

Adolescents and Emotions: A Literature Review on the Influence of Emotional Intelligence on Adolescent Mental Well-Being

Rudy Pratama

Master's Program in Educational Technology, Graduate School, Pelita Harapan University

*Corresponding Author

Email: 01669230070@student.uph.edu

Abstract

Trait emotional intelligence is considered an essential aspect that helps adolescents understand and regulate their emotional experiences, especially as adolescence is marked by rapid changes and heightened psychological challenges. This study aims to systematically review empirical findings on the role of trait emotional intelligence in adolescents' mental well-being. The research employed a systematic review design guided by the PRISMA framework, focusing on articles published between 2015 and 2025 in Indonesian or English and involving adolescents aged 13–18. Searches were conducted across major scholarly databases, and fifteen studies met the inclusion criteria. The review indicates that trait emotional intelligence is generally associated with more adaptive psychological outcomes, including better stress management, reduced negative emotional states, and healthier social functioning. Several studies also highlight methodological concerns such as inconsistencies in measurement tools and varied findings across gender. Overall, the results emphasize the importance of trait emotional intelligence as a protective factor for adolescents' mental well-being and suggest the need for future studies with stronger methodological alignment and more consistent measurement.

Keywords: *Adolescents, Emotional Intelligence, Mental Well-being*

INTRODUCTION

The concept of emotional intelligence (EI) has been a major focus of research for more than three decades, with numerous theoretical frameworks proposed and a variety of measurement methods developed. Foundational theoretical contributions, such as the ability model introduced by (Salovey & Mayer, 1990) conceptualized EI as a set of cognitive-emotional abilities involving the perception, understanding, and regulation of emotions. In contrast, the trait model proposed by (Petrides, 2009) positioned EI within the personality domain and emphasized self-perceived emotional abilities. Building on this distinction (Petrides, 2009) demonstrated through empirical validation of the Trait Emotional Intelligence Questionnaire–Adolescent Short Form (TEIQue-ASF) that trait EI is a robust predictor of emotional adjustment in adolescent populations. Similarly, (Mavroveli et al., 2008) found that higher trait EI was associated with better peer relations and lower levels of internalizing problems among secondary school students.

Further longitudinal evidence by (Frederickson et al., 2012) indicated that adolescents with elevated trait EI scores reported greater life satisfaction and lower depressive symptoms over time. A meta-analytic review by (Collie et al., 2016) also confirmed significant associations between trait EI and mental health indicators, including reduced anxiety and improved psychological functioning. More recently, (Sánchez-Álvarez et al., 2016) reported that trait EI contributed uniquely to adolescents' subjective well-being beyond the effects of personality traits and cognitive intelligence. These findings collectively highlight the growing empirical support for trait EI as a significant construct in adolescent psychological research.

Broadly speaking, there are two main models of EI, namely ability EI and trait EI, with trait EI being the primary focus of the present study. Although research on EI continues to grow, adolescents remain a relatively underrepresented population in this field. Adolescence is a critical developmental period during which many factors that influence lifelong psychological well-being undergo significant change (Suswandi & Utomo, 2023). Therefore, it is essential to examine concepts that can support adolescents' psychological well-being, such as trait EI.

Considering the importance of distinguishing between different EI models and the limited research involving adolescent samples, the aim of this study is to explore the existing evidence in the international literature. To this end, the study conducts a systematic literature review based on the classification of adolescent age proposed by (Blos, 1967) which offers a psychoanalytic perspective on adolescent personality development. The objectives of this review are to identify prevailing trends in this area of research and to uncover gaps that warrant further investigation in future studies.

Trait emotional intelligence (trait EI), also referred to as trait emotional self-efficacy, is defined as a constellation of emotion-related perceptions and dispositions that are assessed through self-report measures (Amholt et al., 2020). Trait EI is considered part of the broader personality framework. In adolescents, trait EI comprises four main factors: Well-being, Self-control, Emotionality, and Sociability, which reflect the affective dimensions of their personality. Research has demonstrated that trait EI is strongly associated with personality traits such as neuroticism (negatively) and extraversion (positively), both of which play a substantial role in adolescents' well-being and social functioning (Pérez-González & Sanchez-Ruiz, 2014). Studies have also shown that trait EI has weaker associations with cognitive abilities such as IQ, suggesting that trait EI plays a more prominent role in adolescents' emotional well-being than cognitive ability (Rosdiana et al., 2023).

Further research indicates that trait EI has a wide range of important applications across various domains. In the context of adolescence, trait EI has been shown to have a significant impact on psychological well-being, including reductions in anxiety and depressive symptoms, greater emotional stability, and improved social relationships and socio-emotional competence. Conversely, low levels of trait EI have been associated with maladaptive behaviors, such as bullying and school delinquency (Febriannor et al., 2024), particularly during adolescence.

Adolescence is a crucial transitional period between childhood and adulthood. During this stage, individuals experience rapid physical changes that can influence adolescents' mental and emotional development. These changes often trigger heightened emotional and psychological conflicts (Lauwoe et al., 2022). In addition, adolescence is commonly associated with emotional challenges, such as poor decision-making, weak emotional regulation, and increased vulnerability to mental health disorders (Asnawi & Madlan, 2019). Consequently, trait EI plays a vital role in supporting adolescents' psychological well-being, given its substantial influence on emotion regulation and mental health. Research suggests that trait EI may serve as a protective factor against emotional dysregulation frequently experienced during adolescence (Gardner & Lambert, 2019). Adolescents with higher levels of trait EI tend to report fewer problems related to anxiety and depression and exhibit greater emotional stability. Moreover, trait EI is positively associated with adolescents' ability to cope with stress and to engage effectively in social interactions.

Given the importance of trait EI in supporting adolescents' psychological well-being, this review aims to compile and evaluate existing research on trait EI in adolescents. Specifically, it seeks to examine whether trait EI contributes to adolescents' psychological well-being. By synthesizing relevant studies, this review intends to provide insights into the role of trait EI in promoting adolescents' psychological well-being and to offer directions for future research in this area.

RESEARCH METHODS

This systematic review follows the standards established in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines developed by (Page et al., 2021) (see Figure 1). The PRISMA 2020 statement provides updated evidence-based

guidance to enhance transparency, completeness, and methodological rigor in reporting systematic reviews and meta-analyses. The literature search was conducted across several major academic databases, namely EBSCO (EBSCO Essentials), Google Scholar, Scopus, Web of Science, and American Psychological Association (PsycArticles). These databases were selected because they index high-quality peer-reviewed international journals in psychology, education, and social sciences, ensuring comprehensive coverage of relevant studies. The search employed the following keywords: “trait emotional intelligence” AND “adolescents.” The formulation of keywords was guided by recommendations for systematic search strategies to maximize sensitivity and specificity, as outlined by methodological experts such as (Higgins & Green, 2008) in evidence synthesis research. Eligibility criteria for the search strategy and study selection were clearly defined prior to conducting the search to minimize selection bias and enhance the reproducibility of the review process.

The inclusion criteria for the search strategy were as follows: (a) articles published in English and Indonesian, (b) articles published in peer-reviewed journals, (c) studies published between 2015 and 2025, (d) samples within the adolescent age range (i.e., 13–18 years), and (e) topics relevant to well-being indicators (e.g., trait EI in adolescents in relation to health,

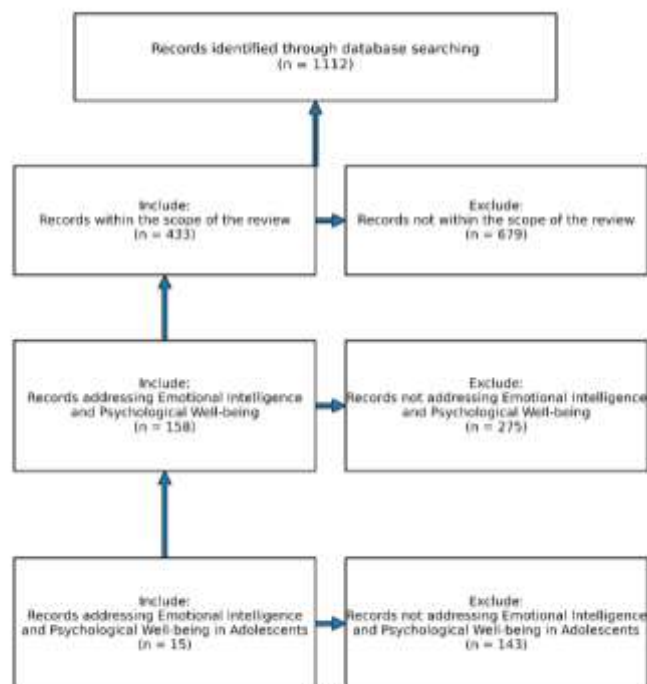


Figure 1. PRISMA Analysis

RESULT AND DISCUSSION

Results

Considering the important role of trait Emotional Intelligence (EI) in adolescents' psychological well-being, this review aims to compile and evaluate a range of studies that focus on trait EI in the context of adolescence. Trait EI is regarded as a factor that can influence how adolescents manage their emotions, psychological states, interact with others, and cope with challenges in their lives. Therefore, a deeper understanding of the contribution of trait EI to

adolescents' psychological well-being is crucial in the context of developing interventions aimed at improving their mental well-being.

This review includes 15 scientific articles published between 2015 and the most recent year, 2025, which were analyzed using a Systematic Literature Review (SLR) method with PRISMA analysis. It is expected that this review will provide more comprehensive insights into how trait EI contributes to supporting adolescents' psychological well-being and offer directions for future research in this field. Accordingly, the findings of this review may serve as a foundation for developing new approaches to understanding and measuring EI, as well as its application in enhancing psychological well-being among adolescents.

Table 1. Results of the Literature Analysis

No	Author(s) (Year)	Focus	Method	Findings	Implications for Future Research
1	(Antoniou et al., 2016)	Trait EI in adolescents and their vocational interests	Cross-sectional	Trait EI showed a low positive correlation with several RIASEC categories	Trait EI can be used to understand vocational interests and career choices among adolescents
2	(Argyriou et al., 2016))	Parenting styles and trait EI in adolescents	Cross-sectional	Trait EI was positively correlated with authoritative parenting and negatively with authoritarian parenting	Authoritative parenting supports the development of trait EI in adolescents
3	(Barberis et al., 2021)	Parental autonomy support and trait EI in the prevention of adolescent depression	Cross-sectional	Trait EI was predicted by parental autonomy support and had a positive impact on adolescent well-being	Parental autonomy support is important in preventing depression and enhancing adolescents' well-being
4	(Cejudo & Latorre, 2015)	Effectiveness of the "Spock" video game in improving EI and psychosocial adjustment in adolescents	Experimental	Trait EI increased significantly after the video game intervention, although the effect size was small	The "Spock" game can be used as an effective intervention to enhance EI in adolescents
5	(Chakraborty, 2016)	The influence of academic motivation on	Cross-sectional	The relationship between trait EI and academic	Academic motivation affects the

		academic achievement and EI in adolescents		achievement was influenced by adolescents' academic motivation	relationship between academic achievement and EI in adolescents
6	(Chen, 2019)	The relationship between trait EI, perceived social support, resilience, and its impact on school choice	Cross-sectional	Trait EI strengthened its relationship with resilience, but showed a weaker relationship with peer social support	Peer social support enhances the relationship between trait EI and adolescent resilience
7	(Hafeez & Habib, 2021)	Gender-based comparison of trait EI levels in adolescents	Cross-sectional	No significant gender differences were found in trait EI levels among adolescents	Gender does not have a significant influence on trait EI levels in adolescents
8	(Delhaye et al., 2013)	Attachment and socio-emotional skills in isolated, depressed, and delinquent adolescents	Cross-sectional	Trait EI was positively correlated with secure attachment and negatively with insecure attachment styles	Trait EI is associated with secure attachment and can be used to understand behavioral problems in adolescents
9	(Farina et al., 2021)	Trait EI and school burnout in high and low alexithymic profiles among adolescents	Cross-sectional	Trait EI was negatively correlated with alexithymia and helped discriminate between high and low alexithymic profiles	Trait EI may help address alexithymia in adolescents and be applied in interventions
10	(Fiorilli et al., 2020)	Trait EI and school burnout: the mediating role of resilience and academic anxiety in high school students	Cross-sectional	Trait EI did not directly predict school burnout but had indirect effects through resilience and academic anxiety	Trait EI functions as a mediator in reducing school burnout via resilience and academic anxiety
11	(Gugliandolo et al., 2015)	Trait EI and behavioral problems in adolescents: a	Cross-informant	Trait EI was negatively correlated with internalizing and	Trait EI reduces behavioral problems and can be used for

		cross-informant design		externalizing behavioral problems	behavioral interventions in adolescents
12	(Gugliandolo et al., 2020)	Trait EI and adolescent body discomfort: contributions of supportive parenting and trait EI	Cross-sectional	Trait EI (Sociality factor) predicted physiological stress reactivity (e.g., increased heart rate) under strong social stressors	Trait EI did not predict psychological stress reactivity
13	(Lea et al., 2023)	Trait EI and behavioral problems in adolescents	Cross-informant	Trait EI was negatively correlated with behavioral problems based on both adolescent self-reports and parent ratings	Trait EI is useful for interventions addressing adolescent behavioral problems from both self and parent perspectives
14	(Chohan & Habib, 2020)	Perceived paternal acceptance as a predictor of EI in adolescents	Cross-sectional	Paternal acceptance significantly predicted adolescents' trait EI	Paternal acceptance is an important factor in supporting positive EI development in adolescents
15	(Kaliská, 2015)	Three types of intelligence and their relationship with academic achievement in adolescents	Cross-sectional	Trait EI and social intelligence showed weak to zero correlations with school grades	Trait EI is important in supporting adolescents' academic achievement and can be optimized in educational development

Discussion

Gender Differences in Trait EI Among Adolescents

Based on the results of the analysis, several studies examining gender differences in trait Emotional Intelligence (EI) among adolescents report varied findings with important implications for future research in this area. Research by (Chohan & Habib, 2020) found no significant differences between male and female adolescents in terms of trait EI levels. This finding is consistent with studies by (Cejudo & Latorre, 2015; Gugliandolo et al., 2020) which also reported no significant gender differences. The implication of these findings is that trait EI is not shaped by gender factors, and interventions aimed at developing EI can be implemented without distinguishing between sexes. This supports further research such as that conducted by (Argyriou et al., 2016) which found that authoritative parenting styles support the development

of trait EI in adolescents, suggesting that social and family factors may play a more influential role than gender differences in shaping adolescents' trait EI.

In contrast to the findings of (Argyriou et al., 2016) some studies indicate that males outperform females in certain EI factors, particularly in self-control. This finding may be linked to the results of (Fiorilli et al., 2020) who emphasized the importance of parental autonomy support in preventing adolescent depression, which is also closely related to emotion regulation abilities. The implication of these findings is that although gender does not have a significant overall effect on trait EI, the role of parents in supporting the development of self-control in adolescents especially males still deserves greater attention. Future research may examine how social support and parenting practices influence trait EI regardless of gender, in order to maximize the potential for EI development among adolescents.

Psychological Constructs and the Influence of Trait EI on Adolescent Well-Being

Based on the results of the analysis, adolescence is identified as a period filled with challenges in psychological development, during which adolescents are particularly vulnerable to risk-taking behaviors and mental health problems. Research by (Petrides, 2009) shows that trait EI is associated with higher levels of risk-taking in deliberative contexts, particularly in aspects such as self-motivation, happiness, and optimism. This finding is consistent with the study by (Petrides & Mavroveli, 2018) which found that trait EI plays an important role in predicting vocational interests and career choices among adolescents. Academic motivation has also been shown to influence the relationship between trait EI and academic achievement in adolescents, as reported by (Chakraborty, 2016). The implication of these findings is that the development of trait EI may serve as an important tool for motivating adolescents to pursue long-term goals, including those related to education and career development.

Trait EI also functions as a protective factor against various mental health problems, as reported by (Asda et al., 2025). The findings of this study highlight the importance of trait EI in protecting adolescents from self-harming behaviors, depression, and suicidal ideation. This evidence is consistent with the findings of (Chohan & Habib, 2020) which show that parental autonomy support can enhance adolescents' well-being and reduce the risk of depression—outcomes that are also closely associated with trait EI. Further research may deepen understanding of how social and emotional support from parents and the broader social environment can strengthen the protective role of trait EI against adolescent mental health problems. In addition, research by (Farina et al., 2021) indicates that trait EI may play a role in addressing problems such as alexithymia, which often contributes to emotional difficulties in adolescents. Therefore, further research on EI-based interventions to address alexithymia and related issues is essential for improving adolescents' emotional well-being.

The Role of Trait EI in Stress Management Among Adolescents

Stress is a significant factor influencing adolescents' psychological well-being, and research suggests that trait EI may play an important role in stress management. A study by (Lea et al., 2023) shows that trait EI, particularly the Sociability factor, can predict physiological reactivity to social stress, such as increased heart rate. This suggests that trait EI may help reduce stress reactivity in highly demanding situations. These findings are also consistent with the results of (Delhaye et al., 2013) which indicate that trait EI is positively associated with secure attachment, which in turn helps adolescents manage social and emotional stress more effectively. The implication of these findings is that interventions aimed at developing trait EI may be used to enhance adolescents' ability to manage stress, which is crucial for their psychological well-being.

Furthermore, research by (Fiorilli et al., 2020) demonstrates that trait EI acts as a mediator in reducing school burnout among adolescents, particularly through resilience and academic anxiety. This suggests that trait EI may help mitigate the impact of academic stress by strengthening adolescents' resilience to academic and emotional pressures. Accordingly, future

research may explore how EI-based interventions can be applied to enhance adolescents' resilience to academic and emotional stress. These findings are also relevant to the study by (Gugliandolo et al., 2020) which found that trait EI can reduce behavioral problems among adolescents, offering additional insight into how effective emotion regulation can reduce behavioral issues that often arise as a result of stress.

The Role of Parents in Adolescents' Trait EI Development

In the context of parenting styles, research by (Argyriou et al., 2016) indicates that authoritative parenting is positively associated with trait EI in adolescents, whereas authoritarian parenting is negatively associated. This finding is consistent with the study by (Chohan & Habib, 2020), which revealed that parental autonomy support is critical for the healthy development of trait EI in adolescents. These studies suggest that supportive parental interactions that provide appropriate structure and guidance can facilitate the development of trait EI, thereby supporting adolescents' psychological well-being. The implication of these findings is the importance of a balanced parenting approach, in which parents provide emotional support and sufficient autonomy for adolescents while maintaining appropriate control to guide them through developmental challenges. Consequently, parent training programs that focus on fostering trait EI may be highly beneficial in helping adolescents manage emotional and psychological difficulties.

In line with this, research by (Chohan & Habib, 2020) on perceived paternal acceptance as a predictor of trait EI highlights the crucial role of fathers in adolescents' emotional development. These findings strengthen the argument that emotional support from both parents can enhance trait EI, which serves as a protective factor against emotional and social problems in adolescence. This body of research provides direction for future studies to further explore the role of parents in supporting the development of trait EI in adolescents, as well as how different parenting styles may influence children's emotional development.

Controversies Regarding Research Findings

Research focusing on trait Emotional Intelligence (EI) in adolescents has produced varied findings, particularly with regard to gender differences and the role of EI in stress management, risk-taking, and mental health problems. A study by (Chohan & Habib, 2020) reported no significant differences between male and female adolescents in levels of trait EI. This finding is consistent with those of (Cejudo & Latorre, 2015; Gugliandolo et al., 2020) which likewise found no significant gender differences. These results suggest that trait EI can be developed similarly across genders, leading to important implications for the development of inclusive EI-based interventions that do not rely on gender distinctions.

However, despite the lack of significant gender differences in several studies, (Argyriou et al., 2016) found that males may outperform females in certain trait EI factors, particularly self-control. This finding indicates that although overall levels of trait EI may not differ significantly by gender, males may exhibit stronger tendencies in specific dimensions, such as self-regulation. The implication is that social support and parenting practices that focus more specifically on fostering self-control may help maximize adolescents' trait EI potential without requiring gender-specific interventions.

Furthermore, the influence of trait EI on adolescents' risk-taking behavior also presents controversial findings. (Argyriou et al., 2016) reported that adolescents with higher levels of trait EI were more likely to engage in risk-taking, particularly because they demonstrated greater motivation and optimism in pursuing their goals. However, the measurement of risk-taking in this study relied on computer-based tasks, which may not fully reflect real-life risk-taking behavior. Consequently, further research is needed to examine how trait EI influences risk-taking in real-life contexts, especially when the risks involved have significant consequences for adolescents' lives. Future studies are expected to clarify whether higher levels of risk-taking

among adolescents with high EI are adaptive or potentially harmful, depending on the context and the stakes involved.

Risk of Bias in the Included Studies

One potential source of bias identified in this review is the mismatch between the theoretical framework employed and the measurement instruments used. For example, (Cejudo & Latorre, 2015) study examining the effectiveness of the “Spock” video game in enhancing adolescents’ trait EI was based on an ability EI model, yet the outcome was assessed using an instrument more appropriate for measuring trait EI as a personality disposition. This inconsistency highlights the importance of alignment between the underlying theoretical framework and the measurement tools applied. The selection of appropriate measurement instruments is crucial for producing valid and interpretable results. Therefore, future studies should ensure consistency between theory and measurement to avoid methodological discrepancies that may affect the interpretation of findings.

In addition, sampling bias represents another important concern. For instance, studies by (Farina et al., 2021) included only female participants, whereas (Milojević et al., 2016) involved only male participants. Such imbalances may introduce bias, particularly if trait EI characteristics differ between males and females. Consequently, it is essential for future research on trait EI to include more diverse and representative samples in order to ensure that findings can be generalized to the broader adolescent population.

Strengths and Limitations of Research in the Reviewed Literature

The studies reviewed demonstrate considerable strengths in illustrating the role of trait EI in supporting adolescents’ psychological well-being. Collectively, they show that trait EI has positive effects on emotion regulation, the reduction of risk behaviors, and the promotion of mental health among adolescents. For example, (Argyriou et al., 2016) found that trait EI plays an important role in protecting adolescents from self-destructive behaviors and mental health problems, such as depression and suicidal ideation. These findings underscore the importance of developing trait EI as a protective factor that can enhance adolescents’ psychological well-being.

Nevertheless, despite these strengths, several methodological limitations are evident. One major limitation concerns the use of measurement instruments that are not always consistent with the theoretical models underpinning the research. This issue highlights the need for greater methodological rigor in selecting measurement tools that are theoretically appropriate and consistent with the EI framework being applied. Future research that carefully aligns theory and measurement is likely to yield more valid and practically applicable findings in the context of trait EI development among adolescents.

Strengths and Weaknesses of This Review

This review provides a comprehensive overview of the role of trait EI in adolescents’ lives by synthesizing findings from a range of existing studies. One of its main strengths lies in its ability to offer in-depth insights into the influence of trait EI on adolescents’ psychological well-being, including emotion regulation, decision-making, and the reduction of risk behaviors. For instance, findings by (Chohan & Habib, 2020) which show that parental autonomy support enhances adolescents’ trait EI, have practical implications for parenting and education. These findings reinforce the argument that social and family environments play a critical role in the development of trait EI, which in turn supports adolescents’ psychological well-being.

However, a key limitation of this review is that several of the included studies employed measurement tools that were not fully aligned with their theoretical frameworks. Such inconsistencies may result in less valid findings and complicate the interpretation of results. Therefore, it is important for future research to ensure that theoretical models and measurement instruments in EI studies are mutually supportive in order to produce more accurate and scientifically robust conclusions.

Directions for Future Research

Further research is needed to deepen understanding of how trait EI can be utilized to support adolescents' psychological well-being. Given the variability in existing findings, future studies should explore in greater depth how trait EI relates to factors such as risk-taking, mental health, and stress management within adolescents' real-life contexts. In addition, the development of trait EI-based interventions that can be implemented across different settings such as families, schools, and communities is essential. More in-depth research on the role of trait EI across diverse social and cultural contexts will be particularly valuable for maximizing its positive impact on adolescents' psychological well-being.

CONCLUSION

Based on a review of various studies on trait Emotional Intelligence (EI) in adolescents, it can be concluded that trait EI plays a crucial role in supporting adolescents' psychological well-being, including the management of stress, behavioral problems, and mental health. Research indicates that trait EI can protect adolescents from self-destructive behaviors, depression, and anxiety, and also contributes to the development of secure attachment. Nevertheless, some findings suggest that excessively high levels of EI may also have maladaptive potential, highlighting the importance of optimizing trait EI rather than merely increasing it.

The implications for future research should focus on the development of EI-based interventions, particularly those integrated into parenting practices and educational settings, to enhance adolescents' psychological well-being. In addition, it is important to further explore the role of social support and parenting styles in influencing the development of trait EI, without distinguishing between genders. Future studies should also ensure alignment between EI theories and the measurement instruments used, and incorporate longitudinal designs to evaluate the long-term effects of trait EI on adolescent development.

REFERENCES

- Amholt, T. T., Dammeyer, J., Carter, R., & Niclasen, J. (2020). Psychological Well-Being and Academic Achievement among School-Aged Children: A Systematic Review. *Child Indicators Research*, 13(5), 1523–1548. <https://doi.org/10.1007/s12187-020-09725-9>
- Antoniou, A.-S., Kaprara, N., & Drosos, N. (2016). The relationship between trait emotional intelligence and vocational interests of Greek 10th and 11th grade students. *Psychology*, 7(04), 523–532.
- Argyriou, E., Bakoyannis, G., & Tantaros, S. (2016). Parenting styles and trait emotional intelligence in adolescence. *Scandinavian Journal of Psychology*, 57(1), 42–49. <https://doi.org/10.1111/sjop.12266>
- Asda, E. F., Dasna, I. W., Parlan, P., & Suharti, S. (2025). The role of inquiry learning in enhancing creativity generating ideas from a self-efficacy perspective. *Eurasia Journal of Mathematics, Science and Technology Education*, 21(5), em2628. <https://doi.org/10.29333/ejmste/16276>
- Asnawi, A. A., & Madlan, L. (2019). Kemahiran pengurusan stres dalam kecerdasan emosi dan hubungannya dengan kepuasan hidup remaja. *Jurnal Psikologi Malaysia*, 33, 1–11.
- Barberis, N., Gugliandolo, M. C., Costa, S., & Liga, F. (2021). How parental autonomy support prevent from adolescents' depression and low self-esteem: A mediational model with trait

- Emotional Intelligence. *Mediterranean Journal of Clinical Psychology*, 9(1).
<https://cab.unime.it/journals/index.php/MJCP/article/view/2898>
- Blos, P. (1967). The Second Individuation Process of Adolescence. *The Psychoanalytic Study of the Child*, 22(1), 162–186. <https://doi.org/10.1080/00797308.1967.11822595>
- Cejudo, J., & Latorre, S. (2015). Efectos del videojuego Spock sobre la mejora de la inteligencia emocional en adolescentes. *Electronic Journal of Research in Educational Psychology*, 13(2), 319–342.
- Chakraborty, R. (2016). Influence of Academic Motivation on Academic Achievement and Emotional Intelligence in Secondary School Students. *International Journal of Applied Research and Studies*, 5(5). <https://doi.org/10.20908/ijars.v5i4.10685>
- Chen, S. (2019). Chinese Adolescents' Emotional Intelligence, Perceived Social Support, and Resilience—The Impact of School Type Selection. *Frontiers in Psychology*, 10, 1299. <https://doi.org/10.3389/fpsyg.2019.01299>
- Chohan, S. H., & Habib, H. A. (2020). Emotional intelligence in adolescents: A gender based comparison. *Journal of Pakistan Psychiatric Society*, 17(01), 30–33.
- Collie, R. J., Martin, A. J., Papworth, B., & Ginns, P. (2016). Students' interpersonal relationships, personal best (PB) goals, and academic engagement. *Learning and Individual Differences*, 45, 65–76. <https://doi.org/10.1016/j.lindif.2015.12.002>
- Delhaye, M., Kempnaers, C., Stroobants, R., Goossens, L., & Linkowski, P. (2013). Attachment and Socio-Emotional Skills: A Comparison of Depressed Inpatients, Institutionalized Delinquents and Control Adolescents. *Clinical Psychology & Psychotherapy*, 20(5), 424–433. <https://doi.org/10.1002/cpp.1787>
- Farina, E., Pepe, A., Ornaghi, V., & Cavioni, V. (2021). Trait Emotional Intelligence and School Burnout Discriminate Between High and Low Alexithymic Profiles: A Study With Female Adolescents. *Frontiers in Psychology*, 12, 645215. <https://doi.org/10.3389/fpsyg.2021.645215>
- Febriannor, M., Syakarofath, N. A., Widyasari, D. C., & Karmiyati, D. (2024). The role of emotional intelligence toward internalizing and externalizing problems in adolescents. *Gadjah Mada Journal of Psychology (GamaJoP)*, 10(1), 42–48.
- Fiorilli, C., Farina, E., Buonomo, I., Costa, S., Romano, L., Larcán, R., & Petrides, K. V. (2020). Trait emotional intelligence and school burnout: The mediating role of resilience and academic anxiety in high school. *International Journal of Environmental Research and Public Health*, 17(9), 3058.
- Frederickson, N., Petrides, K. V., & Simmonds, E. (2012). Trait emotional intelligence as a predictor of socioemotional outcomes in early adolescence. *Personality and Individual Differences*, 52(3), 323–328.
- Gardner, A. A., & Lambert, C. A. (2019). Examining the interplay of self-esteem, trait-emotional intelligence, and age with depression across adolescence. *Journal of Adolescence*, 71, 162–166. <https://doi.org/10.1016/j.adolescence.2019.01.008>
- Gugliandolo, M. C., Costa, S., Cuzzocrea, F., Larcán, R., & Martino, G. (2020). Adolescents and Body Uneasiness: The Contribution of Supportive Parenting and Trait Emotional Intelligence. *Journal of Child and Family Studies*, 29(9), 2453–2462. <https://doi.org/10.1007/s10826-020-01779-1>
- Gugliandolo, M. C., Costa, S., Cuzzocrea, F., Larcán, R., & Petrides, K. V. (2015). Trait emotional intelligence and behavioral problems among adolescents: A cross-informant design. *Personality and Individual Differences*, 74, 16–21. <https://doi.org/10.1016/j.paid.2014.09.032>
- Hafeez, S., & Habib, H. A. (2021). Perceived paternal acceptance as predictor of emotional intelligence in adolescents. *Research Journal of Social Sciences and Economics Review*, 2(3), 136–142.

- Higgins, J. P., & Green, S. (Eds). (2008). *Cochrane Handbook for Systematic Reviews of Interventions: Cochrane Book Series* (1st edn). Wiley.
<https://doi.org/10.1002/9780470712184>
- Kaliská, L. (2015). Three types of intelligences and their relationship to students' school performance. *The New Educational Review*, 41(3), 275–286.
<https://doi.org/10.15804/tner.2015.41.3.22>
- Lauwoe, I. A., Folamauk, C. L. H., Setiawan, I. M. B., & Kareri, D. G. R. (2022). The Relationship Between Parents' Communication With Students Towards Emotional Intelligence In The First Year Of The Faculty Of Medicine Undana. *Cendana Medical Journal*, 10(2), 262–273.
- Lea, R., Davis, S. K., Mahoney, B., & Qualter, P. (2023). Do emotionally intelligent adolescents flourish or flounder under pressure? Linking emotional intelligence to stress regulation mechanisms. *Personality and Individual Differences*, 201, 111943.
<https://doi.org/10.1016/j.paid.2022.111943>
- Mavroveli, S., Petrides, K. V., Shove, C., & Whitehead, A. (2008). Investigation of the construct of trait emotional intelligence in children. *European Child & Adolescent Psychiatry*, 17(8), 516–526. <https://doi.org/10.1007/s00787-008-0696-6>
- Milojević, S., Altaras Dimitrijević, A., Jolić Marjanović, Z., & Dimitrijević, A. (2016). Bad past, gloomy future: The trait emotional intelligence profile of juvenile offenders. *Personality and Individual Differences*, 94, 295–298. <https://doi.org/10.1016/j.paid.2016.01.040>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Pérez-González, J. C., & Sanchez-Ruiz, M.-J. (2014). Trait emotional intelligence anchored within the Big Five, Big Two and Big One frameworks. *Personality and Individual Differences*, 65, 53–58.
- Petrides, K. V. (2009). Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue). In J. D. A. Parker, D. H. Saklofske, & C. Stough (Eds), *Assessing Emotional Intelligence: Theory, Research, and Applications* (pp. 85–101). Springer US.
https://doi.org/10.1007/978-0-387-88370-0_5
- Petrides, K. V., & Mavroveli, S. (2018). Theory and applications of trait emotional intelligence. *Psychology: The Journal of the Hellenic Psychological Society*, 23(1), 24–36.
- Rosdiana, Y., Leki, S. T., & Purnawati, T. A. (2023). The Relationship Of Family Affective Function To Adolescent Emotional Intelligence In Rt 13 Rw 06 Kota Lama Malang. *SCIENTIFIC JOURNAL OF ALTRUISTIC NURSING*, 6(1), 7–15.
<https://doi.org/10.48079/jikal.v6i1.95>
- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Sánchez-Álvarez, N., Extremera, N., & Fernández-Berrocal, P. (2016). The relation between emotional intelligence and subjective well-being: A meta-analytic investigation. *The Journal of Positive Psychology*, 11(3), 276–285.
<https://doi.org/10.1080/17439760.2015.1058968>
- Suswandi, T. N., & Utomo, P. (2023). The Effect of Emotional Intelligence on the Quality of Social Media use among Adolescent. *INSPIRATIF: Journal of Educational Psychology*, 2(1), 6–10.