enjoyed a lively “street-corner society,” where men traditionally shared their experiences with younger ones in a setting that was casual and relaxed. This vital facet in the socialization of young men has largely disappeared to the detriment of individual lives and communities. In its place, peer influence can be counterproductive by reinforcing a sense of underachievement or sanctioning deviant behaviour.

Emotional intelligence and Psychological Wellbeing should not be an educational serendipity, rather it should be the anagnorisis of education. Duryodhana in the above quote explicates the nature and limitation of being deficit of emotional intelligence and psychological wellbeing. Duryodhana declares to Krishna that he knows what is right and wrong doing and is not confused in deciphering right and wrong but is destitute in choosing the wrong doings (adharma) from the righteousness (dharma). The instinctual drive of doing wrong predominates the thoughtful decision of doing what is right and ethical. To be human, more than anything else, is to acknowledge and accept the responsibility of one's life and its due course. The privilege of being human is inevitably and equally encompassed with taking the responsibility of one's existence. As aptly remarked by Bertrand Russell; “Knowledge is power, but it is power for evil just as much as for good. It follows that, unless men increase in wisdom as much as in knowledge, increase of knowledge will be increase of sorrow”. Since time immemorial, various cultures and social structures, through their multiple institutions and dynamics, have facilitated this undertaking of responsibility and accountability of being a human. One of the utmost and prominent means of attaining this sense of responsibility has been (still is, and shall always remain to be) education.

### **Review of Literature:**

Matthew and Prema (2017) conducted a study in the light of SE on adolescent student's perception of their teachers, feeling towards them, self-perception and academic achievement. This study found that girls perceived their teacher's feelings towards them more favorable than the boys. Prajapati and Ravindra (2017) focused on the importance of life skills and SE of adolescents. It reflected that physical, social, intellectual and emotional capabilities are high during adolescence but many adolescents are unsuccessful in tapping this potential due to supportive SE. As per the researcher, Life skill in education regarding development of emotional skills, cognitive skills and social skills needs

to be part of the curriculum in schools for preparing students for future challenges. Sobri (2017) studied the relationship among life skills and SE among students of Malaysia and Indonesia. For this purpose, soft skills of 400 student samples were examined of Indonesia and 528 students of Malaysia. The results reflected level of life skills among students as moderate in countries and a need to improve the SE in both countries.

Jisha (2016) focused on SE and life-skills, comparing life-skills development of higher secondary school students of vocational and non-vocational streams in Kerala. Results reflected life-skills of vocational higher secondary school students to be comparatively better than non-vocational higher secondary students. Cornell, Shukla and Konold (2016) in their study observed that an authoritative school climate is conducive to student academic success in middle and high schools. Kimberly and Scott. (2016) focused on SE and life skills reflecting student's perception of life skills as they attended project-based learning schools. This research conducted on 275 students selected from two project-based learning schools in Minnesota showed in the result that perception of students regarding development of their life skills were positive and project-based learning approach helped them in developing life skills.

Swami Ranganathananda (2019) emphasizes, "To study law and behave lawlessly, to study civics and be innocent of the social sense, to study the sciences and be innocent of the scientific outlook and temper, is a travesty of education. Such an education does not impart dynamism to ideas; it does not result in force of character, richness of personality, and efficiency in life and action. These are the product of digested and assimilated ideas, just as physical efficiency and physical strength are the product of digested and assimilated food". Further, he writes; "Undigested food becomes poison and an enemy of the body. Similarly, undigested knowledge also becomes poison and an enemy of the mind. Vanity, cleverness and other similar mental traits are the poisonous fruits of undigested knowledge. Where there is assimilation of knowledge, no vanity is permitted; our literature tells us 'Vidya dadati vinayam' – knowledge gives humility. Education must help us to gather knowledge and to digest and assimilate it; even a fraction of this digestion gives us immediate strength". In the present context the notion of knowledge is encapsulated as understanding, accumulation of facts and mere development of literary skills and education in the present scenario is half-heartedly approaching towards pursuing this form of knowledge and achieving some success as well. Unfortunately, we have devoiced ourselves from the meaning of knowledge – vidya – 'the attainment of wisdom'. It is the power to value learning and eradication of ignorance through wisdom. Our ancient wisdom tells us; 'Yatha kharascandanabharavahi bharasya vettu na tu candanasya' – the donkey upholding the weight of sandalwood recognizes only the load, not worth of the sandalwood. Agyan or ignorance has two powers, 'Awaranshakti' the power of veiling and 'Vikshepshakti' or the power of presenting something as entirely something else. Education is not merely retaining and producing information but the chief mode of cultivating the best of human within by the wisdom attained through knowledge. Radhakrishnan (1994) remarks, "Knowledge is concealed in ignorance and when the latter is removed the former manifests itself. What we are, that we behold, and what we behold, that we are". Such an idea of knowledge and meaning in education is impossible in the absence of an intrinsic philosophy in education. In the accomplishment of many advancements what we have lost is the meaning, the very essence of education – the rooting of philosophy in education. Ernest Bayles beautifully explains; "Of extant philosophical systems, which furnishes the best organizational base for educational practice? This question is vital for an educational philosopher, and it seemingly should be first importance for an educational practitioner". Education needs to propel humans in evolving towards 'higher truths' in the endeavour of their existence. Its high time that education breaks the dichotomy of 'sacred vs secular' and propel spirituality in the broadest sense of the term to facilitate emotional intelligence and psychological wellbeing.

Joseph (2015) studied the impact of SE in terms of location of secondary schools on performance in academics of the students in Muleba district. The 193 sample indicated that longer the distance the students have to move from home to schools more is the dropout rate. Also, absentees and early pregnancies influenced the academical performance. It also indicated that strategies like construction

of hotels, changing attitude of parents and students towards remote schools, clear cut policies and provisions in meals, balancing resources help in improving academical performance. Kekare in 2015 focused on examining the relationship between physical classroom environment and academic achievement of class XI 80 students from colleges of Aurangabad. The results reflected that there was significant relationship between the variables under study.

## **METHODS:**

### **AIM AND OBJECTIVES:**

The current study aims to find out the relationship between the variable's emotional intelligence and psychological well-being with respect to the distinct environments of school that is residential and non-residential environment.

### **HYPOTHESIS:**

There is no significant difference between the adolescents with respect to the emotional intelligence and psychological well-being with respect to the residential status in the school environment.

### **VARIABLES OF THE STUDY:**

The present research takes into consideration the following variables;

- ☐ Independent variable: School Environment.
- ☐ Dependent variable: Emotional Intelligence and Psychological Wellbeing.

### **INCLUSION CRITERIA:**

- Students aged (13 to 16) years were selected.
- All the students selected for the study were students of residential and non- residential school.
- Both male and female students were selected for the study.
- All the students selected for the study were from Ajmer.
- Consent was taken from the participants before conducting the test.

### **EXCLUSION CRITERIA:**

- Non adolescent students were not selected.
- Not all the residential and non-residential schools were selected for the study.
- Students of rural areas were not selected.
- Students in the criterion of differently abled were not selected.
- All the students selected for the study were from Ajmer only.
- Socio-demographic attributes of *the sample*.

## **DESCRIPTIVE ANALYSIS**

<b>Variables</b>	<b><i>M</i></b>	<b><i>SD</i></b>
Age (in years) 15-17	16.08	.86
Residential status	Residential (n = 200)	50 %
	Non-Residential (n=200)	50 %
	N = 400	

The above table depicts the descriptive analysis of the sample distribution. 200 samples are from the residential space of the education environments that is schools and 200 are from the non-residential school environment. The total no of samples included in the study is 400 and it is segregated as the 50% for the residential and the 50% of non-residential population.

Mean differences in various dimensions of *School Environment* among residential and non-residential students.

Variables	Residential status (400)		<i>t</i> ( <i>df</i> =398)	<i>P</i>
	Residential schools (n=200)	Non-Residential schools (n = 200)		
	<i>M (SD)</i>	<i>M (SD)</i>		
CD	56.54 (10.52)	55.93 (11.06)	.56	.57(n.s)
CE	31.31(5.62)	32.50 (5.05)	2.23	.02*
AC	26.98 (6.39)	28.73 (5.86)	2.84	.00**
PR	23.77 (5.84)	24.84 (5.20)	1.93	.054*
RE	15.79 (6.51)	14.10 (5.51)	2.79	.00**
CO	27.28 (4.50)	28.81(3.38)	3.84	.00***
SEN Total	181.65 (21.06)	184.90 (16.43)	1.72	.08(n.s)

Note: S/A

Cognitive Dimensions, CE : Cognitive Encouragement, AC:, Acceptance: PR: Permissiveness: RE : Rejection : CO: Control, SEN : Social Environment, \**p* < .05,\*\**p* < .01 \*\*\**p* < .001. n.s (not significant)

Mean differences in various dimensions of *Emotional Intelligence* among residential and non-residential students.

Variables	Residential status (400)		<i>t</i> ( <i>df</i> =398)	<i>P</i>
	Residential schools (n=200)	Non-Residential schools (n = 200)		
	<i>M (SD)</i>	<i>M (SD)</i>		
SA	35.42 (3.99)	35.30 (3.88)	.30	.76(n.s)
ME	47.98 (8.03)	46.98 (9.67)	1.08	.27(n.s)
SM	47.98 (8.03)	46.98 (9.67)	1.12	.26(n.s)
EM	29.55 (3.55)	29.60 (3.55)	.12	.89(n.s)
HR	68.24 (5.93)	66.02 (9.39)	2.82	.00**
EI Total	202.25 (11.74)	198.69 (14.42)	2.70	.00***

Note: SA: Self-Awareness, ME: Managing Emotions, SE : Self-Motivation: EM: Empathy, HR: Handling Relationships, EM: Empathy, EI: Emotional Intelligence, \**p* < .01 \*\*\**p* < .001, n.s (not significant)

Mean differences in various dimensions of *Psychological Wellbeing* among residential and non-residential students.

Variables	Residential status (400)		<i>t</i> ( <i>df</i> =398)	<i>P</i>
	Residential schools (n=200)	Non-Residential schools (n = 200)		
	<i>M (SD)</i>	<i>M (SD)</i>		
SA	35.56 (8.13)	35.16 (5.81)	.57	.56(n.s)
EF	38.58 (6.45)	37.28 (6.04)	2.07	.03*
SO	35.99 (5.35)	34.53 (5.05)	2.80	.00**
MH	33.46 (6.45)	32.74 (6.20)	1.12	.26(n.s)
IR	38.95 (6.01)	38.80 (4.97)	.28	.77(n.s)
PWB Total	182.53 (19.92)	178.51(13.88)	2.3	.02***

*Note: SA : Satisfaction, EF : Efficacy, SO : Sociability, MH : Mental Health, IR : Interpersonal Relationships, PWB : Psychological Well-Being \* $p < .05$ , \*\* $p < .01$  \*\*\* $p < .001$ . n.s (not significant)*

## DISCUSSION:

The current study was designed to evaluate the relationship between the variable's emotional intelligence and the psychological well-being among adolescent girls. Especially in respect to distinct environments residential and non- residential school environment's analysis of the tables shows that there is significant difference in the emotional intelligence and the psychological well-being with the respect to the residential environment of the girls. The main underlying fact involved with the postulates of the study is the significant relationship between the emotional intelligence and psychological well-being and the respective dimensions and with respect to the changeable residential status in the school environment.

Kimberly and Scott. (2016) focused on SE and life skills reflecting student's perception of life skills as they attended project-based learning schools. This research conducted on 275 students selected from two project-based learning schools in Minnesota showed in the result that perception of students regarding development of their life skills were positive and project-based learning approach helped them in developing life skills. Sayeed (2015) studied influence of SE in relation to academic achievement in secondary school students of Malda district. Results reflected no significant relationship between SE and academic achievement of students.

The study further claims that there is a significant relationship between the distinct dimensions in the of the emotional intelligence and the psychological well-being of the individuals in the basis of the environments too with respect to the residential and the non-residential status of the education environment especially the school environment. However, residential students reported significantly higher Mean scores on Efficacy ( $M=35.16$ ,  $SD = 5.81$ ) when compared with non-residential students ( $M=35.16$ ,  $SD = 5.81$ ),  $t(358) = 2.07$ ,  $p < .05$ . Similarly, mean scores on Sociability has been found higher among students residing in residential schools ( $M=35.99$ ,  $SD = 5.35$ ) when equated with students of non-residential schools ( $M=34.53$ ,  $SD = 5.05$ ),  $t(358) = 2.80$ ,  $p < .01$ . The study further discusses the significance of studying the differences between the residential and the non-residential status through which the psychological well-being and the emotional intelligence levels are also studies exclusively with respect to the differences in the age and gender. There are lot many studies that support are already bolstered in the previous years and through which the acceptances of the fact of differences in the residential and the non-residential status of the adolescent individuals are incredibly involved with the residential status changes. John, F. G. in (2012) investigated the possible score of school climate, peer support for psycho-somatic grievances, perceived academical achievement, social satisfaction in Canada, Norway, Romania. Study inspected extent to the forms of relationship parallel across nations and for 2 age groups; 13 and 15 years. Results echoed peer support-perceived academical achievement path was in all instances not significant.

## CONCLUSION:

Adolescence is the crucial period for most of the psychological and the emotional developments including the emotional intelligence and the psychological well-being. The residential environments play an important role as an influential factor for all the above developments. School environment is considered as the second most important influential climate after the family environment and the peer group relationship. Finally, the study concludes that there are significant differences in the level of psychological well-being and the level of emotional intelligence with respect to the dynamic residential status of the school going adolescents.

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