

Emotional and Social Intelligence of Adolescents.

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ABSTRACT

The present study explores the correlation of Emotional Intelligence and Social Intelligence in the School going Adolescents. Adolescence is an important developmental period with emotional ups and downs, identity development and increased peer and adult social interactions. Emotional intelligence gives you the inner tools to know how to feel and to manage your feelings, as well as to identify other people's feelings. Social intelligence is the outwards ability to comprehend social situations, read between the lines, and navigate relationships in complicated social scenarios. The present research examines the empirical relationship between these two important psychological constructs in adolescents aged 14-18 years old. The study was carried out on 200 adolescents, half of which were boys and the other half were girls from the secondary and senior secondary schools of the study area. The data collection method was through the standardized psychometric tools, namely 60-item Emotional Intelligence Test (EIT) developed by Dr. Ekta Sharma and 66-item Social Intelligence Scale (SIS) developed by Dr. N.K. Chadha and Dr. Usha Ganesan. The collected data was processed statistically using Karl Pearson's product-moment to check the strength and direction of the relationship between the two main variables. Furthermore, a two-sample t-test was used to identify significant gender differences on the internal emotional factors and external social factors sub scales. Results indicate positive interrelationships between all dimensions of Emotional intelligence. The findings show that Managing Emotions and Holding Relationships had the strongest positive correlations with Overall Emotional Intelligence. Similarly, most dimensions of Social Intelligence were positively correlated with one another. Although negative correlation was observed between Overall Emotional Intelligence and Overall Social Intelligence ($r = -.18^*$), which was significant at the 0.05 level of significance. This finding suggests that adolescents with higher Emotional Intelligence did not necessarily have higher Social Intelligence in the present study.....

Keywords: Emotional Intelligence, Social Intelligence, Adolescents, Gender Differences, Empathy...

INTRODUCTION

Adolescence is one of the key times in the human life cycle. It is described as the rapid and accelerated process of physical, cognitive, emotional and social growth which is manifested by changes in personality, identity and adaptation to society (Steinberg, 2008). Adolescents are aged between 10 and 19 years and are characterized as a stage of growth and development according to the definition set by the World Health Organization (WHO) (World Health Organization [WHO], 2021). In this phase, teens are facing a lot of changes which involves emotional ups and downs, more academic pressure, peer pressure, new family dynamics, and developing their identity. Erikson's (1968) psychosocial theory of adolescence proposes that adolescence itself is a developmental period of Identity versus Role Confusion as adolescents are attempting to develop a sense of identity. This is a part of healthy development of personality and can be overcome by problems, which can cause a confusion with the values,

aims, and roles in the society. Adolescents' sense of belongingness and self-presentation is important and relevant matters of concern, and emotion is particularly important for them to understand and regulate to gain acceptance by their peers.

Youth have even more emotional and interpersonal difficulties in the modern social context. The use of digital technology and social media has revolutionized patterns of communication and social interaction. The platforms provide opportunities for youth to connect and to express, but they have also been associated with higher rates of social comparisons, emotional problems, anxiety, and reduced face-to-face interactions (Twenge, 2017). Researchers have therefore become interested in the importance of emotional and social skills in promoting psychological well-being and positive adjustment in adolescents in recent years.

Emotional Intelligence (EI) and Social Intelligence (SI) have been paying special attention among the different

psychological factors that contribute to healthy development of an adolescent. There is a significant association between both constructs and effective interpersonal functioning, emotional adjustment and social competence. Social intelligence has more to do with knowing about social situations and being able to interact with them socially; emotional intelligence more with understanding of, and control over, emotions. These skills work together and when they are blended, they contribute significantly to an individual's ability to deal with all the challenges of adolescence. In this present study, Emotional Intelligence, Social Intelligence are examined among adolescents, and the relationship between these two important psychological constructs are explored.

Emotional Intelligence

The idea of Emotional Intelligence arose against the backdrop of a realization that the traditional view of intelligence is insufficient to account for success in life. Emotional Intelligence is defined as the ability to understand, manage and utilize emotions in oneself and others in an effective manner (Mayer & Salovey, 1997). It includes the ability to identify emotional experiences, to regulate emotional reactions and to use emotional information to inform thinking and behavior. EI is a key factor in the ability to handle stress, psychological health and developing healthy interpersonal relations. Adolescents who have a higher emotional intelligence will be able to better understand their emotions, regulate their impulsive responses, adjust to new circumstances, and communicate well with others. These skills positively influence academic adjustment, social competency, decision making and outcomes of mental health (Brackett et al., 2006).

Emotional intelligence became popular in the work of Goleman (1995), who suggested that the emotional skills might be more important than cognitive skills in success in varying aspects of life. His belief is that the emotionally intelligent individual can: recognise their emotions, manage their emotions, motivate themselves, read the emotions of others and manage relationships. The importance of emotional intelligence goes further for adolescents as they are in a developmental stage in which their emotions are more sensitive and they are more expected socially. Recognizing and regulating emotions helps adolescents deal with academic stress, peer conflicts, family issues, and issues of identity. Emotional intelligence is therefore a protective factor which assists the adolescent to adapt and be resilient.

There are several conceptual models proposed for the concept of emotional intelligence and the structure of it. The most important are the Ability Model, Mixed Model and Trait Model.

Ability Model

The Ability Model of Emotional Intelligence was first suggested by Salovey and Mayer (1990) and later by Mayer and Salovey (1997). This model regards emotional intelligence as a set of mental skills that involve emotional information management. From this perspective, emotional intelligence is similar to other forms of intelligence and it is the mental abilities that underlie the understanding and utilization of emotions.

The model is made up of four interconnected branches:

1. Perceiving emotions

To promote thinking, using emotion is helpful.

3. Understanding emotions

4. Managing emotions

Recognizing emotions is accurate identification of emotions of self and others by using facial expression, tone of voice and other emotional cues. Emotional use of thinking is the ability to use emotions in ways which support thinking and problem-solving. The key distinction between understanding emotions and managing emotions lies in knowing the emotional meaning and developmental changes, and managing emotions appropriately.

The Ability Model emphasizes that emotional intelligence is a measurable cognitive ability that is important for adaptation and social functioning (Mayer & Salovey, 1997).

Mixed Model

Goleman (1995) extended the concept from cognitive to emotional competencies, personality characteristics and social skills to create the Mixed Model of Emotional Intelligence. This model suggests that emotional intelligence can be seen to affect performance, leadership, interpersonal effectiveness and life success.

According to Goleman (1995), the five components of the emotional intelligence are:

1. Self-awareness

2. Self-regulation

3. Motivation

4. Empathy

5. Social skills

Self-awareness is the awareness of one's own feelings and the effect of feelings on behaviour. Self-regulation is the regulation of emotional responses and reactions to circumstances. Motivation also involves having the drive to achieve objectives persistently and enthusiastically. Empathy is being able to feel and understand others' emotions; Social Skills is managing relationships and being able to interact effectively in social situations.

The Mixed Model highlights the importance of the relevance of emotional intelligence in real life and the learning, training and practicing of emotional skills in education.

Trait Model

Petrides et al. (2007) proposed a Trait Model of Emotional Intelligence (EMQ) in which EQ is considered to be a cluster of emotional self-perceptions that are part of personality traits. The Trait Model differs from the Ability Model, which focuses on actual emotional skills, in that it focuses on the thought patterns people have about their emotional capacities. The view here is that emotional intelligence is more of a personality trait, and that it is a more stable trait than, for example, IQ. People who feel they are emotionally intelligent are more likely to engage in self-confidence and have effective coping mechanisms.

The Trait Model has made a significant contribution to understanding individual differences in emotional functioning and has been widely applied in educational, organizational, and clinical settings. Although the major theories of Emotional Intelligence differ in their conceptualization of the construct, they collectively emphasize the importance of emotional awareness, emotional regulation, empathy, and interpersonal effectiveness. Emotional experiences, however, do not occur in isolation. Human emotions are expressed, interpreted, and regulated within social environments, making social interaction an essential aspect of emotional functioning. Consequently, understanding emotional processes naturally leads to the exploration of Social Intelligence, which focuses on how individuals perceive, interpret, and respond to social situations (Petrides et al., 2007).

Social Intelligence

Social Intelligence refers to the ability to understand social situations, interpret social cues accurately, and interact effectively with others. It involves recognizing the emotions, intentions, motivations, and behaviours of people and responding appropriately within various social contexts. The concept was first introduced by Thorndike (1920), who defined Social Intelligence as the ability to understand and manage people and to act wisely in human relations. Thorndike argued that successful adaptation in life requires more than cognitive intelligence; it also requires competence in understanding and navigating interpersonal relationships.

Social Intelligence enables individuals to communicate effectively, establish meaningful relationships, resolve conflicts, cooperate with others, and adjust their behaviour according to social demands. During adolescence, the development of Social Intelligence becomes particularly important because peer relationships, social acceptance, and group interactions play a central role in psychosocial development. Adolescents with higher levels of Social Intelligence are generally better equipped to build positive interpersonal relationships, demonstrate effective communication skills, and adapt successfully to diverse social environments. Research has shown that strong social competencies contribute positively to psychological adjustment, social integration, academic functioning, and overall well-being (Goleman, 2006; Cantor & Kihlstrom, 1987).

Components of Social Intelligence

Social awareness involves understanding others' emotions, thoughts and needs

Empathy: ability to understand and value the emotions of others

Social skills: effective communication and interaction skills

Social information processing: understanding social cues and situations correctly

- * Problem solving: finding solutions to problems.
- * Self-control: self-regulating one's actions.

These elements allow people to function well in complex social settings and have healthy social relationships.

Theories and Models of Social Intelligence.

Thorndike's Theory

Formal introduction of the concept of social intelligence was by the psychologist Thorndike in 1920. He said there is a symposium of understanding and managing people well in social relationships. His theory was based on understanding others and having appropriate social conduct as the most important aspects of the successful life.

Multiple Intelligence Theory

Social aspects of intelligence were added by Gardner (1983) into his theory of Multiple Intelligences as interpersonal intelligence. Interpersonal intelligence relates to knowing what other people are trying to communicate and are thinking and feeling. People who have a high interpersonal intelligence are usually proficient in their communication and cooperation skills, as well as their ability to build relationships.

According to the Social Information Processing Perspective, individuals continuously interpret, evaluate, and respond to social information within their social environment. Effective social functioning requires accurate perception of social cues, understanding of interpersonal contexts, and the selection of appropriate behavioral responses. This perspective emphasizes the cognitive processes involved in social interaction and highlights the role of information processing in developing successful interpersonal relationships (Cantor & Kihlstrom, 1987).

These theoretical perspectives suggest that Social Intelligence involves the ability to understand, interpret, and adapt effectively to social situations. In recent years, researchers have increasingly recognized the importance of emotions in social interactions, as understanding and managing emotions play a crucial role in successful interpersonal functioning. Consequently, the relationship between Social Intelligence and Emotional Intelligence has attracted considerable attention in psychological literature, with both constructs being viewed as important contributors to social competence, relationship quality, and psychological adjustment (Mayer & Salovey, 1997; Goleman, 2006).

Relationship between Emotional Intelligence and Social Intelligence

Emotional Intelligence and Social Intelligence are closely related psychological constructs, both having an important contribution to interpersonal effectiveness, social adjustment and psychological well-being. They are distinct but they are also about comprehending human behavior and appropriately reacting to it in interpersonal settings.

While emotional intelligence is more about the understanding, recognition, regulation and use of emotions, social intelligence is more about understanding situations in society and how to effectively cope with interpersonal relationships. Emotional intelligence is seen as an internal process that includes emotional awareness

and emotional regulation, and social intelligence as the external use of these skills in social interactions.

Empathy is one of the key areas where empathy and emotion overlap. Empathy helps people to understand and feel what other people are feeling, making communication, cooperation and establishing relationships easier. Emotion awareness is positively correlated with social awareness and ability to appropriately respond to interpersonal challenges in adolescents.

Theoretically, this relationship is supported. Mayer and Salovey (1997) highlighted the importance of emotional understanding and control in interpersonal functions. Likewise, Goleman (1995) noted that empathy and social skills were two key elements of EI that directly lead to social competence. The conceptual parallels indicate that a basis for the development of social intelligence can be found in emotional intelligence.

Empirical studies also have revealed positive relationships between emotional intelligence and social functioning. Emotionally intelligent people have better communication skills, better relationships with their peers, a higher level of social competence and psychological adjustment (Brackett et al., 2006; Petrides et al., 2007). Emotional awareness helps to understand social situations and emotional regulation helps to respond in an appropriate and positive way to social situations.

Emotional Intelligence and Social Intelligence are particularly relevant during adolescence because this developmental period is characterized by increased emotional experiences, expanding social relationships, identity formation, and heightened sensitivity to peer acceptance. Adolescents are required to regulate their emotions effectively, navigate complex peer interactions, adapt to social expectations, and develop a stable sense of self. Consequently, emotional and social competencies play a crucial role in successful adaptation, interpersonal effectiveness, and healthy psychological development during this stage of life (Erikson, 1968; Steinberg, 2008; World Health Organization [WHO], 2021).

Although previous research has highlighted the importance of Emotional Intelligence and Social Intelligence for psychological adjustment and social functioning, relatively few studies have examined the relationship between these two constructs simultaneously among school-going adolescents in the Indian context. Therefore, the present study aims to examine the relationship between Emotional Intelligence and Social Intelligence among adolescents and to investigate gender differences across their respective dimensions (Mayer & Salovey, 1997; Goleman, 2006).

Objectives of the Study

To study the relationship between emotional intelligence and social intelligence among adolescents.

To compare boys and girls on Emotional intelligence and its dimensions.

To compare boys and girls on Social intelligence and its dimensions.

Hypothesis

H 1. There will be a significant positive relationship between Emotional intelligence

and social intelligence among adolescents.

H 2. There will be no significant difference between boys and girls on Emotional

intelligence and its dimensions.

H 3. There will be no significant difference between boys and girls on Social intelligence and its dimensions.

Variables

Independent Variable

Gender

Boys

Girls

Dependent Variables

Emotional Intelligence	Social
Self-awareness	1.
Patience	
Managing emotions	2. Co-
cooperativeness	
Motivating oneself	3.
Confidence	
Empathy	4.
Sensitivity	
Holding relationships	5.
Recognition of environment	
Tactfulness	
Sense of humor	
Memory	
Sample	

The sample consisted of 200 school-going adolescents aged between 14–18 years, including 100 boys and 100 girls. Participants were selected through purposive sampling from secondary and higher secondary schools of Ahmedabad. Purposive sampling is also known as selective sampling. In this the researcher has a specific purpose or objective in mind when selecting the sample. The sample is selected based on the characteristics or attributes that the researcher is interested in studying.

Tools Used

Two standardized psychological instruments were used for data collection.

1. Social Intelligence Scale (SIS). Developed by N.K. Chadha and Usha Ganesan in 1986, the Social Intelligence Scale (SIS) is a 66-item tool designed to measure an individual's capability to understand and manage social interactions effectively. The scale assesses eight distinct dimensions of social intelligence: patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humor, and memory. It is Primarily used for adults and college

students; it operates as a group test containing multiple-choice items.

2.Emotional Intelligence Test (EIT). The EIT was developed by Ekta Sharma and consists of 60 items designed to assess multiple dimensions of emotional intelligence. It covers five domains: Self-Awareness, Managing Emotions, Motivating oneself, Empathy, and Handling relationships. It is commonly used for adolescents aged 13–17 to assess emotional competencies. The test uses a Likert-type scale, typically: 5-Always, 4-Most often, 3Occasionally, 2-Rarely, 1-Never. High scores generally indicate higher emotional intelligence. It is frequently used for assessing emotional intelligence in students and young adults. The test serves to identify an individual's emotional strengths and areas for development, often applied in research concerning teenagers and personal growth. The tool has established reliability and validity for use with adolescent populations.

Procedure for Data Collection

The data for the study were collected from the adolescents with the help of standardized questionnaires on Emotional

Intelligence and Social Intelligence. Participant information and consent to participate were obtained prior to data collection, explaining the purpose and objectives of the study. They were told that all the information they gave will be kept private and only kept for academic and research purposes. Participants were also told that they will be participating in a voluntary manner and that they're always free to quit the study at any time if they want to.

The questionnaires were freely explained by means of simple and clear instructions to prevent any confusion. All participants were asked to reply to the questions truthfully and independently, not sharing their answers with others. Questionnaires were completed in a suitable time frame with a stress-free and comfortable environment. In the process of data collection, any doubts raised by the participants were immediately clarified. All responses were carefully collected and reviewed upon completion for missing or incomplete information. The collected data was then systematically organized, coded and prepared for further statistical analysis and interpretation of the results.

Results and Interpretation

Table 1 Inter-correlation among Dimensions of Emotional Intelligence

Dimensions	Self Awareness	Managing Emotions	Motivating Oneself	Empathy	Holding Relationships	Total EI
Self Awareness	1	.32**	.40**	.24**	.34**	.67**
Managing Emotions		1	.42**	.23**	.43**	.76**
Motivating Oneself			1	.30**	.52**	.72**
Empathy				1	.21**	.46**
Holding Relationships					1	.76**
Total Emotional Intelligence						1

Inter-correlations between the measures of Emotional Intelligence are presented in Table 1. The results have shown that all dimensions are highly correlated with each other and significant at 0.01 level, which means that there is a strong relationship between the components of emotional intelligence. The dimensions of self-awareness ($r = .67^{**}$), managing emotions ($r = .76^{**}$), motivating

oneself ($r = .72^{**}$), empathy ($r = .46^{**}$) and holding relationships ($r = .76^{**}$) were found to be positively correlated at 0.01 level of significance with overall Emotional intelligence.

Empathy ($r=.30$) and Holding Relationships ($r=.52^{**}$) were positive and significant at the 0.01 level with

Motivating Oneself. Likewise Empathy was positively correlated with Holding Relationships ($r=.21^{**}$), which was significant at 0.01 level.

There were also significant positive correlations between the dimensions and Total Emotional Intelligence at 0.01 level. Having a strong ability to manage emotions and maintain relationships is strongly related to academic success: Emotions ($r=.76^{**}$) and Holding Relationships ($r=.76^{**}$).

Demonstrated the highest correlation with Total Emotional Intelligence followed by Motivating Oneself ($r=.72^{**}$), and Empathy ($r=.46^{**}$).

The high correlations (at 0.01 level) imply that the dimensions of emotional intelligence are strongly interrelated and thus all of them play a part in the total emotional intelligence

Table 2 Inter-correlation among Dimensions of Social Intelligence

Dimensions	Patience	Co-operativeness	Confidence	Sensitivity	Recognition of Environment	Tactfulness	Sense of Humour	Memory	Total SI
Patience	1	-.15*	.43**	.35*	.19**	.04	.107	-.07	.51**
Co-operativeness		1	.23**	.33*	.15*	.24**	.24**	.16*	.45**
Confidence			1	.40*	.36**	.21**	.31**	.14*	.69**
Sensitivity				1	.37**	.32**	.31**	-.12	.70**
Recognition of Environment					1	.16*	.38**	-.30*	.61**
Tactfulness						1	.78**	-.02	.58**
Sense of Humour							1	.01	.70**
Memory								1	-.07
Total Social Intelligence									1

Patience was found to be positively and significantly correlated with Confidence ($r = .43^{**}$), Sensitivity ($r = .35^{**}$), and Overall Social Intelligence ($r = .51^{**}$) at the 0.01 level of significance. However, Patience showed a significant negative correlation with Cooperativeness ($r = -.15^{*}$) at the 0.05 level of significance. Cooperativeness was positively and significantly correlated with Confidence ($r = .23^{**}$), Sensitivity ($r = .33^{**}$), Tactfulness ($r = .24^{**}$), Sense of Humour ($r = .24^{**}$), and Overall Social Intelligence ($r = .45^{**}$) at the 0.01 level of

significance. It was also positively correlated with Recognition of Environment ($r = .15^{*}$) and Memory ($r = .16^{*}$) at the 0.05 level of significance.

Confidence showed positive and significant correlations with Sensitivity ($r = .40^{*}$), Recognition of Environment ($r = .36^{*}$), Tactfulness ($r = .21^{*}$), Sense of Humour ($r = .31^{*}$), and Overall Social Intelligence ($r = .69^{**}$) at the 0.01 level of significance. However, Confidence was negatively correlated with Memory ($r = -.16^{*}$) at the 0.05

level of significance. Sensitivity was positively and significantly correlated with Recognition of Environment ($r = .37^{**}$), Tactfulness ($r = .32^{**}$), Sense of Humour ($r = .31^{**}$), and Overall Social Intelligence ($r = .70^{**}$) at the 0.01 level of significance.

Recognition of Environment was positively correlated with Tactfulness ($r = .16^*$) at the 0.05 level of significance and with Sense of Humour ($r = .39^{**}$) and Overall Social Intelligence ($r = .61^{**}$) at the 0.01 level of significance. It

showed a significant negative correlation with Memory ($r = -.30^{**}$) at the 0.01 level of significance. Tactfulness exhibited a strong positive correlation with Sense of Humour ($r = .78^{**}$) and Overall Social Intelligence ($r = .58^{**}$) at the 0.01 level of significance. Sense of Humour was positively and significantly correlated with Overall Social Intelligence ($r = .70^{**}$) at the 0.01 level of significance.

Table 3 Correlation between Emotional Intelligence and Social Intelligence Dimensions

EI Dimensions	Patience	Co-operation	Confidence	Sensitivity	Recognition of Environment	Tactfulness	Sense of Humour	Memory	Total SI
Self Awareness	.04	-.00	.01	-.07	-.10	-.13	-.18**	-.05	-.09
Managing Emotions	-.10	-.03	-.16*	.17*	-.15*	-.076	-.12	.05	-.19*
Motivating Oneself	-.06	-.14*	-.01	-.13	-.17*	-.18**	-.23**	.20*	-.19*
Empathy	.22*	-.03	.03	.06	.07	-.10	-.02	.19*	.04
Holding Relationships	-.20*	.02	-.07	.06	-.02	-.21**	-.16*	.09	-.12
Total Emotional Intelligence	-.07	-.04	-.08	-.08	-.12	-.19**	-.21**	.04	-.18*

At the dimensional level, Empathy was positively and significantly correlated with Patience ($r = .23^{**}$) at the 0.01 level of significance. Similarly, Motivating Oneself was positively correlated with Memory ($r = .20^{**}$) at the 0.01 level of significance. Several significant negative correlations were also observed between dimensions of Emotional Intelligence and Social Intelligence. Managing Emotions was negatively correlated with Confidence ($r = -.17^*$) and Recognition of Environment ($r = -.15^*$) at the 0.05 level of significance. Motivating Oneself was negatively correlated with Cooperativeness ($r = -.15$) and Recognition of Environment ($r = -.17^*$) at the 0.05 level of significance, and with Tactfulness ($r = -.18^{**}$) and Sense of Humour ($r = -.23^{**}$) at the 0.01 level of significance. Furthermore, Overall Emotional Intelligence was negatively correlated with Tactfulness (r

$= -.19^{**}$) and Sense of Humour ($r = -.22^{**}$) at the 0.01 level of significance. The correlation analysis revealed a significant negative relationship between Overall Emotional Intelligence and Overall Social Intelligence ($r = -.18^*$) at the 0.05 level of significance. This finding indicates that higher levels of Emotional Intelligence were associated with lower levels of Social Intelligence among the adolescents in the present sample. Therefore, the proposed hypothesis that Emotional Intelligence and Social Intelligence would be positively correlated was not supported.

Table 4 Comparison between boys and girls on the dimensions and overall Emotional intelligence

Dimensions	Gender	Mean	Standard Deviation	't' value
Self Awareness	Boys	44.77	7.09	1.98*
	Girls	42.62	8.15	
Managing Emotions	Boys	46.06	8.35	1.12
	Girls	44.48	11.33	
Motivating Oneself	Boys	37.5	4.18	4.41**
	Girls	34.78	5.54	
Empathy	Boys	21.39	3.59	0.69
	Girls	21.35	4.52	
Holding Relationships	Boys	54.27	7.10	3.43**
	Girls	50.29	9.87	
Overall Emotional Intelligence	Boys	204.34	19.71	3.15**
	Girls	193.32	28.88	

A significant gender difference was observed in the Self-Awareness dimension at the 0.05 level of significance ($t = 1.98$). Boys obtained a higher mean score ($M = 44.77$) than girls ($M = 42.62$), indicating greater self-awareness among male adolescents. Highly significant gender differences were found in the dimensions of Motivating Oneself ($t = 4.41$) and Holding Relationships ($t = 3.43$) at the 0.01 level of significance. Boys scored higher on Motivating Oneself ($M = 37.50$) than girls ($M = 34.78$). Similarly, boys scored higher on Holding Relationships ($M = 54.27$) than girls ($M = 50.29$). These findings indicate that male adolescents demonstrated greater self-

motivation and relationship-management abilities than female adolescents. No significant gender differences were found in Managing Emotions ($t = 1.12$) and Empathy ($t = 0.69$), indicating that boys and girls were similar in these dimensions. A highly significant gender difference was also observed in Overall Emotional Intelligence ($t = 3.15$) at the 0.01 level of significance. Boys obtained a higher mean score ($M = 204.34$) than girls ($M = 193.32$), indicating higher overall Emotional Intelligence among male adolescents.

Table 5 Comparison between boys and girls on the dimensions and overall social intelligence

Dimensions	Gender	Mean	Standard Deviation	't' value
Patience	Boys	20.2	7.18	1.56
	Girls	19.90	2.74	
Co-cooperativeness	Boys	26.97	5.51	0.25
	Girls	26.80	3.81	

Confidence	Boys	19.67	3.80	2.02*
	Girls	18.59	3.72	
Sensitivity	Boys	19.71	3.49	3.11**
	Girls	21.23	3.39	
Recognition of environment	Boys	2.99	4.55	0.49
	Girls	2.65	5.13	
Tactfulness	Boys	3.96	1.20	2.10*
	Girls	4.87	4.15	
Sense of humor	Boys	3.75	1.45	0.23
	Girls	5.03	5.20	
Memory	Boys	7.86	2.49	0.95
	Girls	8.19	2.38	
Total of Social Intelligence	Boys	104.93	14.41	0.95
	Girls	107.26	19.92	

A significant gender difference was found in the dimension of Confidence at the 0.05 level of significance ($t = 2.02$). Boys obtained a higher mean score ($M = 19.67$) than girls ($M = 18.59$), indicating that male adolescents were more confident than female adolescents. A highly significant gender difference was also observed in the dimension of Sensitivity ($t = 3.11$) at the 0.01 level of significance. Girls obtained a higher mean score ($M = 21.23$) than boys ($M = 19.71$), indicating that female adolescents were significantly more sensitive than male adolescents.

Graphical Representation for Emotional Intelligence and its dimensions based on Mean values.

DIMENSIONS AND OVERALL EMOTIONAL INTELLIGENCE

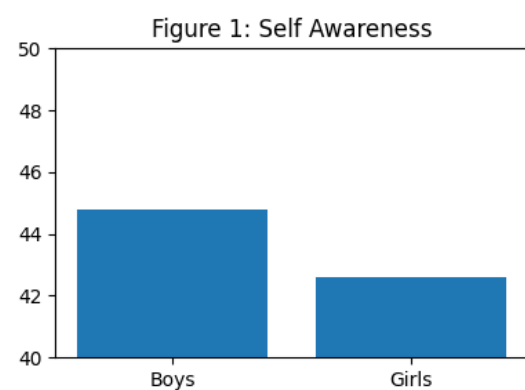


Figure 1 showing comparison between boys ($M = 44.77$) and girls ($M = 42.62$) on the basis of Self Awareness.

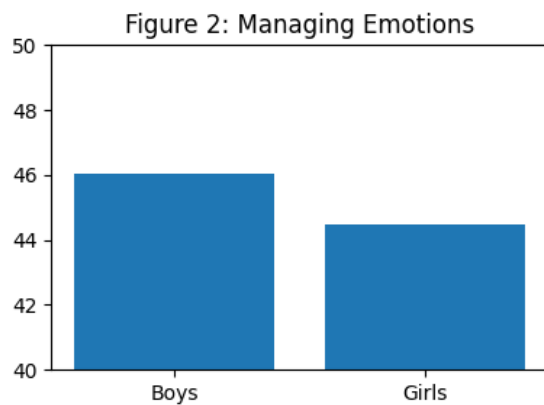


Figure 2 showing comparison between boys ($M = 46.06$) and girls ($M = 44.48$) on the basis of Managing Emotions.

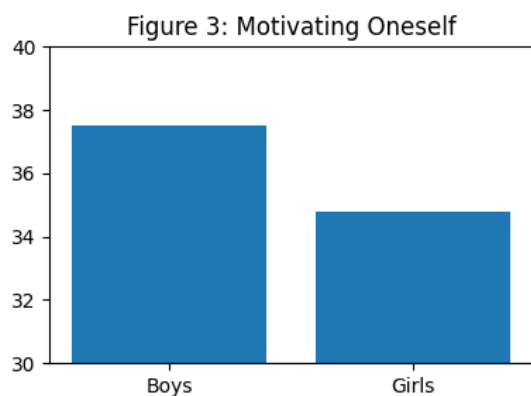


Figure 3 showing comparison between boys ($M = 37.5$) and girls ($M = 34.78$) on the basis of Motivating Oneself.

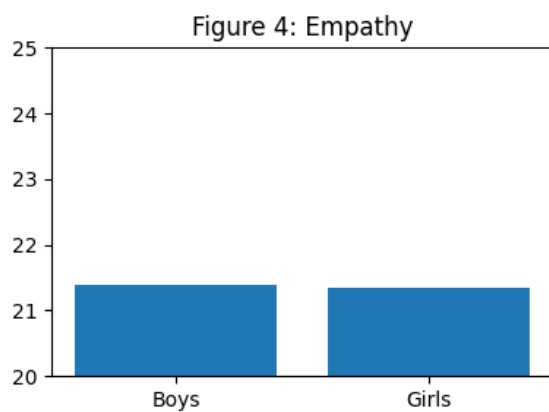


Figure 4 shows comparison between boys ($M = 21.39$) and girls ($M = 21.35$) on the basis of Empathy.

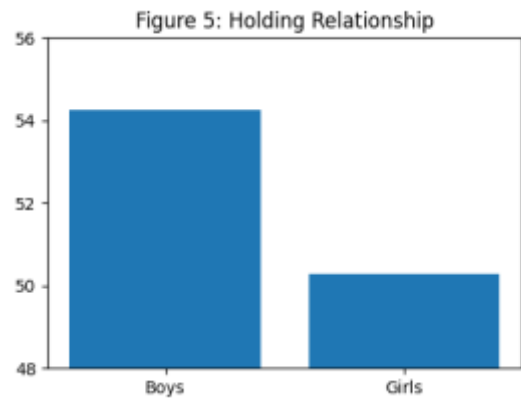


Figure 5 showing comparison between boys ($M = 54.27$) and girls ($M = 50.29$) on the basis of Holding Relationship.

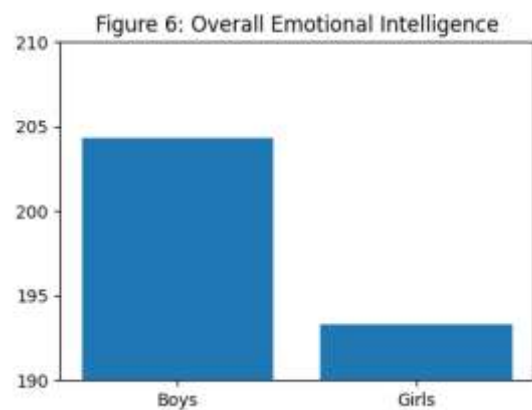


Figure 6 shows comparison between boys ($M = 204.34$) and girls ($M = 193.32$) on the basis of Overall Emotional Intelligence.

DIMENSIONS AND OVERALL SOCIAL INTELLIGENCE

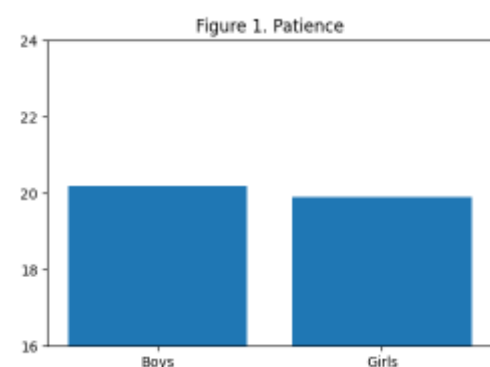


Figure 1 shows comparison between boys ($M = 20.2$) and girls ($M = 19.9$) on the basis of Patience.

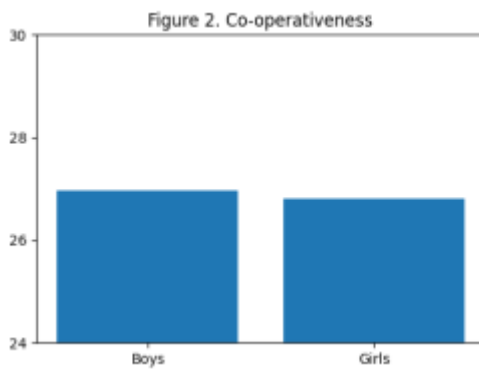


Figure 2 showing comparison between boys ($M = 26.97$) and girls ($M = 26.8$) on the basis of Co-cooperativeness.

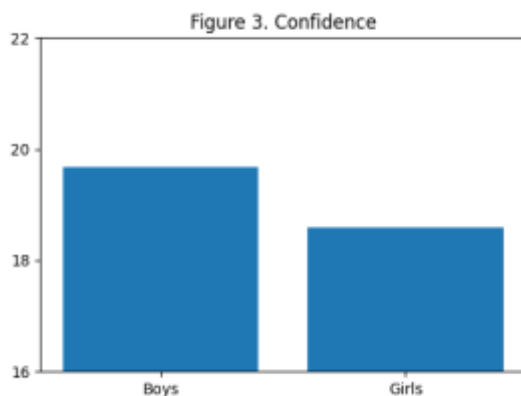


Figure 3 showing comparison between boys ($M = 19.67$) and girls ($M = 18.59$) on the basis of Confidence.

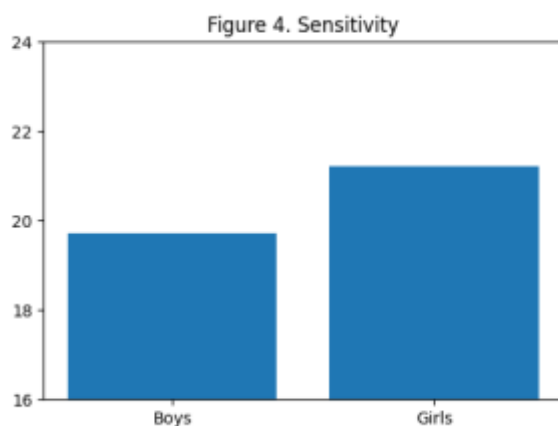


Figure 4 showing comparison between boys ($M = 19.71$) and girls ($M = 21.23$) on the basis of Sensitivity.

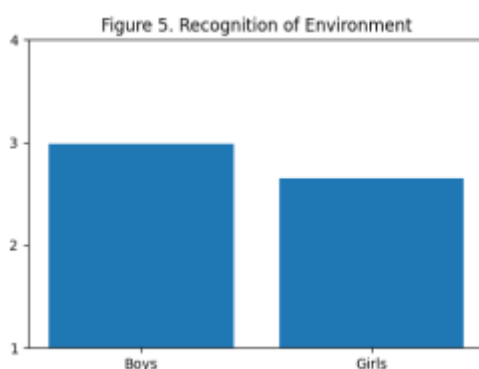


Figure 5 showing comparison between boys ($M = 2.99$) and girls ($M = 2.65$) on the basis of Recognition of Environment.

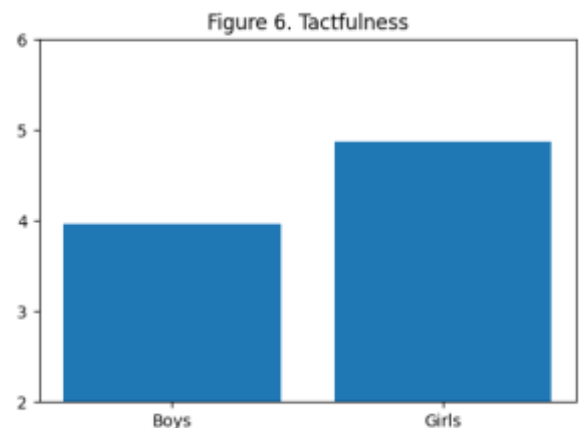


Figure 6 showing comparison between boys ($M = 3.96$) and girls ($M = 4.87$) on the basis of Tactfulness.

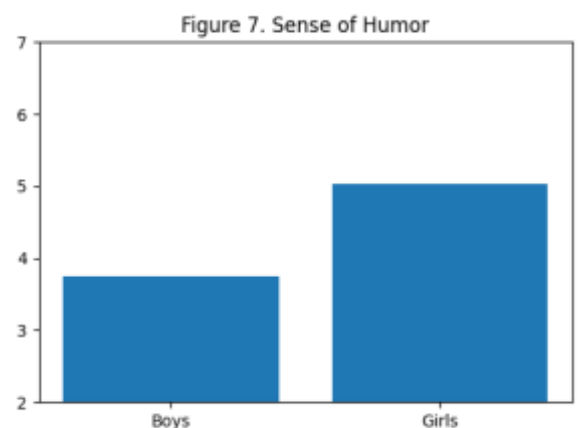


Figure 7 shows comparison between boys ($M = 3.75$) and girls ($M = 5.03$) on the basis of Sense of Humor.

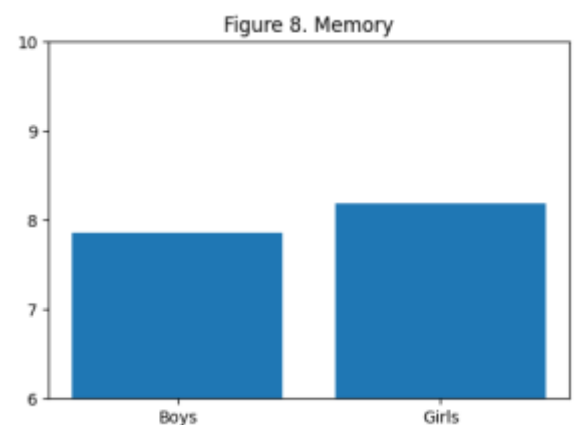


Figure 8 shows comparison between boys ($M = 7.86$) and girls ($M = 8.19$) on the basis of Memory.

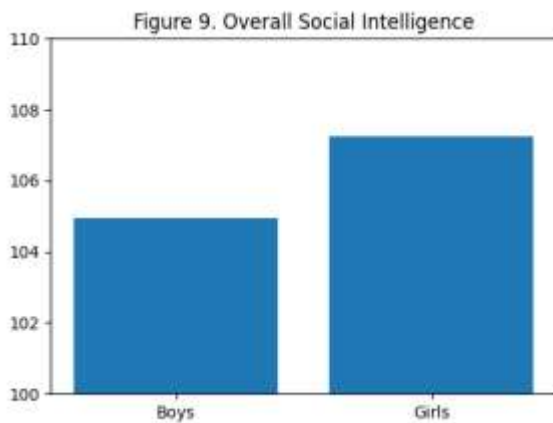


Figure 9 showing comparison between boys ($M = 104.93$) and girls ($M = 107.26$) on the basis of Overall Social Intelligence.

DISCUSSION

The current study was designed to explore the correlation between emotional intelligence and social intelligence in adolescents as well as the gender gap in both mentioned intelligence and skills. The results are of considerable interest for understanding the emotional and social abilities of adolescents as well as the relationship between these two important psychological skills.

Table 1 revealed that there are significant positive interrelationships among most dimensions of emotional intelligence. Positive correlations were found between self-awareness and the teenage's ability to manage emotions, motivate themselves, empathy, and handling relationships, which means that those who have an understanding of their emotions seem more likely to manage emotions well, to show empathy for others and to deal with relationships well. Likewise, emotional management was positively correlated with all other emotional intelligence dimensions, indicating that emotional regulation is an important component of emotional functioning. The results are consistent with the theoretical model put forward by Mayer and Salovey (1997) that suggests emotional intelligence is a set of interrelated emotional skills that, when integrated, have a significant impact on adaptive behavior and psychological health. The high positive correlation between the emotional competence dimensions confirms the findings of other studies that the components of emotional competence seem to grow together in adolescence (Schutte et al., 2001; Bar-On, 2006).

Table 2 showed that there were significant relationships between the different aspects of social intelligence. Confidence was found to have positive correlations with sensitivity, awareness of social environment, tactfulness, sense of humour and memory, suggesting that the socially confident adolescents are more aware of social environment and have more interpersonal skills. Sensitivity was significantly linked to recognition of environment, tactfulness and sense of humour, indicating that being sensitive to the feelings and needs of others is linked to the ability to interact socially successfully in a positive manner. In addition, a positive correlation was found between tactfulness and sense of humour,

demonstrating the role of effective communication in social relationships. The results of this study agree with Thorndike's (1920) definition of social intelligence, as being the capacity to understand and control human relations to a satisfactory degree. It can be concluded from the results that different aspects of social intelligence work synergistically to promote and support successful social functioning in adolescents, which is similar to the observations of Silvera et al. (2001).

The results presented in Table 3 revealed a complex relationship between Emotional Intelligence and Social Intelligence. Contrary to the proposed hypothesis, Overall Emotional Intelligence was found to have a negative correlation with Overall Social Intelligence ($r = -.18^*$), which was significant at the 0.05 level of significance. At the dimensional level, only a few significant relationships were observed. Empathy showed a significant positive correlation with Patience ($r = .22^{**}$), Motivating Oneself and Memory ($r = .20^{**}$), at the 0.01 level of significance. Several significant negative relationships were also observed. Managing Emotions showed negative correlations with Confidence ($r = -.16^*$) and Recognition of Environment ($r = -.15^*$), both at the 0.05 level of significance. Motivating Oneself was negatively correlated with Co-operativeness ($r = -.14^*$), Recognition of Environment ($r = -.17^*$), Tactfulness ($r = -.18^{**}$), Sense of Humour ($r = -.23^{**}$), and Overall Social Intelligence ($r = -.19^{**}$). Similarly, Holding Relationships was negatively correlated with Patience ($r = -.20^{**}$), Tactfulness ($r = -.21^{**}$), and Sense of Humour ($r = -.16^*$). Overall Emotional Intelligence also showed negative correlation with Tactfulness ($r = -.19^{**}$) and Sense of Humour ($r = -.21^{**}$).

The negative relationship between Overall Emotional Intelligence and Overall Social Intelligence differs from the positive relationship proposed in the hypothesis and reported in many previous studies. One possible explanation is that Emotional Intelligence and Social Intelligence represent related but distinct aspects of adolescent development. During adolescence, emotional awareness and self-regulation may develop independently of certain social skills because of individual differences, developmental changes, and contextual influences (Steinberg, 2014). These findings suggest that the relationship between Emotional Intelligence and Social Intelligence is complex and warrants further investigation.

The results of the gender comparison of Emotional Intelligence (Table 4) revealed significant differences between boys and girls on selected dimensions. Boys scored significantly higher than girls on Self Awareness, Motivating Oneself, Holding Relationships, and Overall Emotional Intelligence. The gender difference was significant at the 0.05 level of significance for Self Awareness and at the 0.01 level of significance for Motivating Oneself, Holding Relationships, and Overall Emotional Intelligence. These findings indicate that male adolescents in the present study demonstrated greater self-awareness, higher self-motivation, better relationship management, and higher overall Emotional Intelligence than female adolescents.

No significant gender differences were found in Managing Emotions and Empathy, suggesting that boys and girls possessed similar abilities in these dimensions. The higher scores obtained by boys on selected dimensions and Overall Emotional Intelligence may be attributed to differences in socialization patterns, cultural expectations, and opportunities for emotional expression and interpersonal experiences (Petrides & Furnham, 2000). However, the absence of significant gender differences in Managing Emotions and Empathy indicates that adolescents of both genders may have comparable abilities in these aspects of Emotional Intelligence, which is consistent with the findings reported by Extremera et al. (2006).

The results of social intelligence (Table 5) showed that there were significant differences in selected dimensions between the genders. Male adolescents earned significantly higher scores on confidence, while female adolescents earned significantly higher scores on sensitivity and tactfulness. There were no significant differences in recognition of environment, sense of humour, memory or overall social intelligence. The results indicate that males and females do not differ in their general social intelligence, although there may be specific differences in social behaviour. Female adolescents seem to be more self-aware and sensitive to others, whereas male adolescents have more social confidence. The patterns drawn from the literature they support the theories of gender socialization which suggest that women are likely to be socialized to exhibit nurturing and relationship-oriented behaviours, while men are socialized to be assertive and self-confident (Kihlstrom & Cantor, 2000). The findings of the present study indicate a significant negative relationship between Overall Emotional Intelligence and Overall Social Intelligence, suggesting that higher Emotional Intelligence did not necessarily correspond to higher Social Intelligence among the adolescents in the present sample. This finding differs from the proposed hypothesis and from many previous studies. According to Mayer and Salovey (1997), Emotional Intelligence primarily involves the ability to perceive, understand, and regulate emotions, whereas Thorndike (1920) described Social Intelligence as the ability to understand and manage social relationships effectively. These perspectives suggest that Emotional Intelligence and Social Intelligence are related but distinct constructs and may not always develop simultaneously.

The findings also indicate that emotional competencies and social competencies may follow different developmental pathways during adolescence. Although a few dimensions of Emotional Intelligence showed positive relationships with specific dimensions of Social Intelligence, several significant negative relationships were also observed. This suggests that improvement in one construct does not necessarily lead to improvement in the other. Developmental changes, individual differences, and social experiences during adolescence may further influence this relationship (Steinberg, 2014). Therefore, educators, counsellors, and parents should consider Emotional Intelligence and Social Intelligence as separate yet complementary competencies and design interventions that address both independently. Further

research is needed to better understand the factors contributing to the negative relationship observed in the present study.

Conclusion

The present study examined the relationship between Emotional Intelligence and Social Intelligence among adolescents and explored gender differences in these variables.

A significant negative relationship was found between Overall Emotional Intelligence and Overall Social Intelligence, indicating that higher Emotional Intelligence was not necessarily associated with higher Social Intelligence among the adolescents in the present study.

The findings suggest that Emotional Intelligence and Social Intelligence may represent distinct dimensions of adolescent development and may not always develop simultaneously.

At the dimensional level, Empathy showed a positive relationship with Patience, while Motivating Oneself was positively related to Memory.

Several dimensions of Emotional Intelligence showed significant negative relationships with selected dimensions of Social Intelligence, particularly Confidence, Co-operativeness, Recognition of Environment, Tactfulness, Sense of Humour, and Overall Social Intelligence.

Significant gender differences were observed in selected dimensions of Emotional Intelligence. Boys scored significantly higher than girls on Self Awareness, Motivating Oneself, Holding Relationships, and Overall Emotional Intelligence.

In Social Intelligence, boys scored significantly higher on Confidence, whereas girls scored significantly higher on Sensitivity and Tactfulness.

No significant gender differences were found in Managing Emotions, Empathy, Patience, Co-operativeness, Recognition of Environment, Sense of Humour, Memory, or Overall Social Intelligence.

The findings indicate that Emotional Intelligence and Social Intelligence, although related, may function as separate constructs during adolescence.

The study contributes to the understanding of adolescent socio-emotional development and provides useful implications for educators, counsellors, psychologists, and policymakers.

Limitations of the Study

The study was conducted only among adolescents from Ahmedabad district, limiting the generalizability of the findings.

Purposive sampling was used, which may have introduced sampling bias and reduced the representativeness of the sample.

The study relied solely on self-report measures, making the findings susceptible to social desirability and response bias.

The cross-sectional research design limits the ability to establish causal relationships between Emotional Intelligence and Social Intelligence.

Suggestions for Future Research

Future studies should include larger and more diverse samples from different geographical regions and socio-cultural backgrounds.

Comparative studies involving urban and rural adolescents, different socio-economic groups, and various educational settings should be conducted.

Future research may examine the influence of family environment, parenting style, peer relationships, academic achievement, social media usage, self-esteem, psychological well-being, and cultural factors on Emotional Intelligence and Social Intelligence.

Longitudinal studies should be conducted to examine how Emotional Intelligence and Social Intelligence develop across different stages of adolescence.

Intervention-based studies evaluating Emotional Intelligence training programmes, social skills training, mindfulness-based interventions, and school counselling programmes may provide practical strategies for enhancing adolescents' emotional and social competencies

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