

INFLUENCE OF EMOTIONAL INTELLIGENCE ON TEENAGERS' CONTENTMENT: INVESTIGATING THE MEDIATING INFLUENCE OF SELF-ESTEEM

Hassan Imran^{1*}, Shahid Nadeem², Tayyaba Ahmed³

¹Riphah International University Faisalabad Campus, Pakistan

²Department of Management Science, University of Central Punjab Lahore, Pakistan

³National University of Modern Languages Faisalabad Campus, Pakistan

Abstract. The study investigates relationship among the self-esteem, emotional intelligence (EI) and life satisfaction among adolescents within the framework of positive psychology. Historically, research has often focused on human flaws, neglecting the strengths and positive aspects of psychology. Adolescence is a critical developmental stage marked by profound changes, making it crucial to understand how factors of the study variables during this period. Study sample $n=157$ from Government schools and colleges in Faisalabad city participated in the study. For measuring the study variables, the Emotional Intelligence Questionnaire Adolescents Short Form, Rosenberg Self-Esteem Scale and Satisfaction with Life Scale used for measuring the study variables, respectively. Statistical analyses revealed a noteworthy positive relationship between the study variables among adolescents. Conversely, self-esteem did not mediate this relationship. These findings contribute to understanding the complex dynamics between emotional intelligence, self-esteem and life satisfaction in adolescents, emphasizing the importance of emotional intelligence for promoting well-being during adolescence. The study suggests implications for future research, including the need for larger and more varied illustrations, longitudinal studies to discover causal relationships and the expansion of interventions to improve emotional intelligence in adolescents for improved well-being. This research contributes to the growing body of existing researches on positive psychology and adolescent development, highlighting the significance of emotional intelligence in fostering life satisfaction.

Keywords: *Emotional Intelligence, self-esteem, life psychological, well-being, trait, mediating role.*

Corresponding Author: Hassan Imran, Riphah International University Faisalabad Campus, Pakistan, e-mail: hassanimran332@gmail.com

Received: 14 March 2024;

Accepted: 6 May 2024;

Published: 11 June 2024.

1. Introduction

In the past, most of the attention of the researchers was spent on studying the flaws, deprivations and problems of human life, while positive psychology was left behind for a long time and no attention was paid to the strength of the human being (Pemberton & Wainwright, 2014). Nowadays, the interest of researchers is increasing significantly in the research on positive psychology. The main purpose of which is to somehow improve the mental health of individuals (Shankland & Rosset 2017).

*How to cite (APA):

Hassan, I., Nadeem, S. & Ahmed, T. (2024). Influence of emotional intelligence on teenagers' contentment: Investigating the mediating influence of self-esteem. *Socium*, 1(2), 128-138
<https://doi.org/10.62476/soc12127>

This school of thought has a deep involvement in improving the psychological health of a person. Emotional intelligence, life satisfaction, self-esteem, resilience, subjective well-being and optimism are the major construct, studied under positive psychology. The reason of existing research was to provide evidence that to what level does emotional intelligence play a role in determining a person's level of satisfaction and does a person's self-esteem directly or indirectly influence the life satisfaction. Adolescence is a very critical stage in human development, present in between childhood to adulthood. During adolescents many changes take place in an individual, including psychological, physical, social (Darjan *et al.*, 2020) body size, height, voice and growth of primary and secondary sex organs (Diem-Wille 2021).

Many things happen during adolescence that form the basis of what you think or how you live later in life (Ross *et al.*, 2020) For example, people in this age group who live in anxious state of mind or struggle to control their impulses, if they do not solve these problems in a good way, they will be in the same struggle and struggle for the rest of their lives (Kessler *et al.*, 2005). Such people are not able to live their life in a better way and suffer from some psychological problems or other issues throughout their life. In this regard, the emotional intelligence of any individual has inordinate influence in his life. Different research findings show that the level and quality of emotional intelligence determines how well a person can deal with life's difficulties, struggle and overcome these problems as well (Petrides & Mavroveli, 2018).

An important aspect of the search for this discovery was the research on life satisfaction, began to explore what elements in the lives of people in adolescence make them feel satisfied, for example supportive friends or family who share their sorrows (Diener *et al.*, 2022) or their emotional intelligence (Ramos *et al.*, 2019).

Diener (1984) claimed that the life satisfaction is cognitive valuation of persons attitudes, feelings and behaviors by his or her own self. Shin and Johnson (1978) described the life satisfaction in terms of person's global appraisal of excellence of existence according to their own criteria of achievement. Morale is also an alternate term used by Lawton (1983) for describing life satisfaction.

Emotional intelligence (EI), referred to as the person's perception of emotional experiences, clarity and attention (Salovey *et al.*, 2002), which considered an important factor or predictor of subjective wellbeing and health (Dambi *et al.*, 2018). Different researchers defined emotional intelligence in different ways. According to Mayer and Salovey (1997) the E.I is distinct as "the capability to recognize the right of entry, understand and appraise the situation and then generate, regulate and express the emotional reactions". Goleman (1995) defined emotional intelligence as an interfering or facilitating agent over all other abilities.

In the past, people believed that success in various fields of life depends on a person's IQ, but with the passage of time, researchers have proven that a person's emotional intelligence is the main and important component of his success in life. The E.I significance an important role in a person's emotional well-being to the way he or she builds or manages relationships with others. People with high levels of emotional intelligence also perform well at their jobs and their relationships with others are good, healthy and long-lasting. A person with high emotional intelligence not only thinks creatively, but also solves the problems presented in life with foresight and intelligence in a better way than others (Kannaiah *et al.*, 2015). Moreover, in order to show the best performance in any organization and to make the organization successful, it is necessary

that the people working in it and managing it have better emotional intelligence skills (Kumar, 2020).

In the discipline of Psychology, self-esteem used to evaluate the human being's significance by his or her own self, which show the way to formation of an approach regarding people self, which may be positive or negative depends on their personal evaluation of their own self. People those rate their self in positive, having high self-esteem, leads to high self-worth as compare to those, who rate their own self in negative way. A person's assessment of his own attitudes and abilities is called his sense of worth (Rosenberg, 1965).

The elevated sense of worth is extremely imperative for adolescents for the reason that it helps them grow and develop and encourages them to show good behavior. People with high level of self-esteem have good experiences in life, have good mental and physical health and also have better relationships with other people than people with low self-esteem (Peng, 2019).

Many researches claimed about the connection of E.I by means of life approval such as according to Palmer et al. (2002), E.I is closely related with life satisfaction. According to Jain (2023) research results which he conducted on women in Mumbai, emotional intelligence has a moderate relationship ($r = .34$) with life satisfaction. Moreover, in addition to this, conflicting results have also been seen regarding the association flanked by E.I and the life satisfaction, for example, according to the findings of Jindal et al. (2022), there is no direct relationship among emotional intelligence and life satisfaction seen and according to the same study findings, E.I is closely related with self-esteem as well.

In addition Schutte et al. (1998), Dawda and Hart (2000) found positive link of E.I with the study variable life satisfaction and negative relationship with loneliness. Numerous studies conducted by different authors in organize to elucidate the degree of extrapolative importance of emotional intelligence in person's life satisfaction. For instance, Extremera & Fernández-Berrocal (2005) discovered that emotional intelligence is positively connected with quality of life and work performance and inversely related with depression.

When emotional intelligence links with person's dealings, social relationships and life successes, it contributes to develop a strong and wise personality. According to van Heck and Oudsten (2008) many studies focus on predictive relationships of emotional abilities with other domains of life likewise the health, quality of interpersonal relationships and psychological well-being.

A huge research body exists on adult emotional intelligence, but very few studies cover important concept of emotional intelligence in adolescents, which is considered as important transactional period in human development hierarchy. However existing research findings claimed significance predictive role of emotional intelligence in constructive and pessimistic effects, emotional, social and psychological health among adolescents (Extremera *et al.*, 2007). Fernandez et al. (2006) claimed same findings regarding relationship between emotional intelligence and other psychological components like depression and anxiety etc.

The rationale of this research is to discover and look at E.I and other realities working beyond the direct link of emotional intelligence and life satisfaction. Matthews, et al. (2002) claimed that in between the direct link of emotional intelligence with well-being many latent systems work. Self is one of them. Sense of self is an important mechanism in human being. Person's sense of self may work as an innate mediating

mechanism in determining quality of life. Rosenberg (1965), proposed that Self-worth, self-esteem, self-acceptance and self-confidence considered playing mediating role in relation among E.I and the life satisfaction.

The E.I is significantly associated with mood and self-esteem. Higher emotional intelligence contributes in positive mood, upper level of psychological well-being and positive sense of self. Higher level of E.I is also associated with healthy mental state of a person. People with elevated emotional intelligence can manage the emotions in appropriate way. They perceive, recognize, understand, interpret and regulate emotions which promote the healthy style of survival (James, 1983). Several studies claimed that self-esteem has a constructive association with emotional functioning and other predictor of life satisfaction and negatively associated with pathological markers e.g., anxiety, depression which devastate the subjective quality of life (Tennen & Herzberger, 1987; Greenberg *et al.*, 1992).

Self-confidence, self-worth and self-achievement are key ingredients for effectual personal functioning. Studies discussing the link of personality traits with similar contents of life satisfaction e.g., happiness, well-being and psychopathology provide significant support to the idea of mediating role of among self-esteem and satisfaction (Chang, 2021). Emotionally intelligent people utilize the capability to deal with threading and demanding circumstances regarding social, occupational, familial and other issues of life (Schutte *et al.*, 2002). This state of self might improve the person's level of life satisfaction.

Research Questions

- Would the E.I is positively associated to the satisfaction among adolescents?
- Would the Self-esteem play a mediating role in relationship among emotional intelligence and life satisfaction?

Hypothesis

H1: There may be positive relationship among E.I and the Life Satisfaction among Adolescents

H2: There may be positive relationship among E.I and the self-esteem in adolescents.

H3: Self-esteem may play as a mediator in relationship among E. I and satisfaction.

Rationale

Adolescence is a very critical and important part of any person's life, in which many changes take place in an individual. Knowing the level to which E.I is associated to life satisfaction and self-esteem at this age and how these variables relate to each other at this critical age point, is very important. Emotional intelligence helps us understand and manage our feelings, while self-esteem refers to how much we give value ourselves and both of these things i.e. E.I and the self-esteem influence person's life satisfaction.

Although, these variables are closely related in all age groups, but adolescence is the age group where their relationship becomes even more important. We do not know how all of these constructs or variables relate to each other. Basing on the result of this research work, we may design program containing the required skills to improve the emotional intelligence of teenagers. In which the adolescence's emotional intelligence can be improved as a result of which they can develop positive attitudes and thinking about themselves which will automatically lead to satisfaction in their lives.

2. Methodology

Participants

One hundred and fifty-seven participants (94 males & 63 females) between age 14 to 18 years with the mean age of 16.10 years and standard deviation 1.37 were recruited for present study. Participants were selected from different government schools and colleges of Faisalabad city through mixed sampling procedure. Participants with any physical and psychological disability were not included in this study.

Instruments

Demographic information sheet, attributes of the E.I questionnaire adolescents short form, Self-esteem scale of Rosenberg and Satisfaction with life scale were administered in order to determine participant's demographic characteristics and levels of self-esteem, emotional intelligence and life satisfaction respectively. All data collection scales were applied in Urdu language.

Demographic Information Sheet (DIS)

The demographic data sheet is self-developed sheet as per requirement of present study. It is comprised of age, gender, education, family structure, family income, parent's age and job status, family income and disability status of participants.

Emotional Intelligence Attributes Questionnaire Adolescents Short Form (EIAQ)

This is a self-report inventory comprised of 30 items. It is a short description of trait E.I questionnaire long form. It is comprised of 15 subscales. Participants responded on 7 points Likert arrangement type from agree to strongly disagree (Petrides & Furnham, 2003).

RSES Scale

Rosenberg self-esteem scale Urdu version is 10 items scale used to evaluate global self-esteem level. It is a self-report inventory. Participants answered on 4-point Likert scale from strongly agree to strongly disagree. Increasing level of scores indicated higher level of self-esteem (Rosenberg, 1965).

Satisfaction with Life Scale (SWLS)

Satisfaction with life scale was applied to measure person's level of international life satisfaction. It consists of 5 items. Items scores on 5-point Likert scale from strongly disagree to strongly concur. It is a self-report inventory, reported two weeks test-retest reliability of .82 and chronbach alpha of .87 (Diener *et al.*, 1985).

Procedure

Data was collected from different government academic institutions of Faisalabad city. Appointment was taken via telephone calls from the heads of selected institutions for meeting. At the given time researcher met the concerned authorities of host institutions and got written permission for data collection. After getting permission, researcher approached the students in classes. Initially, purpose of research was described to students and assured them the matter of confidentiality that information given by participants will be kept confidential. All scales were administered in group settings during normal class periods with the help of class teachers. Same procedure was applied for data collection in all institutes. Participants were included on voluntary basis and no material incentive was given to the participants for their participation in this study. A token of appreciation was paid to participants by saying them thanks for their contribution of precious time in existing research.

Statistical Analysis

Pearson product moment of coefficient of correlation, Sobel test and multiple regression were used to measure the direct relation among E.I and life satisfaction and mediating role of self-esteem in association between E.I and life satisfaction among adolescence. SPSS (V.27) was utilized for data analysis.

3. Results

Table 1. Descriptive Statistics

Demographic Characteristics of Participants (N=157)

Age in years	
Mean	16.10
SD	1.37
Gender	
	n(%)
Boys	94 (59.9)
Girls	63 (40.1)
Family Structure	
Nuclear	109
Joint	48

Table 1 indicates the demographic characteristics of samples of the current study i.e. No. of adolescents participated in this study $n = 157$ an age range of 14-18 ($M = 16.10$ $SD = 1.37$) including 63 girls and 94 boys participated in the sample.

Table 2. Descriptive Analysis (Mean and Standard Deviation of Study Variables)

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
EI	157	141.39	25.08
SE	157	19.57	4.20
LS	157	17.46	3.74

EI: Emotional intelligence; SE: Self-Esteem; LS: Life Satisfaction

Table 2 also shows mean scores and standard deviation for emotional intelligence, life satisfaction and self-esteem scales. Participants mean score on emotional intelligence scale ($M = 141.39$, $SD = 25.08$), Self Esteem ($M = 19.57$, $SD = 4.20$) and on Life Satisfaction ($M = 17.46$, $SD = 3.74$).

Table 3. Correlation among Study Variables

<i>Variable</i>	<i>EI</i>	<i>SE</i>	<i>LS</i>
EI	--	.40	.31
SE		----	.16
LS			----

Table 3 shows the intercorrelation among variables of study i.e. emotional intelligence, self-esteem and life satisfaction. As findings showed that Emotional

Intelligence has significant relationship with Self Esteem $r = .40$, $p < .05$ and with Life Satisfaction $r = .31$, $p < .05$. Moreover, table shows that Self-Esteem has weak correlation with Life Satisfaction as $r = .16$, $p < .05$.

Table 4. Summary of Linear Regression Analysis with Emotional Intelligence as a predictor of Self-Esteem among Adolescents

Predictor	R ²	B	t	Sig
	.39	.39	5.41	.000***

P < .05

Table 4 shows that E.I contributes 39% self-esteem which is a mediator in relationship between E.I and Life Satisfaction among adolescents.

Table 5. Variance in Life Satisfaction (criterion variable) due to the E.I and Self-Esteem (Predictors)

Predictors	R	R ²	Adjusted R ²
	.399	.159	.153

Table 5 shows that E.I and Self Esteem contributes 15% in Life Satisfaction.

Table 6. Summary of Multiple Regression Analysis with E.I and Self-Esteem as Predictors of Life Satisfaction among Adolescents

Predictor	B	Standard Error	t	Sig
EI	.44	.012	3.53	.001
SE	.41	.74	.549	.584

P < .05

Table 6 shows that Emotional Intelligence is significant predictor of life satisfaction $t = 3.53$, $p < .05$ and Self Esteem is not a significant predictor of Life Satisfaction as $t = .54$, $p < .05$.

Sobel Test

There is no evidence found of relationship between emotional intelligence and life satisfaction via self-esteem. Sobel test results displayed that E.I is not indirectly link through life satisfaction via self-esteem.

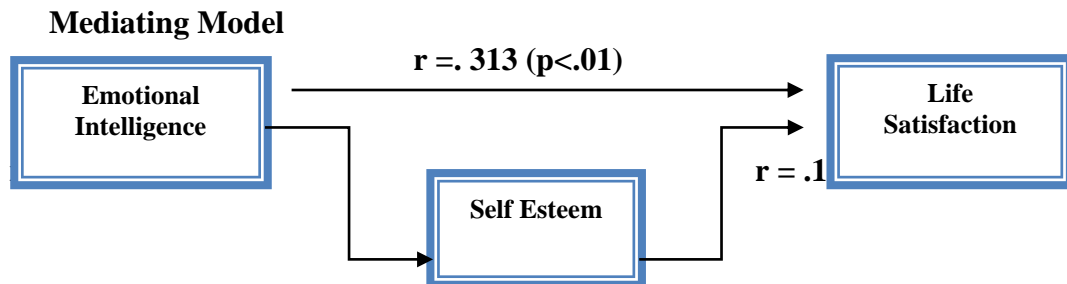


Figure 1. Mediating Model

4. Discussion

This chapter is based on discussion and interpretation of statistical analysis done for evaluating the research questions of present study. Numerous researches have been conducted by different researchers to explore the association between E.I and life satisfaction. This study comprised of two main objectives: 1) To verify the previous findings on relationship between emotional intelligence and life satisfaction among adolescents; 2) In an extension of previous findings, to investigate that either self-esteem plays a mediating role among emotional intelligence and life satisfaction among adolescents is there or not.

As our first research questions that “Would E.I is positively correlated to life satisfaction among adolescents? Findings of this study claimed positive relationship ($r = .45$, $p < .05$) between E.I and life satisfaction. Present research findings supported the findings of previous studies on the link between E.I and life satisfaction among adolescents. Results of study are also consistent with prior researches as Schutte et al. (1998), Dawda and Hart (2000), Martinez-Pons (1997). Connection between emotional intelligence with life satisfaction is reasonable and logically understandable because emotional intelligence is strongly related with psychological, social, emotional and behavioral indicators; which is considered as strongly associated to satisfaction with life of human being. Better emotional intelligence is a key determinant of positive psychological well-being as different research findings explored, e.g., emotional intelligence is positively associated with self-esteem (Riaz *et al.*, 2009) academic success (Imran *et al.*, 2010) and negatively related to Stress (Ciarrochi *et al.*, 2002) depression (Riaz *et al.*, 2009). These psychological and social indicators may effect and take part in determining person’s level of life satisfaction. People who have high level of emotional intelligence may deal with daily life hazels and stressful situations more intelligently, patiently and in an optimistic way. This tendency may contribute to good mental health, which leads to happiness and life satisfaction. Martinez-Pons (1997) also claimed association between emotional intelligence with life satisfaction. Riaz et al. (2009) claimed that people who have high level of emotional intelligence lead their lives more satisfactorily as compare to those who have low standard of E.I.

The major finding of the research as research question 2 that either self-esteem plays a mediating role in association among emotional intelligence and satisfaction among adolescence is questioned the previous research findings as Rey et al. (2021) claimed. Our findings explored direct affiliation among emotional intelligence and life satisfaction ($r = .45$, $p > .05$) and no evidence found that self-esteem play as a bridge in between relationship of emotional intelligence with life satisfaction as results of Sobel test claimed. According to mediation model of current study emotional intelligence is significantly linked with mediator ($r = .399$), but in next step self-esteem is not significantly associated with life satisfaction ($r = .163$). Furthermore, findings of current study claimed that direct link between emotional intelligence and life satisfaction is more significant than indirect link between both variables (via self-esteem). No doubt self-esteem is an important ingredient of human psychological wellbeing, but it many also important that emotional intelligence play a strong role in determining life satisfaction as compare to self-esteem. Further studies are also recommended in this debatable question

Limitations and Further Suggestions

While the observing the affiliation of E.I with adolescents' life satisfaction in this study and further studied the function of self-esteem as a mediator in between emotional

intelligence and life satisfaction. Some limitations or shortcomings were identified such as the sample size was small and not very diverse, due to which the judgments may not be generalizable to all adolescent inhabitants. Another limitation was to use of self-report measures or questionnaires to assess people's attitudes and feelings about themselves was used due to which there were a chance of occurrence of biasness and because of the limited response options, participants were not able to fully describe their opinions or attitudes about themselves. Also, since the study design was cross-sectional, the cause-and-effect relationship between the variables cannot be explained. Moreover, future studies should address the above limitations by keeping in mind the following points, for example, the sample size should be large, the sample should be selected from a diverse population and appropriate research methods should be used to collect data from the participants. Furthermore, a longitudinal research design should be used to examine the complex relationship among emotional intelligence, self-esteem and the satisfaction.

5. Conclusion

The purpose of the present study was to investigate the role of self-esteem as a mediator in relationship between emotional intelligence and life satisfaction among the adolescents. Sample was consisted of n=157 participants, selected from different educational institutions of Faisalabad city. Trait E.I questionnaire short form, Rosenberg Self Esteem Scale and Satisfaction with Life Scale were used in order to assess the emotional intelligence, self-esteem and life satisfaction among adolescents. Findings of study claimed that E.I has significant direct relationship with life satisfaction. Further more emotional intelligence also significantly associated with self-esteem. Apart from that, self-esteem is not mediating the relationship between E.I and life satisfaction among the adolescents.

References

- Cameron, J.J., Granger, S. (2019). Does self-esteem have an interpersonal imprint beyond self-reports? A meta-analysis of self-esteem and objective interpersonal indicators. *Personality and Social Psychology Review*, 23(1), 73-102.
- Ciarrochi, J., Deane, F.P. & Anderson, S. (2002). Emotional intelligence moderates the relationship between stress and mental health. *Personality and Individual Differences*, 32(2), 197-209.
- Dambi, J.M., Corten, L., Chiwaridzo, M., Jack, H., Mlambo, T. & Jelsma, J. (2018). A systematic review of the psychometric properties of the cross-cultural translations and adaptations of the Multidimensional Perceived Social Support Scale (MSPSS). *Health and Quality of Life Outcomes*, 16, 1-19.
- Darjan, I., Negru, M. & Ilie, D. (2020). Self-Esteem--The decisive difference between bullying and assertiveness in adolescence? *Journal of Educational Sciences*, 21, 19-34.
- Dawda, D., Hart, S.D. (2000). Assessing emotional intelligence: Reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i) in university students. *Personality and Individual Differences*, 28(4), 797-812.
- Diem-Wille, G. (2021). Psychoanalytic Perspectives on Puberty and Adolescents: The Inner World of Teenagers and their Parents. *Taylor & Francis*.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575.
- Diener, E., Emmons, R.A., Larsen, R.J. & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), 71-75.

- Diener, E., Seligman, M.E., Choi, H. & Oishi, S. (2018). Happiest people revisited. *Perspectives on Psychological Science*, 13(2), 176-184.
- Extremera, N., Durán, A., & Rey, L. (2007). Perceived emotional intelligence and dispositional optimism–pessimism: Analyzing their role in predicting psychological adjustment among adolescents. *Personality and Individual Differences*, 42(6), 1069-1079.
- Extremera, N., Fernández-Berrocal, P. (2005). Perceived emotional intelligence and life satisfaction: Predictive and incremental validity using the Trait Meta-Mood Scale. *Personality and Individual Differences*, 39(5), 937-948.
- Fernández-Berrocal, P., Alcaide, R., Extremera, N. & Pizarro, D.A. (2006). The role of emotional intelligence in anxiety and depression among adolescents. *Individual Differences Research*, 4, 16-27.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More than IQ*. New York: Bantam Books.
- Greenberg, J., Solomon, S., Pyszczynski, T., Rosenblatt, A., Burling, J., Lyon, D. & Simon, L. (1992). Why do people need self-esteem? Converging evidence that self-esteem serves an anxiety-buffering function. *Journal of Personality and Social Psychology*, 63, 913-922.
- Imran, H., Riaz, Z. & Mehmood, T. (2010). Exploring determinants of academic achievement among college students of age between 16-18 years. *Pakistan Journal of Psychology*, 41(1), 77-92.
- Jain, D. (2015). Emotional Intelligence & its relationship with life satisfaction. *Journal of Management*, 8(1), 61-63.
- James, W. (1983). *The Principles of Psychology*. Cambridge, MA: Harvard University Press.
- Jindal, M., Jindal, J. & Tayal, Y. (2022). Correlation between emotional intelligence, self-esteem and life satisfaction among adolescents. *Educational Research (IJM CER)*, 5(1), 96-103.
- Kannaiah, D., Shanthi, R. (2015). A study on emotional intelligence at work place. *European Journal of Business and Management*, 7(25), 147-154.
- Kessler, R.C., Berglund, P., Demler, O., Jin, R., Merikangas, K.R. & Walters, E.E. (2005). Lifetime prevalence and age of onset distributions of DSM-IV disorders in the national comorbidity survey replication. *Archives of General Psychiatry*, 62(6), 593–602. <https://doi.org/10.1001/archpsyc.62.6.593>
- Kumar, M. (2020). A study on the emotional intelligence of higher secondary school students. *Shanlax International Journal of Education*, 8(3), 114-119.
- Lawton, M.P. (1983). Environment and other determinants of well-being in older people. *Gerontologist*, 23(4), 349-357.
- Lyubomirsky, S., Tkach, C. & DiMatteo, M.R. (2006). What are the differences between happiness and self-esteem? *Social Indicators Research*, 78, 363-404.
- Martinez-Pons, M. (1997). The relation of emotional intelligence with selected areas of personal functioning. *Imagination, Cognition and Personality*, 17(1), 3-13.
- Matthews, G., Zeidner, Z. & Roberts, R.D. (2002). *Emotional Intelligence: Science and Myth*. Cambridge, MA: MIT Press.
- Mayer, J.D., Salovey, P. (1997). What is emotional intelligence? In *Emotional Development and Emotional Intelligence: Implications for Educators*, 3-31. New York, NY: Basic Books.
- Moreno Ruiz, D., Estevez Lopez, E., Murgui Perez, S. & Musitu Ochoa, G. (2009). Social reputation and relational violence in adolescents: The role of loneliness, self-esteem and life satisfaction. *Psicothema*, 21(4), 537-542.
- Palmer, B., Donaldson, C. & Stough, C. (2002). Emotional intelligence and life satisfaction. *Personality and Individual Differences*, 33(7), 1091-1100.
- Pemberton, R., Wainwright, T. (2014). The end of mental illness thinking? *International Journal of Clinical and Health Psychology*, 14(3), 216–220. <https://doi.org/10.1016/j.ijchp.2014.05.003>.
- Peng, W., Li, D., Li, D., Jia, J., Wang, Y. & Sun, W. (2019). School disconnectedness and adolescent internet addiction: Mediation by self-esteem and moderation by emotional intelligence. *Computers in Human Behavior*, 98, 111-121.

- Petrides, K.V., Furnham, A. (2003). Trait emotional intelligence: Behavioral validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39-57.
- Petrides, K.V., Mavroveli, S. (2018). Theory and applications of trait emotional intelligence. *Psychology: The Journal of the Hellenic Psychological Society*, 23(1), 24. https://doi.org/10.12681/psy_hps.23016
- Ramos-Díaz, E., Rodríguez-Fernández, A., Axpe, I. & Ferrara, M. (2019). Perceived emotional intelligence and life satisfaction among adolescent students: The mediating role of resilience. *Journal of Happiness Studies*, 20(8), 2489-2506.
- Rey, L., Extremera, N. & Pena, M. (2011). Perceived emotional intelligence, self-esteem and life satisfaction in adolescents. *Psychosocial Intervention*, 20(2), 227-234.
- Riaz, A., Imran, H. & Mehmood, T. (2009). Emotional intelligence as a determinant of self-esteem and depression among adolescents. *Pakistan journal of Psychology*, 40(1), 77-92.
- Riaz, Z., Shahzad, S. & Ansari, K. (2009). Trait emotional intelligence as a determinant of life satisfaction and subjective happiness. *Pakistan Journal of Psychology*, 40(1).
- Rosenberg, M. (1965). *Society and the Adolescent Self-Image*. Princeton, NJ: Princeton University Press.
- Ross, D.A., Hinton, R., Melles-Brewer, M., Engel, D., Zeck, W., Fagan, L. & Mohan, A. (2020). Adolescent well-being: A definition and conceptual framework. *Journal of Adolescent Health*, 67(4), 472-476. <https://doi.org/10.1016/j.jadohealth.2020.06.042>
- Schutte, N., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J. & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177.
- Schutte, N.S., Malouff, J., Simunek, M., Hollander, S. & McKenley, J. (2002). Characteristic emotional intelligence and emotional well-being. *Cognition and Emotion*, 16, 769-785.
- Shankland, R., Rosset, E. (2017). Review of brief school-based positive psychological interventions: A taster for teachers and educators. *Educational Psychology Review*, 29(2), 363–392. <https://doi.org/10.1007/s10648-016-9357-3>
- Shin, D.C., Johnson, D.M. (1978). Avowed happiness as an overall assessment of the quality of life. *Social Indicators Research*, 5, 475-492.
- Tennen, H., Herzberger, S. (1987). Depression, self-esteem and the absence of self-protective attributional biases. *Journal of Personality and Social Psychology*, 5, 72-80.
- van Heck, G.L., Oudsten, B.L.D. (2008). Emotional intelligence: Relationships to stress, health, and well-being. In *Emotion regulation: Conceptual and clinical issues*, 97-121. Boston, MA: Springer US.