

Abstract

The study's major goal was to determine the current level of emotional intelligence in adolescent at the school level, with a detailed comparison between West Bengal and Tamil Nadu. It also intended to discover variances in emotional intelligence among adolescents based on socio-academic characteristics such as gender, locality of residence, family structure, school board, medium of instruction, and school location. The current cross-sectional study on emotional intelligence included 2090 high school students from classes 9 to 12 from three districts in West Bengal: Hooghly, Paschim Burdwan, and Kolkata Metropolitan City, as well as Kancheepuram, Chengalpattu, and Chennai Metropolitan City in Tamil Nadu, all of which had different geographical and cultural anomalies. The Annaraja and Perumalil (1980) Emotional Intelligence Inventory, as well as Bengali and Tamil translations, prepared and validated by the researcher, were utilised for data collection. The collected data was processed with IBM SPSS software before being represented graphically with Microsoft Excel. The results were varied in both states, with West Bengal female students, rural habitats, Bengali medium West Bengal state education board pupils, and students from Non-Missionary schools having higher levels of emotional intelligence than their counterparts. In Tamil Nadu, however, male students, students from urban areas, CBSE English medium students, and adolescents from Missionary school settings surpassed their peers in other categories in terms of emotional intelligence. The researcher attributes the absolute difference in adolescent students' emotional intelligence between the two states - West Bengal and Tamil Nadu - to social mobility, female status in society, cultural heritage of the state, maintenance of indigenous ways of schooling, secular as well as flexible discipline within the school campus. It was also suggested in the current study to include components fostering emotional intelligence in the school curriculum, proper teacher training on understanding and applying emotional intelligence in the classroom, and promotion of art, painting, music, dance, and various games as part of the school curriculum.