



Effect Of School Climate On The Emotional Intelligence Of Adolescents Studying In Secondary Schools

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Abstract

This study attempts to examine the effect of school climate on the emotional intelligence of adolescents studying in secondary schools. The hypothesis of the study is that there is no significant effect of school climate on the intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management and emotional intelligence of adolescents studying in secondary schools. The researcher has used survey method in this study. The investigator adopted stratified random sampling technique to select ten secondary schools of district Haridwar. The investigator selected twenty students from each school. In this way, the investigator selected the required two hundred adolescent boys and girls randomly. Emotional intelligence is the dependent variable and school climate is the independent variable involved in the present study. Mean, S.D. and two-way analysis of variance have been used for the statistical analysis. Findings revealed that there was a significant effect of school climate on the intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management of adolescents. Adolescent boys and girls who get good school climate had highest intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management. Significant effect of gender has been found on the emotional intelligence of adolescents. Adolescent girls had better emotional intelligence as compared to adolescent boys. There has been found a significant effect of school climate on the emotional intelligence of adolescents. Adolescent boys and girls who get good school climate had highest emotional intelligence. Interaction of gender and school climate has not been found to create a significant effect on the emotional intelligence of adolescents. Adolescent boys who get good school climate had highest emotional intelligence.

Keywords: School Climate, Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, Interpersonal Management and Emotional Intelligence.

- **Introduction**

Intelligence quotient has been regarded as the dominant predictor of a student's academic potential and overall success. However, recent research increasingly emphasizes that emotional intelligence may be a more robust and reliable indicator of success, particularly in dynamic and socially interactive learning

environments (Mayer, Caruso, & Salovey, 2016). Emotional intelligence encompasses the ability to perceive, understand, regulate and express emotions effectively, skills that are crucial for students' academic adjustment and long-term development. Emotional intelligence facilitates the smooth transition of students from one educational setting to another by enhancing their adaptability and resilience. These competencies are vital not only for personal well-being but also for fostering effective learning communities. Emotional intelligence contributes significantly to students' learning processes by supporting better concentration, classroom interaction, motivation and mental health (Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, & Wendorf, 2007 and Zeidner, Matthews, & Roberts, 2012).

Research has shown that emotional intelligence is positively correlated with academic performance in a range of domains. For instance, emotional intelligence has been found to influence reading comprehension (Pishghadam, Zabetipour, & Aminzadeh, 2016), self-reflection (Chang, 2021), oral communication (Zhou & Wang, 2019), listening comprehension (Rahimi & Bigdeli, 2014) and writing skills (Pavelescu, 2019). Furthermore, higher levels of emotional intelligence support broader language development and promote the use of more effective language learning strategies (Hashemian & Yazdani, 2016). Evidence also suggests that emotional intelligence can predict academic achievement more reliably than cognitive intelligence alone (Petrides, Frederickson, & Furnham, 2004). Brackett & Mayer (2003) emphasized that students with greater emotional competence are more likely to succeed both academically and socially. In addition, studies have revealed that emotionally intelligent students exhibit higher motivation for learning (Dubey & Saxena, 2014) and demonstrate stronger performance in language-based assessments (Henter, 2014).

Given the growing social and emotional demands placed on students in modern education systems, the development of emotional intelligence has become more critical than ever. Emotional awareness and regulation are increasingly recognized as essential skills for young learners, especially in today's interconnected and often stressful environments (Brackett, Rivers, & Salovey, 2011). In this context, it becomes imperative to study the emotional intelligence of adolescent boys and girls. The researcher recognizes that various socio-psychological factors influence students' emotional intelligence. However, this study specifically aims to explore the effect of school climate on the emotional intelligence of adolescent boys and girls studying in secondary schools.

- **Statement of the Problem**

Effect of School Climate on the Emotional Intelligence of Adolescents Studying in Secondary Schools

- **Objectives of the Study**

The objective of the present study is to examine the effect of school climate on the emotional intelligence of adolescents studying in secondary schools.

- **Hypotheses of the Study**

Following null hypotheses have been formed in the present study:

1. There is no significant effect of school climate on the intrapersonal awareness of adolescent boys and girls studying in secondary schools.
2. There is no significant effect of school climate on the interpersonal awareness of adolescent boys and girls studying in secondary schools.
3. There is no significant effect of school climate on the intrapersonal management of adolescent boys and girls studying in secondary schools.
4. There is no significant effect of school climate on the interpersonal management of adolescent boys and girls studying in secondary schools.
5. There is no significant effect of school climate on the emotional intelligence of adolescent boys and girls studying in secondary schools.

- **Methodology**

1. **Method of the Study:** The researcher has used survey method in this study.
2. **Sample and Sampling Technique:** The investigator adopted stratified random sampling technique in the present study. The researcher selected ten secondary schools of district Haridwar randomly. The investigator selected twenty students from each school. In this way, the investigator selected the required two hundred adolescent boys and girls randomly.
3. **Variables:** Emotional intelligence is the dependent variable and school climate is the independent variable involved in the present study.
4. **Research Scale Used:** Emotional Intelligence Inventory developed by Dr. S.K. Mangal & Mrs. Shubhra Mangal and Socio-Emotional School Climate Inventory developed by Renuka Kumari Sinha and Rajani Bhargava has been used to collect the data.
5. **Statistical Techniques:** Mean, S.D. and two-way analysis of variance have been used for the statistical analysis.

- Analysis and Interpretation of Data

Table 1(a): Mean and S.D. of the Effect of School Climate on the Intrapersonal Awareness of Adolescent Boys and Girls studying in Secondary Schools

Gender	Level of School Climate	Intrapersonal Awareness		N
		Mean	S.D.	
Boys	Good	12.25	2.70	12
	Average	9.31	3.80	77
	Poor	4.72	3.25	11
	Total	9.16	4.04	100
Girls	Good	12.23	4.02	21
	Average	9.67	3.86	67
	Poor	5.50	3.91	12
	Total	9.71	4.29	100
Total	Good	12.24	3.55	33
	Average	9.47	3.82	144
	Poor	5.13	3.55	23
	Total	9.43	4.16	200

The table 1(a) shows mean and S.D. of the effect of school climate on the intrapersonal awareness of adolescent boys and girls studying in secondary schools. It is clear from the table that the mean values of the intrapersonal awareness of adolescent boys who get good, average and poor school climate are 12.25, 9.31 and 4.72 respectively. These mean values indicate that adolescent boys who get good school climate have poor intrapersonal awareness while the adolescent boys who get average and poor school climate have very poor intrapersonal awareness.

The mean values of the intrapersonal awareness of adolescent girls who get good, average and poor school climate are 12.23, 9.67 and 5.50 respectively. These mean values indicate that adolescent girls who get good school climate have poor intrapersonal awareness while the adolescent girls who get average and poor school climate have very poor intrapersonal awareness. It is also clear from the table that adolescent boys and girls who get good school climate have better intrapersonal awareness while adolescent boys and girls who get poor school climate have least intrapersonal awareness.

Table 1(b): ANOVA

Source	SS	df	MS	F	Result
Gender	3.771	1	3.771	0.265	Insignificant
School Climate	670.039	2	335.020	23.510**	Significant
Interaction	2.029	2	1.015	0.071	Insignificant
Model	694.618	5	138.924	9.749	
Error	2764.537	194	14.250		

** = 0.01 Level.

The table 1(b) shows that at df 1 and 194, the first obtained F-value for the effect of gender on the intrapersonal awareness of adolescents is 0.265, which is non-significant. It shows that there is no significant effect of gender on the intrapersonal awareness of adolescents.

At df 2 and 194, the second obtained F-value for the effect of school climate on the intrapersonal awareness of adolescents is 23.510 (Sig. = 0.01), which is significant. It shows that there is a significant effect of school climate on the intrapersonal awareness of adolescents.

At df 2 and 194, the third obtained F-value for the joint effect of gender and school climate on the intrapersonal awareness of adolescents is 0.071, which is non-significant. It shows that interaction of gender and school climate has not created a significant effect on the intrapersonal awareness of adolescents.

It may be concluded that “There is no significant effect of school climate on the intrapersonal awareness of adolescent boys and girls studying in secondary schools” is partly rejected and mostly accepted.

Table 2(a): Mean and S.D. of the Effect of School Climate on the Interpersonal Awareness of Adolescent Boys and Girls studying in Secondary Schools

Gender	Level of School Climate	Interpersonal Awareness		N
		Mean	S.D.	
Boys	Good	13.50	3.55	12
	Average	8.92	5.36	77
	Poor	4.54	3.38	11
	Total	8.99	5.41	100
Girls	Good	11.71	3.16	21
	Average	7.34	4.08	67
	Poor	5.66	4.41	12
	Total	8.06	4.38	100
Total	Good	12.36	3.37	33
	Average	8.18	4.86	144
	Poor	9.13	3.91	23
	Total	8.52	4.93	200

The table 2(a) shows mean and S.D. of the effect of school climate on the interpersonal awareness of adolescent boys and girls studying in secondary schools. It is clear from the table that the mean values of the interpersonal awareness of adolescent boys who get good, average and poor school climate are 13.50, 8.92 and 4.54 respectively. These mean values indicate that adolescent boys who get good school climate have poor interpersonal awareness while the adolescent boys who get average and poor school climate have very poor interpersonal awareness.

The mean values of the interpersonal awareness of adolescent girls who get good, average and poor school climate are 11.71, 7.34 and 5.66 respectively. These mean values indicate that adolescent girls who get good school climate have poor interpersonal awareness while the adolescent girls who get average and poor school climate have very poor interpersonal awareness. It is also clear from the table that adolescent boys and girls who get good school climate have better interpersonal awareness while adolescent boys and girls who get average school climate have least interpersonal awareness.

Table 2(b): ANOVA

Source	SS	df	MS	F	Result
Gender	15.107	1	15.107	0.740	Insignificant
School Climate	798.895	2	399.448	19.572**	Significant
Interaction	38.230	2	19.115	0.937	Insignificant
Model	888.558	5	177.712	8.708	
Error	3959.317	194	20.408		

** = 0.01 Level.

The table 2(b) shows that at df 1 and 194, the first obtained F-value for the effect of gender on the interpersonal awareness of adolescents is 0.740, which is non-significant. It shows that there is no significant effect of gender on the interpersonal awareness of adolescents.

At df 2 and 194, the second obtained F-value for the effect of school climate on the interpersonal awareness of adolescents is 19.572 (Sig. = 0.01), which is significant. It shows that there is a significant effect of school climate on the interpersonal awareness of adolescents.

At df 2 and 194, the third obtained F-value for the joint effect of gender and school climate on the interpersonal awareness of adolescents is 0.937, which is non-significant. It shows that interaction of gender and school climate has not created a significant effect on the interpersonal awareness of adolescents.

It may be concluded that “There is no significant effect of school climate on the interpersonal awareness of adolescent boys and girls studying in secondary schools” is partly rejected and mostly accepted.

Table 3(a): Mean and S.D. of the Effect of School Climate on the Intrapersonal Management of Adolescent Boys and Girls studying in Secondary Schools

Gender	Level of School Climate	Intrapersonal Management		N
		Mean	S.D.	
Boys	Good	10.58	3.02	12
	Average	7.25	4.21	77
	Poor	2.00	2.19	11
	Total	7.08	4.41	100
Girls	Good	13.19	3.28	21
	Average	9.88	4.29	67
	Poor	5.91	3.77	12
	Total	10.10	4.50	100
Total	Good	12.24	3.39	33
	Average	8.47	4.43	144
	Poor	4.04	3.64	23
	Total	8.59	4.69	200

The table 3(a) shows mean and S.D. of the effect of school climate on the intrapersonal management of adolescent boys and girls studying in secondary schools. It is clear from the table that the mean values of the intrapersonal management of adolescent boys who get good, average and poor school

climate are 10.58, 7.25 and 2.00 respectively. These mean values indicate that adolescent boys who get good, average and poor school climate have very poor intrapersonal management.

The mean values of the intrapersonal management of adolescent girls who get good, average and poor school climate are 13.19, 9.88 and 5.91 respectively. These mean values indicate that adolescent girls who get good school climate have poor intrapersonal management while the adolescent girls who get average and poor school climate have very poor intrapersonal management. It is also clear from the table that adolescent boys and girls who get good school climate have better intrapersonal management while adolescent boys and girls who get poor school climate have least intrapersonal management.

Table 3(b): ANOVA

Source	SS	df	MS	F	Result
Gender	251.045	1	251.045	15.767**	Significant
School Climate	824.180	2	412.090	25.881**	Significant
Interaction	8.546	2	4.273	0.268	Insignificant
Model	1303.459	5	260.692	16.373	
Error	3088.921	194	15.922		

** = 0.01 Level.

The table 3(b) shows that at df 1 and 194, the first obtained F-value for the effect of gender on the intrapersonal management of adolescents is 15.767 (Sig. = 0.01), which is significant. It shows that there is a significant effect of gender on the intrapersonal management of adolescents.

At df 2 and 194, the second obtained F-value for the effect of school climate on the intrapersonal management of adolescents is 25.881 (Sig. = 0.01), which is significant. It shows that there is a significant effect of school climate on the intrapersonal management of adolescents.

At df 2 and 194, the third obtained F-value for the joint effect of gender and school climate on the intrapersonal management of adolescents is 0.268, which is non-significant. It shows that interaction of gender and school climate has not created a significant effect on the intrapersonal management of adolescents.

It may be concluded that “There is no significant effect of school climate on the intrapersonal management of adolescent boys and girls studying in secondary schools” is mostly rejected and partly accepted.

Table 4(a): Mean and S.D. of the Effect of School Climate on the Interpersonal Management of Adolescent Boys and Girls studying in Secondary Schools

Gender	Level of School Climate	Interpersonal Management		N
		Mean	S.D.	
Boys	Good	12.91	3.20	12
	Average	8.46	4.26	77
	Poor	5.90	3.93	11
	Total	8.72	4.44	100
Girls	Good	11.90	2.79	21
	Average	9.58	3.50	67
	Poor	8.33	3.11	12
	Total	9.92	3.47	100
Total	Good	12.27	2.93	33
	Average	8.98	3.95	144
	Poor	7.17	3.66	23
	Total	9.32	4.02	200

The table 4(a) shows mean and S.D. of the effect of school climate on the interpersonal management of adolescent boys and girls studying in secondary schools. It is clear from the table that the mean values of the interpersonal management of adolescent boys who get good, average and poor school climate are 12.91, 8.46 and 5.90 respectively. These mean values indicate that adolescent boys who get good school climate have poor interpersonal management while the adolescent boys who get average and poor school climate have very poor interpersonal management.

The mean values of the interpersonal management of adolescent girls who get good, average and poor school climate are 11.90, 9.58 and 8.33 respectively. These mean values indicate that adolescent girls who get good, average and poor school climate have very poor interpersonal management. It is also clear from the table that adolescent boys and girls who get good school climate have better interpersonal management while adolescent boys and girls who get poor school climate have least interpersonal management.

Table 4(b): ANOVA

Source	SS	df	MS	F	Result
Gender	19.169	1	19.169	1.365	Insignificant
School Climate	415.247	2	207.623	14.788**	Significant
Interaction	42.828	2	21.414	1.525	Insignificant
Model	495.751	5	99.150	7.062	
Error	2723.769	194	14.040		

** = 0.01 Level.

The table 4(b) shows that at df 1 and 194, the first obtained F-value for the effect of gender on the interpersonal management of adolescents is 1.365, which is non-significant. It shows that there is no significant effect of gender on the interpersonal management of adolescents.

At df 2 and 194, the second obtained F-value for the effect of school climate on the interpersonal management of adolescents is 14.788 (Sig. = 0.01), which is significant. It shows that there is a significant effect of school climate on the interpersonal management of adolescents.

At df 2 and 194, the third obtained F-value for the joint effect of gender and school climate on the interpersonal management of adolescents is 1.525, which is non-significant. It shows that interaction of gender and school climate has not created a significant effect on the interpersonal management of adolescents.

It may be concluded that “There is no significant effect of school climate on the interpersonal management of adolescent boys and girls studying in secondary schools” is partly rejected and mostly accepted.

Table 5(a): Mean and S.D. of the Effect of School Climate on the Emotional Intelligence of Adolescent Boys and Girls studying in Secondary Schools

Gender	Level of School Climate	Emotional Intelligence		N
		Mean	S.D.	
Boys	Good	49.25	4.33	12
	Average	33.96	6.10	77
	Poor	17.18	2.40	11
	Total	33.95	5.53	100
Girls	Good	49.04	3.99	21
	Average	36.47	4.82	67
	Poor	25.41	5.91	12
	Total	37.79	8.32	100
Total	Good	49.12	4.05	33
	Average	35.13	5.66	144
	Poor	21.47	6.14	23
	Total	35.87	9.13	200

The table 5(a) shows mean and S.D. of the effect of school climate on the emotional intelligence of adolescent boys and girls studying in secondary schools. It is clear from the table that the mean values of the emotional intelligence of adolescent boys who get good, average and poor school climate are 49.25, 33.96 and 17.18 respectively. These mean values indicate that adolescent boys who get good school climate have poor emotional intelligence while the adolescent boys who get average and poor school climate have very poor emotional intelligence.

The mean values of the emotional intelligence of adolescent girls who get good, average and poor school climate are 49.04, 36.47 and 25.41 respectively. These mean values indicate that adolescent girls who get good school climate have poor emotional intelligence while the adolescent girls who get average and poor school climate have very poor emotional intelligence. It is also clear from the table that adolescent boys and girls who get good school climate have better emotional intelligence while adolescent boys and girls who get poor school climate have least emotional intelligence.

Table 5(b): ANOVA

Source	SS	df	MS	F	Result
Gender	334.073	1	334.073	12.143**	Significant
School Climate	10317.995	2	5158.997	187.517**	Significant
Interaction	241.162	2	120.581	4.383**	Significant
Model	11253.265	5	2250.653	81.806	
Error	5337.355	194	27.512		

** = 0.01 Level.

The table 5(b) shows that at df 1 and 194, the first obtained F-value for the effect of gender on the emotional intelligence of adolescents is 12.143 (Sig. = 0.01), which is significant. It shows that there is a significant effect of gender on the emotional intelligence of adolescents.

At df 2 and 194, the second obtained F-value for the effect of school climate on the emotional intelligence of adolescents is 187.517 (Sig. = 0.01), which is significant. It shows that there is a significant effect of school climate on the emotional intelligence of adolescents.

At df 2 and 194, the third obtained F-value for the joint effect of gender and school climate on the emotional intelligence of adolescents is 4.383 (Sig. = 0.01), which is significant. It shows that interaction of gender and school climate has created a significant effect on the emotional intelligence of adolescents.

It may be concluded that “There is no significant effect of school climate on the emotional intelligence of adolescent boys and girls studying in secondary schools” is completely rejected.

- Conclusions**

Following conclusions can be drawn from the present study:

1. No significant effect of gender has been found on the intrapersonal awareness of adolescents.
2. There has been found a significant effect of school climate on the intrapersonal awareness of adolescents. Adolescent boys and girls who get good school climate had highest intrapersonal awareness.
3. Interaction of gender and school climate has not been found to create a significant effect on the intrapersonal awareness of adolescents.
4. No significant effect of gender has been found on the interpersonal awareness of adolescents.
5. There has been found a significant effect of school climate on the interpersonal awareness of adolescents. Adolescent boys and girls who get good school climate had highest interpersonal awareness.
6. Interaction of gender and school climate has not been found to create a significant effect on the interpersonal awareness of adolescents.
7. Significant effect of gender has been found on the intrapersonal management of adolescents. Adolescent girls had better intrapersonal management as compared to adolescent boys.

8. There has been found a significant effect of school climate on the intrapersonal management of adolescents. Adolescent boys and girls who get good school climate had highest intrapersonal management.
9. Interaction of gender and school climate has not been found to create a significant effect on the intrapersonal management of adolescents.
10. No significant effect of gender has been found on the interpersonal management of adolescents.
11. There has been found a significant effect of school climate on the interpersonal management of adolescents. Adolescent boys and girls who get good school climate had highest interpersonal management.
12. Interaction of gender and school climate has not been found to create a significant effect on the interpersonal management of adolescents.
13. Significant effect of gender has been found on the emotional intelligence of adolescents. Adolescent girls had better emotional intelligence as compared to adolescent boys.
14. There has been found a significant effect of school climate on the emotional intelligence of adolescents. Adolescent boys and girls who get good school climate had highest emotional intelligence.
15. Interaction of gender and school climate has not been found to create a significant effect on the emotional intelligence of adolescents. Adolescent boys who get good school climate had highest emotional intelligence.

- **Implications of the Study**

The present research has established a strong link between the school climate and the students' emotional intelligence. In light of these findings, it is imperative that educational institutions prioritize the cultivation of a nurturing and supportive environment that fosters students' emotional growth. A positive climate within schools plays a pivotal role in shaping how students perceive, manage and respond to emotional experiences. Schools should therefore strive to create an atmosphere where students feel safe, valued and understood. Such an environment enables them to learn how to cope effectively with emotional exhaustion, navigate interpersonal conflicts and adapt to diverse emotional challenges. These experiences are crucial for mastering the core components of emotional intelligence, such as empathy, emotional regulation, resilience and constructive communication.

Teachers are central to this developmental process. It is essential that they be equipped with the necessary skills, strategies and tools to support students' emotional well-being. Professional development programs should be regularly organized to train educators in emotional intelligence concepts and their practical application in the classroom. When teachers are emotionally aware and skilled, they can model emotionally intelligent behavior and create inclusive, emotionally responsive learning environments. The active support and vision of school leadership, including principals and management, are equally important. School administrators should champion the integration of social and emotional learning (SEL)

programs into the curriculum. These programs typically comprise structured lessons and experiential activities designed to teach students self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

To further strengthen this framework, schools should employ trained counselors or mental health professionals capable of delivering individual and group counseling. These services can provide students with targeted support to navigate personal and academic stressors, ultimately contributing to a more emotionally intelligent student body. Parental involvement is another vital aspect of emotional development. Schools should actively engage parents through workshops, seminars and resource materials that educate them on how to foster emotional intelligence at home. Encouraging open communication between parents, teachers and students ensures consistency in emotional learning both within and outside the school setting.

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