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Emotional Intelligence and Mental Health among Adolescents

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Abstract

The ability to monitor your own emotions or those of others is emotional intelligence. Failure to understand emotionally can lead in life to various disruptions. A comparison of emotional intelligence and adolescent mental health has been made in this study. This study looks at the function of protective mental health of strong emotional intelligence (EI) and cognitive skills (CS) in teenagers exposed to stressful events of life & violence. It investigates how stressful the events of life and violent encounters affect mental health as evaluated by symptoms of depressive & psychological distress, as well as whether "EI" and "CS" can operate as mediators b/w violence, stress, and issues related to mental health. One hundred literature articles, 30 of which were selected to check for authentication and significance in this analysis, were examined to analyze this aspect. All literature papers were chosen from well-known indexed articles in databases. (Emerald, SAGE journal). In this study, we are applying the forward and backward snowballing methods. This study aimed to see if high EI is linked with better mental health and stress coping skills of adolescence's satisfaction related to Life.

Keywords*:* Emotional intelligence (EI), Stress, Cognitive skills, Mental Health, Adolescence.

Introduction

When it comes to achieving long-term goals and personal aspirations, adolescents are best situated in the middle of the transition period between childhood and maturity. It's time to develop new and often convincing ways to face social obstacles and to adjust to many physical, cognitive and emotional changes. Adolescence begins with the onset of pubertal development, which typically occurs between the ages of 9 and 12 (usually one to two years earlier in females than males). Puberty triggers a series of variations in hormones, which includes large enhancement in adrenal androgen output, growth hormone production & gonadal steroids (Crone & Dahl, 2012). This increase in hormones is part of a larger series of biochemical changes that occur as a person approaches reproductive maturity. Rapid physical growth, sexually dimorphous modifications of face, voice and physical properties, metabolic modification, activation of new motives, proper rest & circadian rhythm changes, and a huge variety of behavioral, social & emotional changes are only some changes in place (Davis et al., 2019).

Although the physiological changes at the start of adolescence are apparent and dramatic, the biological boundaries after adolescence are less clear. Changing social obligations and roles define adulthood, which is culturally and usually lasts in the early '20s. Personal goals and motives, such as

establishing priorities about a profession, discerning, allies, love pairs, brood, group, & spiritual or beliefs related to philosophy, are inextricably linked to the transition to adulthood. This stage of development necessitates larger cognitive control skills use, such as top to down effortful control to manage scrutiny, mood, and actions to achieve long-term adult goals. These developmental changes, on the other hand, are influenced by social and affective processes. "For an adolescent to succeed in pursuing long-term academic, athletic, or artistic goals, for example, motivation to practice relevant skills and a desire to persevere through difficulties are required, and these motivations are shaped by social experiences and are inherently intertwined with individual feelings about the goal's value and relative priority." (Thapar et al., 2012)

Adolescents confront a variety of demands and pressures due to biological and social changes that occur during this developing phase, as well as the fact that violent and traumatic experiences peak during this time. Adolescence is also when people are more vulnerable to mental health issues, including mood and anxiety disorders. Psychological views deny that there is a clear link between stressful or violent situations and mental health issues. Adolescents are subjected to a wide range of intense, dramatic, and frequently negative emotions and are prone to mood swings that are both positive and negative. As a result, adolescent mental health depends on having appropriate emotional and cognitive resources and successfully integrating them. They must create a good balance between emotion control and expression, appropriately judge their own and others' sentiments, & form a healthy pertinent b/w feeling and needs of the situation as part of their emotional development. Adolescents need progressively advanced cognitive skills to undertake these tasks and, fluctuating, master their intense & often unexpected experiences related to social & emotional (Crone & Dahl, 2012).

"The ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior," according to the definition of EI (Goleman, 2003).

According to the definition of EI, it is "the ability to monitor one's own and others' emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior." We can also say that "EI" is a critical component of adolescent psychological health (Salovey & Mayer, 1997)

Stages of Adolescence

A. Adolescence in Early Age of approximately 10-12 years of age

Between the ages of 10 and 14, adolescence begins. During this phase, children experience the beginning of puberty. Both sexes have considerable physical growth. Young people of this age have limited abstract awareness, but their intellectual interests become increasingly important. Although the puberty stage is characterized by an interest lacking in the future, it is also characterized by deeper moral thinking.

B. Adolescence in Middle age of approximately 13-15 years of age

In middle adolescence, puberty is ended for both men and women. The physical growth of women is slowing, whereas males continue to increase. In this adolescent era, the ability to think abstractly continues to improve. At this age, adolescents begin to achieve long-term goals and grow concerned with the meaning and moral reasoning of life.Teenagers undergo a number of social and emotional changes over this stage, including greater self-implication and an independent drive.

C. Late adolescence (approx. 16-19 years of age)

Late adolescence and early adulthood are characterized by less physical and greater cognitive growth. Adolescents learn to evaluate, reject satisfaction, plan for the future, and develop a strong sense of self during their formative years. Young people have the ability to rationally consider ideas, defer gratification, prepare for the future, and develop a strong sense of self. Young individuals also enjoy increasing emotional stability and independence during this final stage of teenage development (Spano, 2004).

Emotional Intelligence and Adolescence

A cross-sections study involving 484 teens from the six-year high school year from the first year of high school of Spanish (ages twelve to thirteen) through the second year of a Spanish bachelor degree studied the evolution of many emotional intelligence measures in adolescents over one year (age 17-18) (Esnaola et al., 2017). The Spanish emotional quotient inventory: young version the participants administered short. Consistent with most previous investigations, the results reveal no major change in emotional intelligence relative to age except concerning the dimension of Stress Management in women. The study included 484 teenagers from public and semi-private schools,1; 2226 (46.7%) and 258 females in this cross- and longitudinal developmental study (ex post facto) (53.3 percent). The results demonstrate disparities in the interpersonal component between boys and girls, where girls are more important than boys. Based on the facts presented, it can be inferred that there can be other elements with impacts more significant than the age, for example, education, experience or socialization of other rulings and behavior.

(Saikia et al., 2015) This learning aimed to determine the levels of EI of teenagers and the differences between them as a result of their sociocultural backgrounds. The study included 325 teenagers (16-18 years old) from the Jorhat district of Assam's urban, rural, and tribal sectors. The results show that most adolescents' emotional intelligence was considerably higher in the interpersonal management category. The majority of adolescents lacked competence in the ability to regulate their interpersonal relationships. Except for interpersonal management, adolescents from urban cultures were shown to have better skills in all domains of EI than adolescents from rural cultures. In all areas, tribal culture, teenagers had a significantly low level of emotional intelligence. These findings show that the sociocultural environment plays a key role in molding and determining adolescents' emotional intelligence levels.

The purpose of this study it to cmpare EI of boys & girls adolescent students of senior secondary schools & to study the comparison of the emotional intelligence of rural with urban adolescent students of senior secondary schools. (Nishi Tyagi, 2018) the collected sample consisted of 200 senior secondary students drawn from senior secondary schools in the Ghaziabad district of Uttar Pradesh using a stratified random sampling approach. The tool t-test was used to determine the significance of the deviation’s b/w the groups. This study concluded that secondary school students in Ghaziabad's urban localities had higher EI than students in rural areas. In male and female students, there is no substantial difference in emotional intelligence. As a result, there is no doubt that emotional intelligence plays a vital role in achieving success in one's chosen field. Teachers and parents should provide strategies for resolving the dispute in a trust-building manner; this will be extremely beneficial to children's development of Emotional Intelligence.

(Kiruba J C, Dr. Sree Lekha B, Dr. Jaideep Mahendra, 2017) The study’s objective was to assess adolescent girls' emotional intelligence and find out the association between EI and selected

demographic variables (age, religion, siblings, education status and occupation of the father and mother) of the adolescent girls.The knowledge of adolescent girls was evaluated through a descriptive survey technique. The study samples were 78 girls studying in 7^{th} and 8^{th} standards of selected schools. Regarding overall emotional intelligence, 56 %of the students had poor emotional intelligence, and 32 % had average emotional intelligence.12 % had good emotional intelligence. There was a significant association between the number of siblings, mother's occupation and emotional intelligence.

The study's goal was to see a link between emotional intelligence and creativity in young individuals. Randomly recruited from high secondary schools in Panjab District of Ludhiana (India), 200 participants in 10+2 classes were reported in representative samples (India). T-testing and correlation coefficient data were reviewed. (Arora, 2016) has used the descriptive method of the survey in this analysis to assess the association b/w EI & youth creativity. The current study was done in the region of Ludhiana, with 200 students from 10+2 classes randomly chosen from high schools. There were 100 men and 100 ladies out of the 200 students. In teacher education, emotional literacy, which contributes to the formation of emotional intelligence, should be seen as one of the most important issues. Workshops should be established with emotional intelligence to let parents realize what their children teach and teach their children. The finding shows that emotional intelligence and creativity are closely related.

The study of the EI population and lineage characteristics of high school teenagers enables us to estimate the skills of teenagers for professional education. The study aims at seeing whether there is an association b/w the environmental variable such as parentage, gender or work activity & EI. This analysis selected eleven thousand three hundred and seventy participants aged 12 to 17 years in their seventh and ninth years of primary school and their third year of higher education. This study is based on data from kids who are studying in SESI schools in the town of Sao Paulo. To investigate the evidence (Vaquero-Diego et al., 2020) use the TMMS-24 tests for statistical analysis under which gender is linked to 3 dimensions: attention, lucidity and emotional repair of perceived emotional intelligence (PEI). The results obtained illustrate how teens are evaluated in three aspects: attentiveness, lucidity and emotional rehabilitation and hence the necessity to promote emotional education in schools further. Our findings show that using TMMS-24 in Brazil to PEI training programs must take a range of sociocultural elements into account. These features should begin with a series of first assessments that allow participants' perceptions to be observed and should further affect recipients' willingness to participate in the intervention. The effectiveness of the intervention can be validated provided that it is grounded in a sound theoretical basis and carried out under a rigorous investigation.

Emotional Intelligence and Mental Health

The conceptualization of EI, including the EI trait (or 'ethnic self-efficacy) and the EI (AEI) ability, distinguishes from the ability and personality of the general intelligence. The conceptualization of Emotional intelligence, including the EI trait (or 'ethnic self-efficacy) and the EI (AEI) ability, distinguishes from the ability and personality of the general intelligence. Emotional expression, recognition and regulation in adolescents are better and more sophisticated by increasing flexibility about planning, creative thinking and pushing them to establish various social bonds. Extensive research suggests that high EI is linked to several favorable physiological, psychiatric, social and adaptive indicators for stress and difficulties. Three meta-analyses reveal that

high AE and good physical, psychosomatic and mental illness, like low melancholy, anxiety and psychological discomfort and low risk of suicide conduct, have strong links. Further meta-analysis revealed that, rather than only the absence of symptoms, high EI is significantly linked to subjective good health, demonstrating resource, relevance, and optimism.

Emotional intelligence (EI) has been proven to be associated with improved mental health. However, opponents have said that EI is conceptually repetitive and unable to provide anything novel to predict critical adaptational outcomes beyond recognized performance correlates such as personality and cognitive ability. However limited, evidence suggests that EI's capacity and characteristics play various roles in predicting internalization versus externalizing symptomatology among adults. However, research on these links in teenagers is limited. Beyond the 'Big Five' personalities and total cognitive capacity, the study looked at the incremental validity of EI capabilities and traits in predicting depression or disruptive behavior in 499 adolescents (mean age 13.02 years). According to regression analysis, EI provided a significant, incremental increase in children's prediction of disorder. However, the characteristic EI appears to be the better predictor of the two. This study's findings support construct distinction and complement theoretical conceptualizations of trait and ability EI. The two measures of EI were only modestly related in a large sample of adolescents, and each showed the hypothesized patterning of correlations with personality traits (Davis & Humphrey, 2012a)

The impact of emotional intelligence on mental health was investigated in this study(Wapano, 2020). Anxiety, depression, self-efficacy, and resilience were identified as mental health components in this study. Regression analyses were employed in this correlational study to explore the correlational links between variables. The findings revealed that the EI is a negative predictor of anxiety and depression, and responsiveness, which is a component of resilience. In a study of 300 Filipino teenagers, EI was found to predict self-efficacy and resilience. This discovery is supposed to be more resilient and has a strong feeling of self-efficacy. It is less concerned, less unhappy and less reactive. For EI subscale emotional attention, respondents reported an average score of 44.15 (SD = 5.98), suggesting a growing emotional awareness. For clarity of feelings, respondents obtained mean score of 24.90 (SD =3.97) considered as average scores, suggesting growing emotional clarity. The findings show that emotional intelligence has an adaptive value in that it allows a person to cope and adjust to their surroundings in a favorable way.

This study examined the impact of TEI and AEI in children between 9 and 11 years of age on maintaining loneliness and depression. "At the beginning of the study, 213 children (54 percent of whom were male) completed the TEI Que-CF and MSCEIT-YV, as well as the Child Depression Inventory and the Loneliness and Aloneness Scale for Children and Adolescents at Time 1 and again a year later". Emotional abilities (EAI) are essential in the forecast of the persistence in children of depression and loneliness over the course of a year; emotional self-skill (EIC) is less influential and only contributes to the loneliness of women over the long run. Furthermore, whereas impairments in the ability to notice and interpret emotions were linked to long-term symptomatology, so were abilities to use emotion to aid thinking and emotion management. The ramifications of these findings for EI theory and future study are significant. They further imply that EI interventions tailored to specific groups of schoolchildren at risk may be useful to reduce certain profiles of symptoms internalizing (Davis et al., 2019)

This study (Fteiha & Awwad, 2020), the theory of EI of Goleman has explored the association between EI and the style of stress management in a group of two hundred and sixty-five

students. The results suggested the highest average value for motivation and empathy of emotional intelligence. A majority of students demonstrated active problems and emotional behavior; however, a strong positive association was discovered for Active Emotional and Problem Coping (α to 0.05) between EI and stress coping styles. He stated that students efficiently used stress management tactics and suggested that teachers assist students with emotional intelligence and stress management styles.

Emotional Intelligence Protecting Against Stress and Violence

Direct links between EI and mental health are researched extensively, but only a few learnings have determined the consequences of protecting. The protective role of the EI high level can explain access to resources related to psychosocial & good enough treatment of stress & violence. High-EI teenagers can deal well and appropriately with difficult life events and provide and receive appropriate social support in cases of stress, suggesting access to appropriate psychosocial resources. Or you generally see aggression and tension rather than threats, indicating psychosocial processes that are resourceful. (Davis & Humphrey, 2012b)

However, the results are not universal, both about emotional intelligence existence and absence of protecting mental health. Regarding stress, research among Iranian teens validated the function of EI as severe stress was observed mainly among people with low EI connected with suicide ideation. A UK study confirms that high EI can mitigate the detrimental impact of stresses on their mental health (stressful life experiences, socioeconomic difficulties and dysfunction in the family). The study also found that these high-EI adolescents utilized efficient active coping methods that explained their improved mental health. Finally, an Australian study discovered that stresses were not linked to sadness or suicide situation among students with a high level of EI (measured by the capacity to perceive emotions accurately). In terms of ferocity, analyses showed that high EIs could lessen the detrimental consequences of Sexual assault in infancy on North American teens' suicide ideations and suicide attempts. In addition, a study by Pakistani youth putting up in a politically unpredictable & harmful location showed that a high-level EI could shield its mental well-being from the detrimental impact of terrorist fear.(Shah et al., 2018)

(Matthews et al., 2006) conducted this study to determine if EI & the Five-Factor Model (FFM) personality qualities predict task-induced stress reactivity. Twenty-two participants (N = 200) were randomized at random to one of four task contexts, three of which were intended to be stressful on some level. Even though the FFM was controlled for, low EI was found to be associated with concern states and avoidance coping. The findings support the original hypotheses in a mixed manner. On the plus side, EI demonstrated incremental validity in predicting pre-task distress and worry, as well as post-task worry and avoidance coping, when compared to the FFM. EI, on the other hand, was not linked to increases in stress levels generated by a task. Also found to be linked with discomfort, concern, and emotion-focused coping were Neuroticism and Conscientiousness, whereas conscientiousness was associated with task-focused coping.

The purpose of this study was to see if self-efficacy and emotional intelligence might be used to predict academic stress in adolescents (Kaur & Kumar, 2019). "The correlation coefficient t between the two independent variables, emotional intelligence and self-efficacy was positive and significant (r = 0.587)". On the other hand, correlational analysis indicated that both emotional intelligence and self-efficacy were negatively correlated with academic stress, which implies an unfavorable association between greater emotional and self-effective quotients with academic stress.

Albert Bandura Self Efficacy Scale, S.K. Mangal, Shubhra Mangal Emotional Intelligence Inventory (MEII, 2004) & Bisht Academic Stress Scale (1992) were administered to 600 students selected randomly. As a result, descriptive statistics were used to analyze the data. To draw the conclusions, relevant means, standard deviations, regression, and coefficient correlation were computed. Higher Emotional Quotient and self-efficacy scores are negatively associated with academic stress, implying that EI and self-efficacy are linked to academic stress. EI and self-efficacy, both together and separately, were powerful predictors of academic stress, with self-efficacy being a superior predictor of academic stress among the participants.

Cognitive Skills

Cognitive abilities are critical for coping with day-to-day tasks, and deficiencies in one or more functions can result in functional limitations or loss of independence. Some studies have identified gender disparities in cognitive functioning over the years, although the results have been inconsistent. (Pardeller et al., 2017)

Teenagers' cognitive development reveals, on the one hand, the development of a more conscious, self-directed, and intelligent mind, and, on the other hand, impulsivity, risk management, and emotional instability. Through the organization and awareness of their adaptive psychosocial resources and attempting to reflect the ideal development of cognitive capacities, young children display a rise in their ability to influence and control emotional events and stress (Nyarko et al., 2020).

The objective of(Stelzer et al., 2014) is to represent the current art state in relation to the performed function and identify the major theoretical challenges and methodological limits connected with the various paradigms proposed. EF is a set of higher-order cognitive processes that enable you to manage your thoughts, behavior, and feelings to attain a goal. Such mechanisms take a long time to mature after birth and are fully matured by the end of adolescence. Finally, some recommendations are made for dealing with such issues, emphasizing the construction of an EF ontology as a possible countermeasure. Future research should, in their opinion, be directed toward the creation of that ontology. They feel that there is no convincing scientific proof at the moment that they accept a single EF model based on their literature research.

Emotional intelligence table of Indian and other studies

S.NO.	AUTHOR	DIMENSION	OBJECTIVE OF THE STUDY
1	Das, 2019	Emotional Intelligence, Adolescence, Urban and Rural.	The study aimed to compare rural and urban young people's emotional intelligence.
2	Karibeeran, 2019	Emotions, Adolescents, EI and Social Work	Focus on the numerous theories and models of EI, as well as their implications. The researchers aimed to develop a framework that changes the emotional intelligence of teenagers based on theories and models.
3	Khatri, 2018	Emotional Quotient;	The goal of this research is to

		Adolescents; Mayer & Salovey; Bar-On; Goleman	investigate how EI affects teens.
4	Nishi Tyagi, 2018	EI, Adolescent Students Gender and Locality	This work aims to investigate adolescent pupils' EI in connection to their gender and location.
5	Saikia et al., 2015	EI, Adolescents, Socioculture	The motive of this learning was to determine the EI levels of teenagers & differences between them as a result of their sociocultural backgrounds.
6	Kiruba J C, Dr. SreeLekha B, Dr. Jaideep Mahendra, 2017	EI, Adolescent	The study's objectives were to examine the association between EI and teenage girls' demographic factors (age, religion, siblings, educational status, and father and mother's profession) and assess EI in adolescent girls.
7	Arora, 2016	Emotional intelligence, adolescent, creativity	The study's goal was to see if there was a link between adolescent creativity and EI.
8	Paul & Paul, 2018	Emotional Intelligence, Adolescent orphans, scholastic behavior	The Objective of the learning is to comprehend the importance of EI on orphaned children's academic success and socialization
9	Esnaola et al., 2017	EI, adolescence; development.	The analysis aimed to look at how different variables of emotional intelligence developed over a school year in 484 teenagers in a cross-sectional study.
10	Fteiha&Awwad, 2020	Coping, EI, Goleman's theory, psychological stress, thinking	This study looked into the link between EI and stress in adolescence.
11	Alavi et al., 2017	family cohesion, family adaptability, family functioning, trait EI, youth	The association between the functioning of family and trait of EI was investigated in this study, which included 547 participants.
12	Cañas et al., 2020	EI; life satisfaction; moderating effect; self-concept; victimization.	The main goal of this study was to see if self-concept had a mediating effect on life

			satisfaction and if IS had a minor mediation effect on self-concept and life satisfaction.
13	Garaigordobil & Peña-Sarrionandia, 2015	Adolescents, violence, EI	The purpose of the research was to create an EI program for teenagers and evaluate its impact on variables associated with violence prevention.
14	Vaquero-Diego et al., 2020	Social factors, emotional intelligence and adolescence	The study's objectives are to determine whether there is any correlation between contextual characteristics such as gender, parent's age, work activity and self-perceptions of emotional intelligence.
15	Wapano, 2020	Adolescence, mental health, depression, anxiety and resilience	The study found that the components of mental health include anxiety, depression, self-efficacy and resilience.
16	Matthews et al., 2006	EI, stress, personality, mood, performance	This research analyses the EI and the FFM's personality characteristics as predictors of stress reactivity caused by tasks.
17	Kaur & Kumar, 2019	Academic Stress, Emotional Intelligence, Self-Efficacy	To study Emotional Intelligence among adolescents
18	Stelzer et al., 2014	Development, otology, Cognitive models; EF	The purpose of this paper is to present the current state of the art in this field, identifying the major theoretical challenges and methodological limits connected with the various proposed paradigms.
19	Davis & Humphrey, 2012a	EI; mental health; depression; disruptive behavior; personality; adolescence	Beyond the 'Big Five personality traits, the current research focused on the incremental validity of depression and disruptive behavior prediction capacity and characteristic EI.
20	Davis et al., 2019	Depression, loneliness, adolescence, emotional intelligence	Researchers looked at the impact of both TEI and AEI on the persistence of loneliness and depression symptoms in children aged 9–11 years.

METHOD

One hundred literature articles, 30 of which were selected to check for authentication and significance in this analysis.

1. Studies related to emotional intelligence among Adolescents.
2. Studies related to Emotional Intelligence and Mental Health among Adolescents.
3. Studies related to Emotional Intelligence Protecting Against Stress and Violence.
4. Studies related to Cognitive skills among adolescents.

The study is used to develop information and understanding of the domain under investigation.

Purpose of the study

No prior meta-analyses have examined EI, Cognitive skills and mental health of adolescents, so the following relationships have not been tested using meta-analytic techniques for establishing the most accurate estimates of the variables. We have addressed this by first using meta-analysis to more accurately determine the overall size of the relationships between EI, cognitive skills and mental health among adolescents Second, we used meta-analyses to study cognitive intelligence, and to test for EI and relative importance when predicting mental health.

Objectives

1. To understand emotional intelligence, cognitive skills and mental health of adolescents.
2. To review studies on emotional intelligence and adolescent mental health

A descriptive methodology was used to explore the various methodologies used to study the Emotional Intelligence of Adolescents.

The desire and understanding of its beneficiaries should be well-identified to facilitate, as this gives a greater opportunity to build resources that respond to the needs of its beneficiaries. As a result, the primary aim of this analysis is to find out the adolescents 'Emotional intelligence precisely and how it is related to their mental health.

Sampling

Backward and Forward snowballing technique

Initial Pooling for related Research

The initial pool of sources or publications is available in current IS (Information Systems) papers, training journals & reports. The records are scanned for the most current academic articles using sophisticated search options and keywords. Emotional intelligence, adolescence, executive function, perspective, stress, etc., The papers are searched from the list of sources and the documents referenced to eliminate the risk of missing similar research. The backward snowballing approach involves digging at the origins (reference section) of journal publications that contribute to online learning. On the other hand, the forward snowballing approach looks at the papers that cite the journal article under investigation to see what contribution it makes to the field of emotional intelligence.

S. NO.	Bibliographical Databases included
1	Telangana Journal of Psychiatry
2	The Public Library of Science (PLOS)
3	The Journal of General Psychology
4	International journal of basic and applied research
5	Scandinavian journal of medicine and science in sport
6	Division on Autism and Developmental Disabilities
7	The International Journal of Indian Psychology
8	American Psychological Association
9	National Library of Medicine (NIH)
10	International Journal of Clinical and Health Psychology
11	ELSEVIER journal
12	International journal of medical education
13	(IJCRSEE) International Journal of Cognitive Research in Science, Engineering and Education
14	Journal of Clinical Neuroscience
15	SAGE journal
16	International journal of science and health care research
17	Frontiers in Psychology
17	MDPI

Inclusion and Exclusion Criteria

The original pool of review papers is subjected to the inclusion/exclusion criterion. The original pool of review papers is thoroughly reviewed. Abstracts and keywords are analyzed and reviewed for all scientific contributions to emotional intelligence, adolescence, Psychology and Goleman's theory. The pool would not have research papers with comprehensive application architectures. For instance, items with a full emphasis on execution or the creation of tools are not included.

Criteria	Inclusion criteria	Exclusion criteria
Language of the publication database	English	Articles are written in other language
Criteria overview	Emotional intelligence, stress, adolescence.	Learning analytics in adolescence age
Research paper from	Peer-reviewed journals, conferences and books.	Not peer-reviewed articles.
Publication Date	Between 2004-2020	Publication before 2004
Keywords	Emotional intelligence, stress, adolescence, Psychology, executive function.	Other keywords

Final Pool

The final pool of papers includes all of the review articles from the original pool, including those that were omitted according to the inclusion/exclusion criterion used. The major journals that will be included in the final pool are listed below.

S NO.	Bibliographical Databases included
1	The Journal of General Psychology
2	ELSEVIER journal
3	Journal of Clinical Neuroscience
4	MDPI
5	Imperial Journal of Interdisciplinary Research (IJIR)
6	The International Journal of Indian Psychology
7	Telangana Journal of Psychiatry
8	The Public Library of Science (PLOS)
9	Frontiers in Psychology
10	SAGE journal

Discussion

This study examined the role of EI in mental health, temperament and EI for teenage mental health. The findings also support the notion that emotionally intelligent people are more likely to be able to adapt to new conditions quickly, are less worried, and are less sad, suggesting emotional intelligence's adaptive utility.

Furthermore, our information confirms that the emotional and cognitive skills of adolescents are crucial to mental health. While high EI and CS did not protect adolescents from stress and aggression, they were linked to a lower risk of depression and psychological distress. The fact that EI is linked to mental health in general and self-efficacy, resilience, anxiety, and depression, in particular, is useful knowledge for contemporary counseling and clinical practice. Our results reveal that both self-report EI and mental health are not just incrementally valid in addition to cognitive ability but also exhibit a great relative significance in the explained variance in the teens (46.9 percent for self-report EI, 32.8 percent for mental health). Mental health alone represents almost half the explicit variance in adolescence compared to cognitive capacity in particular (20.3 relative importance).

This research shows EI and mental health of adolescents in India & other countries. Previous studies comparison is shown in this paper. The study examines the protective effect of EI and CS in adolescents who are exposed to stressful situations and violence. EI aids in the comprehension of emotions and emotional knowledge and the reflective management of emotions to promote emotional and intellectual development. Finally, our review confirmed that adolescent EI and CS are critical to mental health. Although a high level of EI & CS did not safeguard adolescents against stress & aggression, the rate of grief and psychological distress was decreasing.

Limitations

- The analysis in this article is based on secondary data from prior investigations.
- Didn’t study any primary results of the taken studies for data analysis.

- The scope of the study is restricted to normal adolescents having no disabilities/intellectually challenged.

Despite these flaws, this research contributes to our knowledge of the relationshipbetween emotional intelligence and mental health.

Implications

The findings can be useful to governments, healthcare professionals and training professionals to encourage investment in emotional intelligence and cognitive skill support programs and policies as part of mental health activities. The improvements in the emotional intelligence of adults are very important to all variables, including family, school, the media and good social work intervention.

Scope for Further Research

A more multi-cultural and sophisticated investigation is needed to comprise emotional & cognitive resources in teens better when dealing with stress. However, we suggest the readers to exercise caution when interpreting our outcomes based on a little number of reviews, and we acknowledge that the results based on a little number of tests are preliminary. These discoveries also combined with the increasingly important literature on EI & CS to promote mental well-being & efficiency. They support argument abilities and talents that affect individuals' capacity to successfully overcome daily life and fight obstacles.

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