Academe *Journal of Education & Psychology* *ISSN: 2249-040X*
Volume-16, Issue-2, Year-2026 (July-December) *Peer Reviewed & Refereed Journal (IF: 6.25)*
PP: 303-312 *Journal Website:* www.academejournal.in

EFFECTIVE INTERVENTIONS TO ENHANCE EMOTIONAL INTELLIGENCE IN ADOLESCENTS

A Systematic Review and Analytical Synthesis of Intervention-Based Evidence

Prashant Dnyanoba Landge

Phd. Research Scholar (Psychology), Sanskriti University, Semri, Mathura, Uttar Pradesh, India

Dr. Monica Abrol

Dean,

School of Humanities & Social Sciences, Department of Psychology, Sanskriti University, Semri, Mathura, Uttar Pradesh, India

ABSTRACT

Emotional intelligence (EI), defined as the ability to recognize, understand, manage, and respond appropriately to emotions in oneself and others, is an important component of adolescent development. Adolescence involves rapid cognitive, emotional, and social changes, making this period particularly relevant for strengthening emotional competencies. The present paper reviews intervention-based evidence on approaches used to enhance EI among adolescents. A systematic review design was described using PubMed, Scopus, Web of Science, ERIC, and PsycINFO, supplemented by manual reference-list searching. The review focused on peer-reviewed empirical intervention studies involving adolescents aged 12–18 years, published between 2010 and 2025, and reporting measurable EI-related outcomes. The source review identified 48 studies meeting the stated criteria. The evidence indicates positive contributions from school-based social-emotional learning, mindfulness and meditation, cognitive-behavioural interventions, counselling and life-skills education, peer-oriented approaches, and technology-enabled programmes. Across approaches, self-awareness, self-regulation, empathy, and social skills were repeatedly emphasized. The synthesis further indicates that multi-component programmes, repeated practice, trained facilitation, contextual adaptation, and follow-up may strengthen implementation and sustainability. The paper concludes that EI enhancement is best approached as a multidimensional developmental process rather than a single-skill intervention, while future research should strengthen longitudinal designs, cross-cultural validation, objective measurement, and digital/blended delivery.

Keywords: Emotional Intelligence; Adolescents; Intervention; Social-Emotional Learning; Mindfulness; Cognitive-Behavioural Intervention; Emotional Regulation.

1. INTRODUCTION

Emotional intelligence has received sustained attention because of its relevance to personal, interpersonal, and academic development. EI broadly concerns the capacity to perceive, understand, regulate, and use emotional information effectively. During adolescence, these capacities become particularly important because young people encounter increasing academic demands, peer influences, identity formation, and changing social relationships.

The source paper emphasizes that stronger emotional competencies are associated with better emotional regulation, interpersonal functioning, decision-making, resilience, and psychological well-being. Consequently, schools and other youth-serving settings have an

© Copyright @ Authors

important role in creating structured opportunities for adolescents to practise emotional awareness, regulation, empathy, communication, and responsible social behaviour.

Intervention research provides an applied route for strengthening these competencies. Rather than treating EI as a fixed personal characteristic, intervention-based approaches examine whether targeted experiences—such as social-emotional learning, mindfulness, cognitive-behavioural exercises, counselling, peer mentoring, or digital learning—can produce meaningful improvements.

The present paper therefore organizes the evidence into a coherent analytical sequence: conceptual foundations, objectives, review methodology, intervention evidence, comparative synthesis, implications, limitations, and future research directions.

2. BACKGROUND OF THE STUDY

2.1 Emotional Intelligence in Adolescence

Adolescence is a developmental stage in which emotional experiences, social relationships, cognitive capacities, and behavioural choices become increasingly complex. The source paper describes EI as especially relevant to managing stress, understanding others, maintaining relationships, making decisions, and sustaining adaptive behaviour.

2.2 Dimensions of Emotional Intelligence

Dimension	Meaning	Developmental relevance
Self-awareness	Recognizing and understanding one's emotions and their effects.	Supports emotional clarity and reflective decision-making.
Self-regulation	Managing emotions, impulses, and responses appropriately.	Supports adaptive behaviour and stress management.
Motivation	Using emotional energy to remain focused on goals.	Supports persistence and achievement.
Empathy	Understanding and responding to others' emotional states.	Supports relationships and prosocial behaviour.
Social skills	Communicating, collaborating, and managing relationships.	Supports peer interaction and conflict resolution.

2.3 Rationale for Intervention

The review identifies a practical need for structured interventions because adolescents do not necessarily acquire emotional competencies through maturation alone. Guided practice, reflection, social interaction, feedback, and repeated application can create opportunities for emotional learning within educational and community environments.

3. THEORETICAL AND CONCEPTUAL FRAMEWORK

3.1 Goleman's Model

Goleman's framework, as presented in the source paper, emphasizes self-awareness, self-regulation, motivation, empathy, and social skills. The model provides a broad developmental lens that connects emotional competence with personal and social effectiveness.

3.2 Mayer–Salovey Model

The Mayer–Salovey framework conceptualizes EI as a cognitive ability involving the perception, use, understanding, and management of emotional information. This perspective

© Copyright @ Authors

emphasizes the processing of emotional information and its contribution to adaptive thinking and behaviour.

Model	Core components	Primary focus
Goleman	Self-awareness; self-regulation; motivation; empathy; social skills	Broad emotional and social competence
Mayer–Salovey	Perceiving; using; understanding; managing emotions	Cognitive processing and management of emotional information

3.3 Conceptual Link with Adolescent Development

The conceptual relationship can be represented as: Intervention exposure → emotional awareness and regulation → improved interpersonal competence and adaptive behaviour → stronger psychosocial and educational functioning. This framework also supports combining complementary intervention methods rather than relying on a single technique.

4. OBJECTIVES OF THE STUDY

1. To identify the major types of interventions used to improve emotional intelligence among adolescents.
2. To evaluate the effectiveness of these interventions in promoting emotional awareness, emotional regulation, empathy, and social skills.
3. To identify gaps in the existing evidence and develop recommendations for future research and practical implementation.

4.1 Review Questions

1. What intervention approaches have been used to enhance EI among adolescents?
2. Which EI domains are most consistently targeted and reported as improved?
3. What programme and contextual characteristics appear important for effective implementation?
4. What methodological limitations and future research needs emerge from the reviewed evidence?

5. METHODOLOGY

5.1 Research Design

The paper follows a systematic research design for synthesizing intervention-based studies on adolescent EI. The approach involves identification of relevant literature, application of explicit eligibility criteria, extraction of study characteristics, and comparative thematic synthesis.

5.2 Databases and Search Strategy

The source methodology reports searches of PubMed, Scopus, Web of Science, ERIC, and PsycINFO, supplemented by manual searching of reference lists. The principal search concepts were emotional intelligence, adolescents, intervention, training programme, social-emotional learning, and mindfulness, combined using Boolean operators.

5.3 Inclusion and Exclusion Criteria

Inclusion criteria	Exclusion criteria
Peer-reviewed articles published 2010–2025	Theoretical papers without intervention data

© Copyright @ Authors

Adolescents aged 12–18 years	Studies focused on adults
EI-focused intervention or EI-related components	Studies without measurable outcomes
Empirical outcomes reported	Material not meeting the intervention focus

5.4 Study Selection and Data Extraction

The source review reports that 48 studies met the stated inclusion criteria. Data extraction included authorship, publication year, sample size, intervention type, intervention duration, and outcomes measured. The extracted information was then compared to identify recurring patterns, strengths, limitations, and implementation factors.

5.5 Analytical Approach

The principal analysis is thematic and comparative. Findings were organized by intervention approach and EI domain. For additional transparency, a small analyst-created comparative index is provided later in the paper. This index is a synthesis device only; it is not a meta-analytic effect size and does not replace statistical estimates from primary studies.

6. REVIEW OF LITERATURE

6.1 School-Based and Social-Emotional Learning

Brackett and Rivers (2014) emphasized school-based social and emotional learning as a structured route for developing self-awareness, self-regulation, social skills, and responsible decision-making. Durlak et al. (2011), in a meta-analysis of school-based SEL programmes, reported gains in social-emotional skills, attitudes, behaviour, and a modest improvement in academic performance. These findings support curriculum-integrated approaches rather than isolated emotional-skills sessions.

6.2 Mindfulness and Meditation

Brown and Ryan (2003) highlighted the relevance of mindfulness to emotional awareness and self-regulation. The source paper also discusses mindfulness-based stress reduction and related practices as approaches that can support attention, self-awareness, emotional clarity, and stress management. Regular guided practice is therefore presented as a potentially useful component of EI enhancement.

6.3 Cognitive-Behavioural Interventions

Cognitive-behavioural interventions use cognitive restructuring, problem-solving exercises, relaxation, and role-play to promote adaptive emotional responses. Beck (2011) is cited in the source paper in relation to emotional awareness and restructuring of negative thought patterns, while Davidson et al. (2015) are cited for school-based CBT-related gains in emotional control and social competence.

6.4 Counselling, Peer Mentoring and Life Skills

Counselling and life-skills programmes provide structured opportunities for adolescents to practise communication, empathy, coping, and interpersonal competence. The source paper also identifies peer mentoring and guided peer interaction as potentially useful for strengthening emotional regulation and social functioning.

6.5 Technology-Enabled Interventions

Digital and web-based interventions offer opportunities to extend EI learning beyond conventional classroom delivery. The source paper notes potential improvements in emotion

© Copyright @ Authors

recognition, regulation, and interpersonal skills, while also emphasizing the importance of engagement, access, and appropriate programme design.

6.6 Literature Synthesis and Research Gap

Across the reviewed intervention categories, the strongest commonality is the multidimensional nature of EI. Interventions rarely focus on only one emotional competency; instead, they commonly combine awareness, regulation, empathy, communication, and social functioning. The source review also identifies important gaps: small samples, short intervention periods, limited longitudinal follow-up, reliance on self-report measures, and insufficient attention to cultural and contextual adaptation. These gaps justify more rigorous, longer-term and context-sensitive research.

7. REVIEW FINDINGS AND ENHANCED ANALYSIS

7.1 Major Findings

The review indicates that school-based SEL, mindfulness, cognitive-behavioural approaches, counselling/life-skills education, peer-oriented activities, and technology-enabled modules all show potential for improving EI-related outcomes. Multi-component programmes are described as particularly promising when they combine structured activities, reflection, group interaction, and consistent facilitator support.

Finding	Evidence pattern in source review	Interpretation
EI is multidimensional	Awareness, regulation, empathy and social skills recur across interventions.	Effective programmes should address multiple competencies.
Multi-component design is promising	Combined activities, reflection and support are emphasized.	Integrated programmes may provide broader developmental coverage.
Repeated practice matters	Longer delivery and follow-up are highlighted.	One-off workshops may be insufficient for sustained skill development.
Facilitator quality matters	Training, feedback and emotional modelling are identified as influential.	Implementation quality should be monitored and supported.
Context matters	School/community setting and cultural adaptation influence effectiveness.	Programmes should be adapted to developmental and local needs.

7.2 Comparative Intervention Analysis

Intervention approach	EI breadth	Implementation	Scalability	Evidence/reporting	Mean index
School-based / SEL	5	4	4	4	4.25
Mindfulness / meditation	4	4	4	4	4.0
Cognitive-behavioural	4	4	3	4	3.75
Counselling	4	4	3	3	3.5

© Copyright @ Authors

/ life skills					
Technology-enabled	3	4	5	3	3.75

The index is deliberately transparent and modest in scope. It converts the qualitative patterns described in the review into a visual comparison without claiming that these scores are empirical effect sizes. School-based/SEL approaches show the most balanced overall profile, while technology-enabled approaches show a particular advantage in scalability.

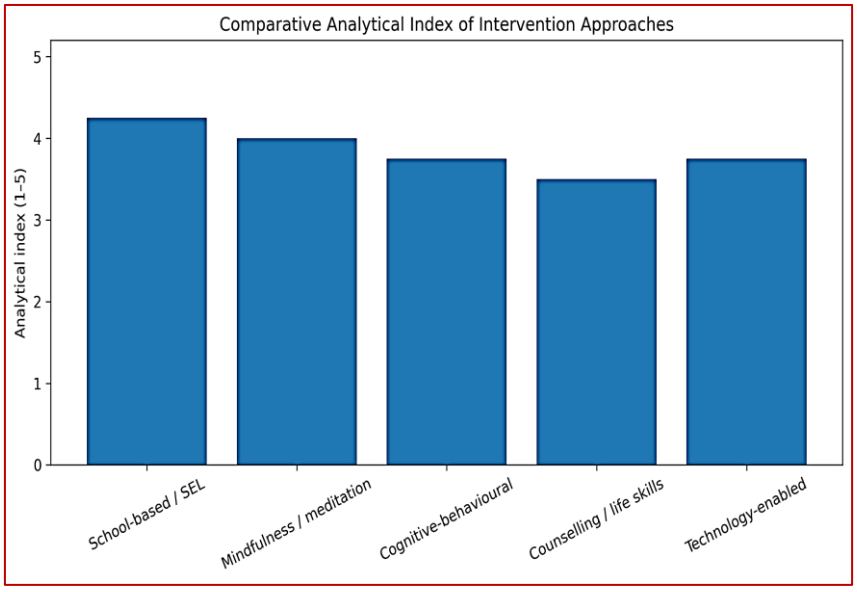


Figure 1. Comparative Analytical Index of Intervention Approaches

School-based/SEL has the highest mean synthesis score in this framework, reflecting broad EI coverage and strong practical relevance. Technology-enabled delivery scores strongly for scalability.

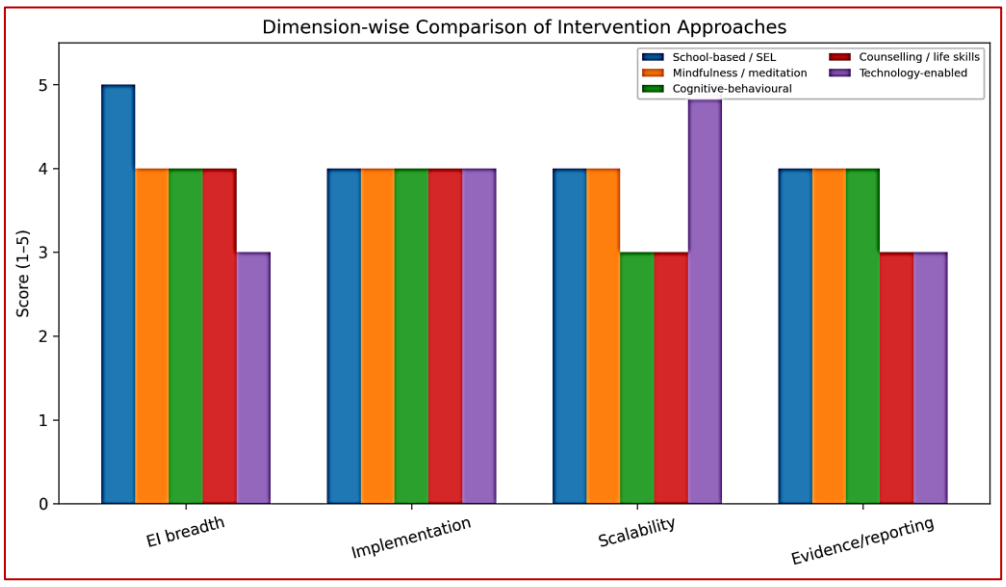


Figure 2. Dimension-wise Comparison of Intervention Approaches

No single intervention dominates every dimension. The pattern supports combining approaches according to the needs, setting, resources, and developmental characteristics of adolescents.

© Copyright @ Authors

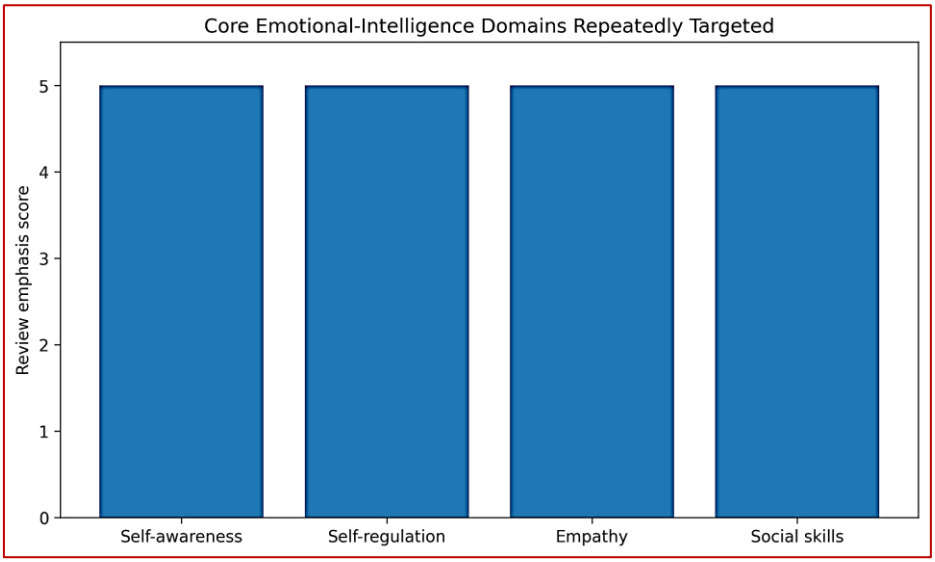


Figure 3. Core Emotional-Intelligence Domains Repeatedly Targeted

Interpretation: Self-awareness, self-regulation, empathy, and social skills are consistently emphasized in the reviewed intervention literature, indicating that EI should be treated as a multidimensional construct.

8. DISCUSSION

The findings support the view that adolescent EI can be strengthened through structured educational and psychosocial interventions. School-based SEL offers a practical platform because emotional learning can be embedded into everyday classroom and school activities. Mindfulness contributes an additional mechanism through attention and awareness, while cognitive-behavioural approaches provide techniques for examining thoughts, managing responses, and practising adaptive coping.

The comparative evidence also suggests that intervention effectiveness cannot be separated from implementation conditions. Duration, frequency, facilitator competence, participant engagement, and contextual adaptation are repeatedly identified as important. Programme design should therefore consider not only what activity is delivered, but how often it is practised, who facilitates it, and how it fits within the adolescent's educational and social environment.

A further implication is the value of multi-component intervention models. Combining emotional literacy, reflective activities, mindfulness, collaborative exercises, problem-solving, counselling, and digital reinforcement may address complementary dimensions of EI. Future studies should nevertheless identify which components contribute most strongly to observed outcomes rather than assuming that every component is equally effective.

9. EDUCATIONAL AND PRACTICAL IMPLICATIONS

Stakeholder	**Recommended application**
Schools	Integrate EI activities into classroom routines, life-skills education and co-curricular programmes.
Teachers	Use reflection, role play, collaborative tasks and emotionally supportive feedback.
Counsellors	Provide individual/group counselling and structured emotional-

© Copyright @ Authors

	skills practice.
Parents	Model emotional awareness, regulation, empathy and constructive communication.
Policymakers	Support evidence-based SEL frameworks, facilitator training and evaluation systems.
Programme developers	Use blended and digital tools where they improve reach without reducing engagement or contextual relevance.

10. LIMITATIONS

1. The review is based on the intervention literature identified through the stated search and eligibility procedures; it is not a new participant-level experiment.
2. The source paper reports heterogeneity in sample sizes, intervention duration, settings, and outcome measures.
3. Small samples and short intervention durations in parts of the literature limit generalizability.
4. Reliance on self-report measures in some studies may introduce response bias.
5. Long-term maintenance of intervention effects remains insufficiently documented.
6. Cultural and socioeconomic differences may influence how EI interventions are experienced and implemented.

11. FUTURE RESEARCH DIRECTIONS

1. Conduct longitudinal studies to examine whether EI gains are sustained over time.
2. Use larger and more diverse adolescent samples across different educational and cultural settings.
3. Combine self-report instruments with behavioural, teacher-rated, peer-rated, or performance-based measures.
4. Compare single-component and multi-component programmes to identify active intervention mechanisms.
5. Investigate digital and blended delivery while assessing engagement, access, and implementation fidelity.
6. Report intervention duration, session frequency, facilitator training, attrition, and follow-up in sufficient detail for replication.

12. CONCLUSION

The present review demonstrates that intervention-based strategies can make an important contribution to emotional intelligence development during adolescence. School-based social-emotional learning, mindfulness, cognitive-behavioural programmes, counselling and life-skills education, peer-oriented approaches, and technology-enabled interventions each offer useful pathways for developing emotional competencies.

The central conclusion is that EI enhancement should be understood as a multidimensional and sustained developmental process. The strongest practical direction emerging from the review is a structured, context-sensitive combination of emotional awareness, regulation, empathy, communication, reflective learning, and repeated practice. Schools, families,

© Copyright @ Authors

counsellors, and policymakers can use these principles to create supportive environments in which adolescents learn to understand emotions, regulate responses, develop healthy relationships, and function adaptively.

At the same time, stronger empirical research is needed. Future studies should use rigorous designs, adequate samples, transparent reporting, objective measures, longitudinal follow-up, and culturally responsive programme adaptation. Such evidence will help move the field from promising intervention descriptions toward more precise understanding of which approaches work, for whom, under what conditions, and with what duration of benefit.

REFERENCES

1. Afsharzada, M. S., Talebian, W., & Azizi, B. A. (2022). The effect of Emotional Intelligence Training (EIT) on the social competence in adolescents with attention deficit hyperactivity disorder (ADHD). International Journal of Indian Psychology, 9(2). https://doi.org/10.25215/0902.050
2. Mandal, S., & Mishra, J. (2025). A study on the effectiveness of Emotional Intelligence-based intervention programme on anxiety among adolescents. International Journal of Indian Psychology, 13(2), 1490–1494. https://doi.org/10.25215/1302.135
3. Motamedi, F., Ghobari-Bonab, B., Beh-pajooh, A., Shokoohi Yekta, M., & Afrooz, G. A. (2017). Developing an Emotional Intelligence training program and study its effectiveness on emotional intelligence of adolescents with emotional and behavioural problems that living in single-parent families. Journal of Education and Learning, 6(2), 101–112. https://doi.org/10.5539/jel.v6n2p101
4. Brackett, M. A., & Rivers, S. E. (2014). Transforming students' lives with social and emotional learning. In related SEL scholarship cited in the source paper.
5. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432.
6. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. Journal of Personality and Social Psychology, 84(4), 822–848.
7. Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond. Guilford Press.
8. Goleman, D. (1995). Emotional intelligence. Bantam Books.
9. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), Emotional development and emotional intelligence: Educational implications. Basic Books.
10. Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. European Journal of Personality, 15(6), 425–448.
11. Waheed, I., & Ghazal, S. (2020). Increasing Emotional Intelligence: An instructional module for adolescents. FWU Journal of Social Sciences, 14(2), 47–60.
12. Kahani, R., Manavipour, D., & Sedaghati Fard, M. (2024). The effectiveness of Emotional Intelligence training on alexithymia components in students with learning disabilities. Iranian Journal of Neurodevelopmental Disorders, 3(2), 28–34.

© Copyright @ Authors

13. Mohamed, B. E. S., & Shehata, H. S. E. (2023). Effect of social skills training program on Emotional Intelligence, happiness, and self-esteem among adolescent girls. Zagazig Nursing Journal, 19(2), 366–384.
14. Chiș, A., & Rusu, A. S. (2019). School-based interventions for developing emotional abilities in adolescents: A systematic review. EpSBS (Education, Reflection, Development – ERD).
15. Dinarwiyata, Mustikasari, & Setiawan. (2013). The improvement of adolescents' emotional intelligence through therapeutic group therapy in senior high school. IOSR Journal of Nursing and Health Science, 8(2), 79–83.
16. Cherniss, C., & Adler, M. (2000). Promoting emotional intelligence in organizations. American Society for Training and Development.

© Copyright @ Authors