

Review on Emotional Intelligence Studies on Adolescents

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Abstract: As adolescence is a period of stress and storm, having Emotional Intelligence is necessary to deal with one's own emotions and to understand others emotions. This review will help to know about various factors which have an effect on adolescents' Emotional Intelligence and on various implications of Emotional Intelligence. It also gives a brief idea on the gaps and limitations various studies had. The scope for further studies are identified and comparisons between studies will help to analyze the studies in an effective way.

Keywords: Emotional Intelligence, Adolescence, Trait EI, Ability EI

Introduction

Emotional intelligence (EI) is one of the main elements in human life which helps an individual to understand and deal with one's own emotions as well as to understand other emotions. Without a good level of EI, adolescents will feel difficult to manage their own emotions and fail to understand others emotions. As a period of stress and storm adolescents will be facing various conflicts with oneself and others. They should meet the expectation of the society and family and there the conflicts begin. Here the need of developing EI in adolescents arises. If an adolescent is having higher EI, they will be able to lead a successful life.

This review helps to explore more on various components and key concepts in the research related to EI and adolescence and look into the need to develop emotional intelligence in adolescents and its effect on overall well-being, sociability, academics, behavior etc. Various factors can determine the level of EI, such as age, gender, parental support. The EI is divided into two broad categories such as trait EI and ability EI. Both types are different in nature and they have a different effect on an individual's behavior and overall well-being. Thus, this review will give an overall idea about the factors affecting EI, types of EI and its effect on adolescent's mental health and behavior, academics and giving an idea on school-based interventions to enhance EI in adolescents. It also helps in finding out the research gap and encourages further research.

Factors affecting Emotional Intelligence

There were research studies on various factors affecting the emotional intelligence of adolescence. Studies on intergenerational transmission of trait EI of adolescents have been conducted by a group of researchers. They studied the EI of parents and their adolescent child and it was found out that the EI can be transmitted from one generation to another, hence there will be a transfer of EI from parents to adolescents. Found out that if parents possess a higher level of EI, then the adolescents will also possess high EI, i.e. there will be a positive correlation. Parental autonomy support and psychological control are mediators of adolescent's trait EI(Costa et al., 2018).

A study by (Casale et al., 2013)also supports the evidence that women have more EI than men. So, the gender differences exist for EI. It's been found out that there is no influence of age on EI. They also found out that EI doesn't have any influence on habitual smartphone use and addictive smartphone use. Previous studies stated that emotional intelligence has a negative effect on internet addiction, but in this study, there is no influence of EI on internet addiction. Similarly, a cross-sectional study conducted by Rosario Cabello, Miguel A. Sorrel on 12,198 adults ranging from age 17 to 76 on age and gender differences in ability EI in adults shows that women scored higher for ability EI than that of men. Hence, the women possess good ability EI in all dimensions such as perceiving emotions, facilitating thought, understanding emotions, and managing emotions. But in a study on cross-informant trait EI and behavioral problems among adolescents have been conducted by (Gugliandolo et al., 2015) researchers and analyzed the data collected from parents as well as the adolescents. Both parents indicated that female adolescents are more sociable than male adolescents. Parents rated them higher than they rated themselves on their trait EI and male scored higher than female on all trait EI factors than emotionality. Gender contributes to EI than that of age. Younger and older adults scored lesser than that of middle-aged adults in EI (Cabello et al., 2016). But in a research on angry rumination as a mediator of the relationship between EI and various types of aggression, they failed to find out gender difference Ability EI, angry rumination and aggression(García-Sancho et al., 2016).

Trait EI and Ability EI

Emotional intelligence is basically divided into two, the trait EI(TEI) and ability EI(AEI). Trait EI is an individual's own perception about emotion-related dispositions. It is measured using self-report-based tests and questionnaires. Ability EI or cognitive emotional ability Trait EI is measured using performance-based tests, because they are emotion-related cognitive abilities (Petrides et al., 2007). Studies show that TEI predicts externalizing and internalizing symptoms of the disorder and the AEI can only be used to understand externalizing symptoms of disorders (Davis & Humphrey, 2012)). It's also been found out that gender differences exist in both types of intelligence, men found to have more trait EI(Gugliandolo et al., 2015) and women have more ability EI(Cabello et al., 2016).

Studies show that possessing the least score in TEI leads to high levels of distress and they feel negative most of the time. Resilience mediates the effect of EI on life satisfaction. Rather than experiencing a high level of negative affect

and distress, emotionally intelligent people will experience positive affect (Liu et al., 2013). Studies on the relationship between trait emotional intelligence and ADHD symptoms in adolescents and preadolescents conducted on 1388 adolescents and 3313 young adults shows that as like the findings of previous researches, there is a negative correlation between trait EI and ADHD symptoms. Stress management as a dimension of TEI predicts hyper-active impulsive and inattentive symptoms of ADHD in both samples. The dimension of adaptability predicts inattention and to a lesser extent hyperactive- impulsive symptomatology. Interpersonal dimension in young adults moderately predicts inattentive symptomatology (Kristensen et al., 2014). There was no gender difference found for traditional and cyberbullying victimization. Adolescents possessing high on EI dimension of regulation and use of one's own emotion will involve in traditional bullying and cyberbullying less frequently, here, the dimension of EI and both types of bullying are negatively associated (Lando-King et al., 2015).

A cross-sectional study conducted on role of trait EI in body dissatisfaction and eating disorder symptoms in preadolescent and adolescents after studying 382 preadolescents and 380 adolescents of Spain, it's been found out that there exists a relationship between EI, BD and Bulimic symptoms in both adolescent and preadolescent boys and girls (Cuesta-Zamora et al., 2018). They used the Spanish version of the Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue-ASF), subscales of the drive for thinness (DT-EDI-3), bulimia (B-EDI-3) and body dissatisfaction (BD-EDI-3) from the Eating Disorder Inventory-3 (EDI-3; Garner, 2004, Spanish version which are self-report questionnaires and BMI for data collection. T-test scores were analyzed and found out that girls have more body dissatisfaction than that of girls. Trait EI is negatively correlated with ED symptoms.

A study conducted using EI scale for younger children (Swinburne university emotional intelligence test- early years (SUEIT-EY)) to assess the association between ability EI and scholastic achievement of preadolescents revealed that there is a relationship between the dimension of understanding and analyzing the emotion of the new EI measures and the scholastic achievement of preadolescents (Billings et al., 2014).

Academics and EI

Studies show that there is a relationship between the dimension of understanding and analyzing the emotion of the new EI measures and the scholastic achievement of preadolescents (Billings et al., 2014). Researchers explored associations among personality, affect, EI and coping with student stress and academic success. They concluded that the stress is negatively correlated with EI. Which implies that higher EI will result in effective stress management. It enables students to cope up with the stressful situation effectively and positively (Saklofske et al., 2012). Social skills of a student will also increase with the trait EI. Social skills play a mediating role between EI and school adjustment because the ability to effectively interact with the fellow being will enable the students to adjust to their environment emotionally, academically and socially. Similarly, a study revealed that students with LD had lower EI, and lower self-efficacy, academic procrastination, and lower academic performance. There is a strong association among emotional intelligence, academic performance, and academic procrastination (Hen & Goroshit, 2014). Adolescence is a period of sensation seeking tendency of adolescents. Those who possess lesser trait EI will be having more

sensation seeking tendencies and may result in behavioral issues like anti-social tendencies, aggressiveness, deviant behaviors, etc. and poor school adjustment (Zarani & Fathabadi, 2017).

EI, Mental health and Behavior

Study on the role of TEI and AEI in predicting depression and other disruptive behaviors of adolescents indicated that the EI can be used to predict the disorders in adolescents. While the TEI predicts externalizing and internalizing symptoms of the disorder and the AEI can only be used to understand externalizing symptoms of disorders (Davis & Humphrey, 2012)). Those who possess high scores in interpersonal and intrapersonal components of EI will spend less time online for communication services (Casale et al., 2013). A study conducted by researchers to make a prediction regarding the effect of EI on mental health and physical health and it's been found out that dimensions of EI predict mental health in a better than the physical health (Fernández-Abascal & Martínez-Díaz, 2015). Researches conducted on 253 adolescent girls shows that higher level of socio-emotional intelligence indicate lower sexual risk behavior (Lando-King et al., 2015). A study shows that AEI is negatively correlated with angry rumination and all types of aggression such as physical, verbal and indirect aggression. There are no gender differences and Angry rumination found to be a significant mediator between AEI and all types of aggression ((García-Sancho et al., 2016).

Enhancing Emotional Intelligence

Researchers implemented certain interventions to find out its effectiveness in developing EI in adolescents. In a 2-year intervention program called EDI program for enhancing EI of children from 10 to 13 years old they included various comprehensive approaches and theoretical knowledge to enhance EI. Long-term increase in stress management scores are found in the treatment group and the control group showcased decrease in the scores. The increase in scores remained stable for 6 months (Viguer et al., 2017). Further, the researchers started using online games as an intervention to develop EI. They used a longitudinal design where they studied the effect of 8-week gaming of Pokémon GO and revealed that it had a positive effect on their cognitive performance and their sociability level also increased (Ruiz-Ariza et al., 2018). Similarly, researchers used a game called 'Spock' to study whether the game influences the EI and psychosocial adjustment in adolescents. They used a hierarchical four branch model of EI encompasses four interrelated abilities such as emotional perception, emotional facilitation, emotional comprehension, and emotional regulation. A difference between the control group and the experimental group found out after the intervention program of 10-weeks. Enhanced psychosocial adjustment and better trait EI have been found in an experimental group on posttest evaluation (Cejudo et al., 2018).

Discussion and Further Suggestions

Previous studies have emphasized that EI can be used to predict various disorders in adolescents (Davis & Humphrey, 2012) as well as the mental health of adolescents (Fernández-Abascal & Martínez-Díaz, 2015). For instance, certain studies show that there is a negative correlation between TEI and ADHD symptoms (Kristensen et al., 2014)

as well as there exist a negative correlation between TEI and Eating Disorder symptoms(Cuesta-Zamora et al., 2018). It's also found EI and behavioral issues are negatively correlated (Zarani & Fathabadi, 2017). studies on online behavior of adolescents suggest that adolescents with high EI will involve in cyberbullying less frequently (Baroncelli & Ciucci, 2014)and adolescents with high interpersonal and intrapersonal components of EI will spend less time in online platforms (Casale et al., 2013).Quasi-experimental research designs are used in intervention programs which are reviewed. For EDI programming they used various comprehensive approaches to enhance EI and also used certain self-report questionnaires(Viguer et al., 2017). The same design is used in other intervention-based studies too but the established methods seem to be different. Some researchers used online games to enhance EI of adolescents. One group of researchers used the game 'Pokémon GO' for 8 weeks(Ruiz-Ariza et al., 2018), while others used a 10 week intervention with game 'Spock'(Cejudo et al., 2018). Adolescents with higher EI can have a smooth transition from childhood to adulthood than the adolescents with low EI. They will have a positive effect, will be able to control sensation seeking behavior, aggression, bullying, and can gain academic achievement as well as know how to deal with a stressful situation effectively and manage their emotions.

Several questions regarding EI of adolescents remain unanswered. While studying the scholastic achievement of adolescents, their personality and cognitive factors may also have an impact on their achievement. Further studies should focus on those factors. The relationship between EI and mental health of adolescents can be studied using longitudinal design by associating with different ranges of disorders. Major stress Resilience and affect balance as mediators between trait EI and life satisfaction related to academics of adolescents are exam related stress, EI may have relationship with exam related stress, it should also be explored. It's been found out that students with LD have lower EI, lower academic self-efficacy and higher procrastination(Hen & Goroshit, 2014), predictors and causes of academic procrastination in LD students can be explored in further studies. In the study of resilience and affect balance as mediators between trait EI and life satisfaction, cause-effect relation of variable can be explored in further studies and Multiple assessment methods can be followed. For bullying studies, the role of bullying victims, assistants, reinforcers, defenders, consolers and mediators can be explored. Different measurements like peer nominations, teachers report, etc. will help to assess different viewpoints on bullying.

While studying the effect of various factors on EI, not only age and gender, the lifestyle, educational background, birth order, parenting style, demographic details, type of family, etc. can also be explored. The researchers can further explore how age and gender affect EI and how that will interfere with the adolescent's well-being, performance and various domains of daily life. Behavioral experiments can be conducted to study the relationship between angry rumination, EI and types of aggression. While assessing eating disorders in boys, muscularity-oriented eating disorders should also be considered. Intergenerational transmission of trait EI of different samples can be explored. Thus, can identify how parental trait EI is transferred to different types of samples.

The approach used to study is mainly quantitative in nature and the researchers used only self-reporting questionnaires and this may lead the data to be biased because while responding to self-report questionnaires, the

chance of respondents or participants to respond in a socially desirable way is much higher. For studying the relationship between trait EI and ADHD symptoms used, self-report assessment of ADHD symptomatology, hence it's a self-reported questionnaire, a chance for getting biased is high (Kristensen et al., 2014).

EI is found to be having a negative effect on internet addiction in previous studies, but in (van Deursen et al., 2015) a recent research they failed to find out the relationship between internet addiction and EI. They stated that there is no influence between both the variables. In Hen and Goroshit's study on academic self-efficacy, procrastination and academic performance of students with LD and without LD, (Hen & Goroshit, 2014). The gender differences and demographic details of participants weren't taken into consideration, which may have affected the finding of the study and hence that cannot be generalized. They should also have brought into the different levels of LD in the study, an absence of that categorization will affect the generalizability of the study.

All the participants in the study (Cuesta-Zamora et al., 2018) on age and gender differences on EI of adults were assessed on samples of Spanish Caucasian, thus like previously discussed issues, it will be different in different cultural and social contexts. While studying the role of trait EI on body dissatisfaction and eating disorder of adolescents ED symptoms researchers used a short version of the Trait Emotional Intelligence Questionnaire, whose subscales have not been psychometrically analyzed in the Spanish version. Due to the long-term nature of evaluation before and after intervention for enhancing EI, the number of participants in both control group and experimental group varied to enhance EI of Spanish adolescents (Viguer et al., 2017). While studying on the association of AEI with angry rumination and aggression in under graduation students (García-Sancho et al., 2016), most of the sample consists of female (191) participants while there were only 52 male participants. As the major researchers say, gender plays a major role on EI of adolescents, the majority of female participants may influence the overall findings of the study. The study to find out a relation between socio-emotional intelligence and sexual risk behavior of adolescent girls (Lando-King et al., 2015), because of its cross-sectional nature, it's not appropriate to assume the obtained relationship between both the variables are causal. Other factors like stress, intelligence, relationship with the partners, etc. are not considered in the study and the sample is from a specific geographical area which all question the generalization of the results. Although for many studies the researchers used quantitative methods for data collection, having a mixed approach will enhance the reliability of data.

Conclusion

EI in adolescents is a much needed area of study. Effective and proper studies will help to resolve many problems during adolescence. Intervention programs and various factors which contribute and affect EI are needed to be addressed. Studies show that having higher EI will lead to academic achievement, life satisfaction, control on aggressive behaviors, etc. it will increase life satisfaction and mental well-being. EI is something which can be enhanced through various types of intervention programs. There are certain limitations in studies conducted prior. By focusing on gaps and resolving gaps of previous studies, the future researchers can understand the underlying

phenomenon of EI and can contribute to the enhancement of EI in adolescents. Thereby, can facilitate the growth of a better and healthy future generation.

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