Article

Benefits of Emotional Intelligence in School Adolescents: A Systematic Review

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ABSTRACT

Background: In adolescence, the individual's personality and social adjustment emerge, where psychological, physical, biological, and social factors determine health. Emotional intelligence (EI) is a psychological construct that improves individuals' quality of life. Therefore, this study aimed to identify the importance of EI in young adolescent students and its relationship with different psychological variables, presenting the most characteristic instruments for its measurement. **Method:** This review followed the PRISMA guidelines. Thus, 687 documents were obtained, which, after applying the established criteria, provided 24 studies for review. **Results:** The results comprise a total sample of 26510 adolescents, aged 10 to 19 years, revealing the importance of EI in the adolescent population for their well-being and improving their quality of life. Among the EI instruments, the most widely used was the Trait-Meta-Mood-Scale (TMMS-24). **Conclusions:** further studies should be conducted to verify these findings. Finally, future intervention programs should consider the results presented in this study to corroborate these findings.

Beneficios de la Inteligencia Emocional en Adolescentes Escolarizados: una Revisión Sistemática

RESUMEN

Antecedentes: En la adolescencia emerge la personalidad y el ajuste social del individuo, donde la salud está determinada por factores psicológicos, físicos, biológicos y sociales. La inteligencia emocional es un constructo psicológico que mejora la calidad de vida del individuo. Por ello, el objetivo de este estudio consistió en identificar la importancia de la IE en jóvenes adolescentes escolarizados y su relación con diferentes variables psicológicas, presentando los instrumentos más característicos para su medición. **Método:** El método utilizado para esta revisión siguió las directrices PRISMA. Así, se obtuvieron un total de 687 documentos que, tras aplicar los criterios establecidos, quedaron 24 estudios para su revisión. **Resultados:** Los resultados conforman una muestra total de 26510 adolescentes, con edades comprendidas entre los 10 y los 19 años, que revelan la importancia de la inteligencia emocional en el bienestar de la población adolescente y en la mejora de la calidad de vida. Entre los instrumentos de evaluación de inteligencia emocional, el más utilizado fue la escala The Trait-Meta-Mood-Scale (TMMS-24). **Conclusiones:** Se sugiere la realización de nuevos estudios para verificar estos resultados. Por último, se recomienda que futuros programas de intervención tengan en cuenta los resultados presentados en este estudio para corroborar estos hallazgos.

Introduction

Adolescence is the developmental stage between childhood and adulthood, between 10 and 19 years of age (World Health Organization, 2022a). In turn, this is divided into early adolescence (10 to 13 years), middle adolescence (14 to 16 years) and late adolescence (17 to 19 years), as indicated by Sawyer et al. (2012). It is here that the personality and social adjustment of the self-emerge (Soriano-Sánchez & Sastre-Riba, 2022). In this sense, health is generally determined by several psychophysical, biological, and social factors (Soriano-Sánchez, 2022), in which Emotional Intelligence (EI) constitutes a psychological construct, being an individual competence (Soriano et al., 2019), which forms the capacity possessed by the person to be able to intuit, understand and regulate one's own feelings, with the aim of coming to correctly interpret those of other people (González-Yubero et al., 2021). In fact, it allows a positive response to the different problems emanating from one's own emotions or feelings in different social situations (Tejada-Gallardo et al., 2022), giving the being the opportunity to adapt positively in the context in which he/she is immersed (Usán et al., 2020). Emotions, on the other hand, are conclusive in one's own and interpersonal behaviors, affecting bonds and relationships with others, being necessary for proper academic development (Molero et al., 2021) and personal well-being (Chamizo-Nieto et al., 2020).

EI can be understood as the capacity that allows the "self" to manage, understand, select and control its emotions and those of others, by helping to make decisions in stressful situations, avoid states of anxiety and negative feelings, as well as a better perception of one's own emotions and self-confidence (Azilah et al., 2020). For Goleman (2014), the components that make up EI are: self-knowledge (recognizing one's own emotions); self-control (knowing how to manage one's own emotions); self-motivation (motivating oneself to achieve goals); empathy (knowing how to recognize the emotions of others); and social skills (the art of building good social relationships). According to current theoretical models, the concept of EI is complex denoting lack of agreement among authors (Suciu et al., 2021). Generically it broadly reflects the idea that individuals differ in their willingness/ability to generate, recognize, understand, and adaptively regulate their own and others' emotions (Smith et al., 2018). All of them are related and facilitate the emotional process, in which the importance of EI lies in the fact that emotions constitute a fundamental aspect of human nature, by stimulating the individual's behavior towards motivation, so it is considered a construct of future success and must be stimulated by institutions, such as educational institutions (Soriano-Sánchez, 2023).

From the three-dimensional model, EI comprises the dimensions of attention, clarity, and emotional repair; however, from the mixed model it comprises four components: intrapersonal, interpersonal, stress management and adaptability (Jiménez et al., 2020). Thus, authors such as Méndez-Aguado et al. (2020) state that EI has gained great relevance in the academic environment, fundamentally in relation to the climate of school coexistence since it allows the student to improve relationships among peers and favors effective conflict resolution. EI is of great importance for student motivation, helping them to improve their academic performance and their teaching-learning process Cortés-Denia et al. (2020). Research on school victimization has focused mainly on identifying the consequences of being subjected to aggressive behavior and humiliation committed by one's peers (Zheng et al., 2020). Any type of aggression seems to negatively influence the victim's life, which is shown in rejection behaviors within the educational context itself (Ascorra et al., 2021), deriving in high levels of social anxiety, depressive symptoms, and feelings of loneliness (Quintana-Orts et al., 2021) and stress (Pierkarska, 2020), as well as low self-esteem and dissatisfaction with life in general (Estévez et al., 2019).

During the adolescent stage, the identity of the self is formed, during which the personality is configured, and the relational network is established (Zhao et al., 2019). In this stage, the adolescent presents great emotional instability, mainly in the closest environments, i.e., at home and at school, closing in on him/herself without ceasing to show his/her emotions, making it difficult for him/her to adapt to new social responsibilities. Anxiety and depression are the most characteristic problems of this stage (López-Cassá et al., 2018). Consequently, Soriano et al. (2020) indicate that anxiety is part of an emotional response, which encompasses the cognitive, emotional, physiological and/or motor levels. Rodríguez-Ledo et al. (2018) reveal that Socioemotional Intelligence (SEI) should be developed, since, in relation to emotions, the close environment is presented closer or farther away, that is, if the emotions experienced are positive or, on the contrary, negative. On the other hand, following Parker et al. (2013) indicate that excessive use of the Internet and video games has been related to antisocial behavior problems. However, it has also been revealed that EI moderates the effects on social appearance anxiety and the risk of eating disorders among adolescents (Li, 2020). Another current issue is substance use, which has become a public health problem because the adolescent population is the most vulnerable to such use, due to its easy access to legal substances such as tobacco and alcohol. Substance intake entails various risk behaviors such as having unprotected sex, increased violence, as well as dangerous road behaviors and the occurrence of premature deaths (Golpe et al., 2017). Additionally, people with social anxiety disorder seem less able to generate positive emotions (Abdollahi et al., 2015).

The importance of EI lies in the fact that emotions constitute a fundamental aspect of human nature, stimulating motivation towards the being's behavior, in such a way that it is considered a construct of future success in many aspects of life, such as professional success (Browning et al., 2022). The development of emotional competencies in the adolescent stage such as empathy is related to increased cooperative work (Ruvalcaba-Romero et al., 2016). In addition, EI has been negatively associated with stress, depression, and negative emotions. These are all elements that can lead to the generation of maladaptive behaviors (Trigeros et al., 2019). Thus, the relevance of parenting styles influences the development of behavioral problems in young people. Parents' EI provides a basis for determining the right or wrong behavioral conduct toward their children (Tetik & Aktan, 2021), so parent-child bonding is important for effective, social and psychological functioning of the adolescent (Pozzobon & Marin, 2021). However, EI may mediate the relationship between exposure to pandemic COVID-19 and the presence of psychological disorders in adolescents (Li et al., 2021). Finally, among the pioneering instruments to measure affective and social aspects in the individual is the Emotional Quotient Inventory (EQ-i) of Bar-On (1997), which includes affective and social

aspects. However, research has progressed over the years and other instruments for measuring EI in the adolescent population have been introduced (Soriano-Sánchez & Jiménez-Vázquez, 2022b).

The Present Study

Systematic reviews are particularly useful in clinical decision making and in identifying effective treatments for psychological disorders. They are also useful to identify gaps in knowledge and to establish research priorities (Soriano-Sánchez, 2023). However, although to date there are different reviews that address the influence that the use of music has on the development of EI in the adolescent population (Magraner et al., 2022), to date none have been observed that present the benefits and main assessment instruments in young adolescents. Therefore, the aim of this study was to identify the importance of EI in young adolescents in school and its relationship with different psychological variables, presenting the most characteristic instruments for its measurement.

Method

Information Resources and Search Equation

The present systematic review was conducted following the PRISMA recommendations (proposals for improving the publication of systematic reviews and meta-analyses), raised by Page et al. (2021). The first step was the search using the Web of Science (WoS), Scopus and PsycINFO databases. For this, the following formula was used: ((*Emotional intelligence*) AND (*adolescent*) AND (*young*) AND (*student*)). The search was conducted during the month of August 2022, with no time limitation, in order to avoid the risk of publication bias, including studies that met the eligibility criteria.

Eligibility Criteria

Articles that met the following criteria were included:

(a) studies published in English and Spanish, excluding duplicate research.
(b) empirical studies, excluding qualitative research, instrument validation studies, books or doctoral theses.
(c) research that used statistical correlation analyses to assess the relationship between EI, adolescents and their influence on any variable, excluding studies related to other issues associated with adolescents or students, as well as those that did not use statistical correlation analyses.
(d) studies covering the age group of 10 to 19 years, including participants from any social class, country or culture.

Data Extraction and Synthesis

For the selection of articles, first, a review of the title and the abstract was carried out to apply the first exclusion criterion. Subsequently, a comprehensive reading of the complete text was made by the authors, to apply the rest of the established conceptual and methodological criteria. All included studies were evaluated

according to the traditional approach for the inclusion of studies in systematic reviews (Reyna et al., 2021). This approach optimized the applicability of our findings.

Statistical Analysis of Included Studies

To analyze the relationship between EI and the different variables, studies that used statistical correlation analyses were included. Pearson's r coefficient indicates the strength of the apparent relationship (Figure 1). The value of the Pearson r coefficient is between (-1) and (+1). If the correlation sign is positive, the relationship is considered to be direct while, if the sign is negative, the relationship is considered to be inverse. For interpretation, it is considered: r = zero means that there is no association or correlation between the two variables; $0 < r < 0.25$ = weak correlation; $0.25 \leq r < 0.75$ = intermediate correlation; $0.75 \leq r < 1$ = strong correlation; $r = \pm 1$ = perfect correlation (Fiallos, 2021).

Methodological Quality of Included Studies

The criteria that have integrated these checklists have had a general or specific approach, in the latter case, adapted to the quantitative approach used (Eadie et al., 2018). Questions that were open-ended were operationally defined so as to provide a yes or no answer, through the following 8 items:

- Item 1: Did the study address a clearly focused issue?
- Item 2: Was the cohort recruited in an acceptable way?
- Item 3: Was the outcome accurately measured to mini-mize bias?
- Item 4: Have the authors identified all important con-founding factors?
- Item 5: Have they taken account of the confounding fac-tors in the design and/or analysis?
- Item 6: Was the follow-up of subjects complete enough?
- Item 7: Was the follow-up of subjects long enough?
- Item 8: How precise are the results (e.g., do they report confidence intervals, standard errors, or standard deviations)?

Procedure

Figure 2 shows the study selection process (flow chart). A total of $N = 687$ studies were identified. In particular, in PsycINFO ($N = 262$), in Scopus ($N = 176$) and Web of Science (WoS) ($N = 249$). Subsequently, $n = 78$ studies were eliminated as duplicates. Next, a total of $n = 603$ studies were reviewed since $n = 6$ did not allow access to the full text. The following, a total of $n = 570$ studies were eliminated because they met the established exclusion criteria. Specifically, these were: $n = 61$ for being qualitative studies; $n = 3$ for being in a language other than English or Spanish; $n = 337$ for meeting exclusion criterion four; $n = 21$ for being books or doctoral theses; $n = 7$ studies for not using statistical correlation analysis; $n = 1$ because it is a validation instrument; and $n = 149$ for corresponding to studies whose sample was not between 10 and 19 years of age.

Figure 1
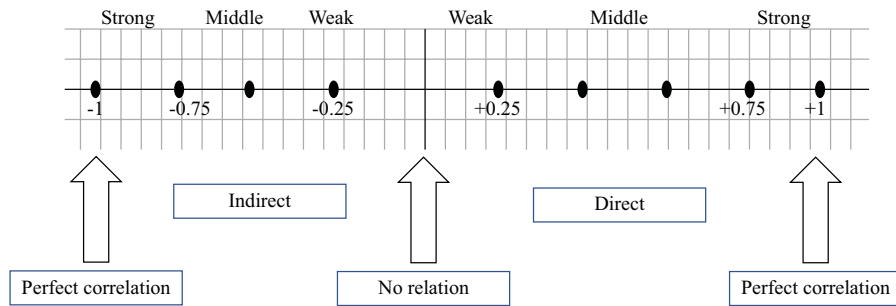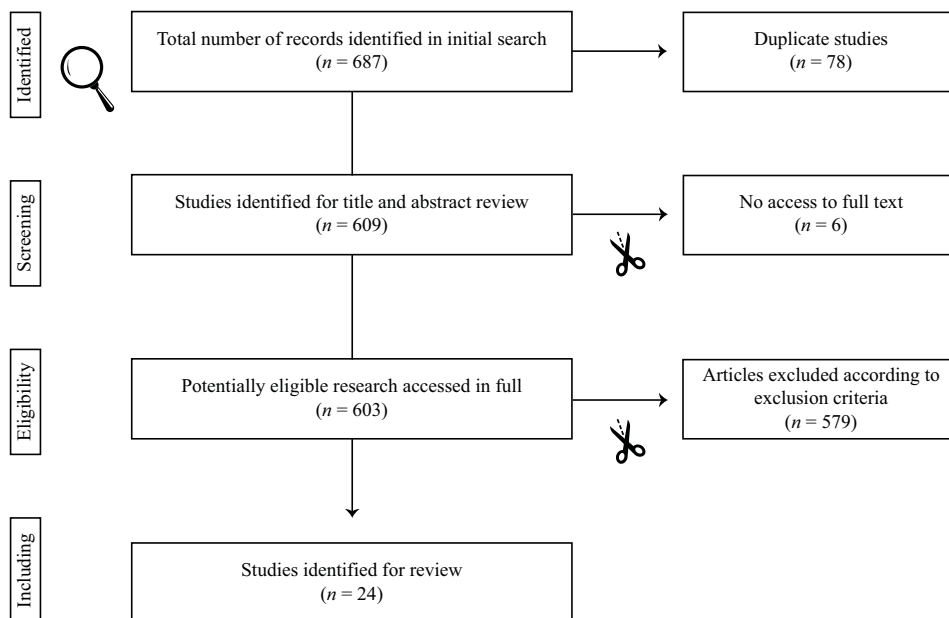*Characteristics of Pearson r coefficient.*

Figure 2
Flowchart Following the PRISMA Four Levels Criteria.

Results

Descriptive Analysis of Selected Studies

For data extraction, the following categories were recorded, which included the most relevant information for the analysis and extraction of results, following the following process: (1) authors and year of publication; and (2) objective of the study. In this sense, as can be seen in Table 1, the objectives of the different studies were different; however, all of them included among their variables the analysis of EI in the adolescent population.

Subsequently, relevant information was collected, as shown in Table 2, which was coded as follows: (1) authors and year of publication; (2) location; (3) sample; (4) Average age (M_{age} ; SD); (5) EI assessment instrument; and (6) correlations between EI and the different variables.

Year and Country Where the Studies Analyzed Were Carried out

In relation to the place where the studies have been carried out, it was in Spain where a greater number of investigations were conducted, in particular, 21 studies as, for example, the one carried out by Cañas et al. (2022) or by Tejada-Gallardo et al. (2022) or, even the research carried out by Piqueras et al. (2020) which, in this case, was conducted both in Spain and in Portugal. In contrast, China showed a total of three investigations (Zhao et al., 2019; Zheng et al., 2020), while Iran two studies (Abdollahi et al., 2015; Razjouyan et al., 2018). Finally, it was Morocco (Cortes-Denia et al., 2020), Dominican Republic (Jiménez et al., 2020), Pakistan (Malik, 2016) and Canada (Parker et al., 2013), exhibited only one study, respectively.

On the other hand, as can be seen, it has been in recent years that a greater number of papers have been presented. Specifically, 14 of the included studies were conducted as of 2019, which represents 56%. This suggests the great potential of this research topic at present.

Table 1
Aim of the Studies Included in the Systematic Review.

Author and year of publication	Aim
Abdollahi et al. (2015)	Examining associations between social anxiety, EI, and attitudes toward smoking
Cañas et al. (2022)	To analyze the mediating effect of self-concept on life satisfaction and the moderate mediating effect of EI on self-concept and life satisfaction in the context of peer victimization
Chamizo-Nieto et al. (2020)	Examining the roles of gratitude and EI in cyberaggression
Cortés-Denia et al. (2020)	To analyze the relationship of positive socioemotional resources EI, social support, and negative states (test anxiety and depression) with academic adjustment as measured by academic performance and self-concept
Elipe et al. (2012)	Demonstrate that the meta-state of mind about one's emotions, perceived EI, can distinguish students involved in bullying from those who are not involved
Fierro-Suero et al. (2019)	To analyze the relationship between basic psychological needs, motivation, EI, life satisfaction and academic performance in physical education class
González-Yubero et al. (2021)	To analyze the contribution of trait and ability EI to the understanding of alcohol consumption with respect to other previously studied personal protective factors such as self-esteem, self-efficacy, and assertiveness
López-Cassá et al. (2018)	To analyze the relationship between the level of emotional competence and well-being derived from experiences in specific contexts, as well as the level of life satisfaction
Malik (2016)	Examining the relationship of parental bonding, college connectedness, EI, and academic stress with health risk behaviors in students in the science and humanities cluster
Martín et al. (2018)	Analyze the relationships between athletes' perceptions of their EI, autonomy support provided by the coach, and the relationship with the coach
Méndez-Aguado et al. (2020)	To determine the relationship between EI, psychological flexibility, prosocial behavior, and inclusive behavior
Mestre et al. (2017)	To make a theoretical proposal as a basis for the development of EI in compulsory education based on the Cattell-Horn-Carroll cognitive model of mental abilities
Molero et al. (2021)	To analyze the impact of academic performance on burnout in high school students, and to establish the role of emotional intelligence in this relationship
Parker et al. (2013)	Examine the relationship between EI and various addiction-related behaviors (problem gambling, Internet abuse and computer game abuse)
Pérez-Fuentes et al. (2019)	To analyze the impact of academic performance on burnout in baccalaureate students and to establish the role of EI in this relationship
Piqueras et al. (2020)	Unraveling the interrelated effects of trait EI, mindfulness, and irrational beliefs on mental health
Quintana-Orts et al. (2021)	To examine whether loneliness mediated the association between two types of peer victimization and suicidal ideation and whether EI played a moderating role in the indirect and/or direct effect of a mediation model
Rey et al. (2020)	To analyze the relationship between positive personal resources and clinical symptoms in adolescent victims of cyberbullying
Ruvalcaba-Romero et al. (2016)	To identify the role of socioemotional competencies as a protective factor against aggressive behaviors
Tejada-Gallardo et al. (2022)	Exploring the association of EI with happiness, optimism, and pessimism in adolescence by introducing the bifactor EI model
Trigeros et al. (2019)	Exploring the dark side of self-determination theory, its influence on EI and metacognitive strategies
Usán et al. (2020)	Examining the relationships between the constructs of goal orientations, EI, and burnout
Zhao et al. (2019)	Clarify the relationship between trait EI and positive and negative affect in young adolescents by further exploring the mediating roles of personal resilience, social support, and prosocial behavior
Zheng et al. (2020)	Investigated the bidirectional relationship between EI and perceptions of resilience in adolescents and explored the effect of contextual variables on their development

Note: EI = Emotional Intelligence.

Analysis of Sample Differences

Regarding the total sample of the study set, it was $N = 26510$, ranging from 10 to 19 years of age. In this sense, the study by Usán et al. (2020) showed the largest sample size ($N = 2896$), both males ($N = 1614$; 55.73%) and females ($N = 1282$; 44.26%) aged 12 to 18 years ($M_{age} = 14.78$; $SD = 1.71$) belonging to 15 public schools. However, it should be noted that all the studies were included for both the female and male genders. In this sense, due to the differences, the samples used in the studies analyzed have been very varied, so it was divided into three groups: less than 500, between 500 and 100, and more than 1000 participants. The 33.33% of the studies belong to the first group, presenting 2558 participants, whose mean is 319.75 participants; in the second group (33.33%), in which the sample was 6660

participants, the mean was 832.50 participants. In the third group is 33.33%, with a sample of 17292 participants and a mean of 2161.50 participants.

The average age (M_{age}) of all participants was 14.34 ($SD = 1.01$). Elipe et al. (2012) classified the mean age into three groups, according to the educational stage of the participants: first cycle of Obligatory Secondary Education ($M_{age} = 13.34$; $SD = 1.00$), second cycle of Obligatory Secondary Education ($M_{age} = 15.40$; $SD = 0.95$) and baccalaureate ($M_{age} = 17.22$; $SD = 0.94$). In the case of Martín et al. (2018), they only indicated that participants were between 12 and 16 years old (Obligatory Secondary Education). Finally, the different variables evaluated in each of the investigations, the different measurement instruments used in relation to each of the investigations and the Pearson's r correlations between EI and the different variables are shown.

Table 2

Studies Analyzing the Relationship Between EI in Adolescents and other Variables.

Author and year of publication	Place	N	M_{age} (SD)	EI assessment instrument	Pearson's correlation (EI and different variables)	
					Positive (+)	Negative (-)
Abdollahi et al. (2015)	Iran	950	10.01 ± 0.93	Emotion Rating Scale (Schutte et al., 1998)	Hardiness[a]	Attitudes toward cigarette smoking[b]
Cañas et al. (2022)	Spain	1318	13.08 ± 1.32	The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995)	Self-concept[b] and life satisfaction[B]	Victimization[b]
Chamizo-Nieto et al. (2020)	Spain	1157	13.78 ± 1.33	The Emotional Intelligence Scale (WLEIS) of Wong & Law (2002)	Gratitude[b]	Cyber-aggression[b]
Cortés-Denia et al. (2020)	Morocco	845	15.58 ± 1.69	The Emotional Intelligence Scale (WLEIS) of Wong & Law (2002)	Academic performance[a], Social support[b] and academic self-concept[c]	Anxiety[a] and Depression[b]
Elipe et al. (2012)	Spain	5754	13.34 ± 1.00 15.40 ± 0.95 17.22 ± 0.94	The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995)	Optimism[a] and Happiness[a]	Pessimism[a]
Fierro-Suero et al. (2019)	Spain	343	13.78 ± 1.28	Emotional Quotient Inventory: Young Version (EQ-i:YV; Bar-On & Parker, 2000)	Autonomy[a], competence[b], relationship with others[b], intrinsic motivation[b], identified regulation[b], external regulation[a], life satisfaction[b] and academic performance[a]	Demotivation[a]
González-Yubero et al. (2021)	Spain	799	14.49 ± 1.17	The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995); Botín Foundation's Emotional Intelligence Test for teenagers (TIEFBA; Fernández-Berrocal et al., 2011)	-	Heavy alcohol consumption[a]
López-Cassá et al. (2018)	Spain	485	13.42 ± 1.54	Emotional Development Questionnaire for Secondary Education (CDE-SEC; Pérez-Escoda et al., 2010)	Satisfaction with coping resources[b], self-satisfaction[b], Satisfaction with leisure[b] and Satisfaction with life[b]	-
Malik (2016)	Pakistan	225	17.41 ± 0.95	Emotional Intelligence Scale of Batool & Khalid (2009)	Mother care[a], father care[b], and college connectedness[a]	Mother control[b], Father control[a], academic stress[a] and health-risk behavior[a]
Martín et al. (2018)	Spain	327	-	Brief Emotional Intelligence Scale (BEIS-10; Davies et al., 2010)	Perception Support Autonomy[a] and Percepción Relacione[a]	-
Méndez-Aguado et al. (2020)	Spain	642	15.37 ± 1.97	The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995)	Attitude towards inclusion[b], flexible thinking[b] and prosocial Behaviour[b]	-
Mestre et al. (2017)	Spain	164	13.98 ± 0.66	Emotional intelligence questionnaire youth version (EQi-YV; Ferrándiz et al., 2012)	Resilience[a], self-sufficiency[a], intelligence[a], learning generativity[b], aceptance[a], focus on thought[b], refocus on planning[b], positive reappraisal[b], perspective[a], consciousness[a], willpower[a], sensivity[a], networks[b] and identity self-efficacy[b]	Blaming other[a], self-blame[a], excitability[a], dominance[a] and tension[a]
Molero et al. (2021)	Spain	1287	15.12 ± 0.94	Brief Inventory of Emotional Intelligence (EQ-i-M20; Pérez-Fuentes et al., 2014)	Self-efficacy[a]	Exhaustion[a] and Cynicism[a]

Table 2

Studies Analyzing the Relationship Between EI in Adolescents and other Variables (Continued).

Author and year of publication	Place	N	M_{age} (SD)	EI assessment instrument	Pearson's correlation (EI and different variables)	
					Positive (+)	Negative (−)
Parker et al. (2013)	Canada	270	15.22 ± 1.63	Emotional Quotient Inventory: Young Version (EQ-i:YV; Bar-On & Parker, 2000)	-	Problem video game[a], Internet addiction[a], gambling frequency[a] and gambling-related behaviors[a]
Pérez-Fuentes et al. (2019)	Spain	742	15.63 ± 1.24	The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995)	Self-expressive creativity[a], self-esteem[a], extraversion[a], agreeableness[a], conscientiousness[a] and openness to experience[a]	Neuroticism[a]
Piqueras et al. (2020)	Spain and Portugal	2149	14.97 ± 1.50	Emotional Intelligence Questionnaire for Adolescents (TEIQue-ASF; Petrides et al., 2006)	Mindfulness skill[b]	Catastrophizing[b] and psychological problems[b]
Quintana-Orts et al. (2021)	Spain	1129	14.65 ± 1.79	The Emotional Intelligence Scale (WLEIS) of Wong & Law (2002)	-	Traditional victimization[a], cybervictimization[a], loneliness[a] and suicidal ideation[a]
Rey et al. (2020)	Spain	251	14.03 ± 1.47	The Emotional Intelligence Scale (WLEIS) of Wong & Law (2002)	Gratitude[a], optimism[a] and forgiveness of self[a]	Forgiveness of other[a]
Ruvalcaba-Romero et al. (2016)	Spain	970	13.70 ± -	Emotional Quotient Inventory: Young Version (EQ-i:YV; Bar-On & Parker, 2000)	-	Reactive agreement[a]
Tejada-Gallardo et al. (2022)	Spain	493	15.33 ± 0.56	The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995)		
Trigeros et al. (2019)	Spain	1602	15.73 ± 1.30	Emotional Intelligence Scale Spanish version (Cecchini et al., 2018)	Meta-Cognitive Strategies[c]	Psychological control by the teacher[b], frustration autonomy[a], frustration competence[a], frustration relatedness with others[a] and frustration novelty[a]
Usán et al. (2020)	Spain	2896	14.78 ± 1.71	The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995)	Self-efficacy[a] and goal ego-oriented[a]	Cynicism[a] and emotional exhaustion[a]
Zhao et al. (2019)	China	714	11.11 ± 0.36	The Emotional Intelligence Scale (WLEIS) of Wong & Law (2002)	Positive affect[a], resilience[b], social support[b] and prosocial behavior[a]	Negative affect[a]
Zheng et al. (2020)	China	998	11.38 ± 0.59	The Emotional Intelligence Scale (WLEIS) of Wong & Law (2002)	Resilience[b], friend-support[a] and family-support[a]	Bullying[a]

Note: a = weak correlation; b = intermediate correlation; c = strong correlation; EI = Emotional Intelligence.

Synthesis on the Importance of Emotional Intelligence in Adolescents

The results obtained in the different studies included in this study reveal that EI offers students the possibility of eliminating their levels of social anxiety and their attitude towards smoking (Abdollahi et al., 2015), which enhances their quality of life (Soriano-Sánchez & Sastre-Riba, 2022). Following the multiple mediation model conducted by Cortés-Denia et al. (2020), they found that self-concept and academic performance were predictors of EI, while anxiety and depression had a negative effect, as well as EI appeared to mediate coping with academic stress (Mestre et al., 2017). Consequently, basic psychological needs improved motivation and emotional aspects of the learners, having consequences on increased academic performance and psychological well-being (Fierro-Suero et al., 2019). However, social support in girls predicted EI, while in boys it was social support (Ruvalcaba-Romero et al., 2016).

Otherwise, González-Yubero et al. (2021) found that the factors of emotional perception, emotional clarity and emotional repair were significantly and inversely associated with drinking behaviors, contrary to the emotional attention component. On the other hand, boys appeared to perform significantly better in psychological resilience, EI, self-efficacy and happiness versus girls (Khodarahimi, 2013). Parker et al. (2013) found that EI was a moderate predictor of dysfunctional preoccupation in addiction-related behaviors (problem gambling, Internet abuse and video game abuse). For their part, Molero et al. (2021) observed a negative relationship between school *burnout* and EI, positive for self-efficacy, as well as negative for cynicism and *burnout*. Academic performance affected the level of *burnout*, while stress management and mood acted as mediators in this relationship (Soriano-Sánchez & Jiménez-Vázquez, 2023).

As for victimization, EI was positively associated with self-concept and significantly moderated the negative influence of victimization on self-concept (Cañas et al., 2022). In fact, adolescents with high levels in EI are less aggressive in the context of *cyberbullying* (Quintana-Orts et al., 2021), just as victims presented low levels in all EI dimensions (Estévez et al., 2019). Thus, the results demonstrated that perceived EI could discriminate between the roles played by youth in bullying, but not in *cyberbullying* (Elipe et al., 2012). Involvement in violent behaviors was associated with a lower ability to regulate emotions, where victims of cyberbullying showed lower symptoms in the following personal resources: EI, gratitude, optimism, and forgiveness (Rey et al., 2020). However, self-concept mediated the relationship between victimization and life satisfaction, with EI being positively associated with self-concept and significantly moderating the negative influence of victimization on self-concept (Cañas et al., 2020). Therefore, EI was positively related to psychological flexibility, being positively related to the development of adaptive (Usán et al., 2020) and inclusive behaviors (Méndez-Aguado et al., 2020).

In short, emotional competence was found to be related to life satisfaction (López-Cassá et al., 2018) and health (Piqueras et al., 2020; Zheng et al., 2020). Thus, the role of EI, on the one hand, proved to be important in explaining the relationship with adolescent happiness and optimism (Tejada-Gallardo et al., 2022) and, on the other hand, in favoring metacognitive thinking (Trigeros et al., 2019), positive affect, social support, resilience and prosocial behavior (Zhao et al., 2019).

How to Assess Emotional Intelligence in Adolescents?

The reviewed studies reveal that EI could be assessed in adolescents using different measurement instruments. Specifically, the selected studies have indicated that they made use of the following: The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995); Emotional Quotient Inventory: Young Version (EQ-i:YV; Bar-On & Parker, 2000); The Emotional Intelligence Scale (WLEIS; Wong & Law (2002); Emotion Rating Scale (Schutte et al., 1998); Emotional Development Questionnaire for Secondary Education (CDE-SEC; Pérez-Escoda et al., 2010); Emotional Intelligence Questionnaire for Adolescents (TEIQue-ASF; Petrides et al., 2006); Emotional Intelligence Scale (Batool & Khalid (2009); Brief Emotional Intelligence Scale (BEIS-10; Davies et al., 2010); Emotional intelligence questionnaire youth version (EQi-YV; Ferrándiz et al., 2012); Emotional Intelligence Scale Spanish version (Cecchini et al., 2018); Emotional Intelligence Profile Scale (EQ; Wahengbum, 2003); Brief Inventory of Emotional Intelligence (EQ-i-M20; Pérez-Fuentes et al., 2014); Botín Foundation's Emotional Intelligence Test for teenagers (TIEFBA; Fernández-Berrocal et al., 2011).

However, of all the instruments detailed above, it should be noted that the most widely used was The Trait-Meta-Mood-Scale (TMMS-24) by Salovey et al. (1995). Specifically, in eight investigations (Abdollahi et al., 2015; Elipe et al., 2012; Méndez-Aguado et al., 2020; Pérez-Fuentes et al., 2019; Tejada-Gallardo et al., 2022; Usán et al., 2020), followed by The Emotional Intelligence Scale (WLEIS) by Wong & Law (2002), which was used in six studies (Chamizo et al., 2020; Cortés-Denia et al., 2020; Quintana-Orts et al., 2021; Rey et al., 2020; Zhao et al., 2019; Zheng et al., 2020).

Quality Criteria of the Studies: Risk of Bias

The 24 quantitative studies met the 8/8 quality criteria for cohort study design, such as recruitment of sub-objects, minimization of bias, control of confounders, and follow-up. In addition, in order to try to avoid risk of bias and to assess the quality of the included studies, the researchers have developed items 9 and 10, which would be: 9. Is there a link between data and conclusion; 10. What is the quality of the study design? Finally, as can be seen in Table 3, all the studies showed a relationship between data and conclusion, and most of the studies showed high quality with respect to study design.

Table 3
Risk of Bias Assessment of Studies.

Author and year of publication	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
Abdollahi et al. (2015)	✓	✓	✓	✓	✓	✓	✓	✓	✓	M
Cañas et al. (2022)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Chamizo-Nieto et al. (2020)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Cortés-Denia et al. (2020)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Elipe et al. (2012)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Fierro-Suero et al. (2019)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
González-Yubero et al. (2021)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
López-Cassá et al. (2018)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Malik (2016)	✓	✓	✓	✓	✓	✓	✓	✓	✓	M
Martín et al. (2018)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Méndez-Aguado et al. (2020)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Mestre et al. (2017)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Molero et al. (2021)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Parker et al. (2013)	✓	✓	✓	✓	✓	✓	✓	✓	✓	M
Pérez-Fuentes et al. (2019)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Piqueras et al. (2020)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Quintana-Orts et al. (2021)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Rey et al. (2020)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Ruvalcaba-Romero et al. (2016)	✓	✓	✓	✓	✓	✓	✓	✓	✓	M
Tejada-Gallardo et al. (2022)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Trigeros et al. (2019)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Usán et al. (2020)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Zhao et al. (2019)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H
Zheng et al. (2020)	✓	✓	✓	✓	✓	✓	✓	✓	✓	H

Note: H = High; M = Moderate; L = Low; ✓ = Explicitly present; × = Absent; ? = Unclear.

Discussion

The aim of this study was to identify the importance of EI in young adolescents in school and its relationship with different psychological variables, presenting the most characteristic instruments for its measurement. Consequently, EI is of great importance in the educational context, since it favors the development of motivation, academic performance, and psychological well-being (Cortés-Denia et al., 2020). People with a higher level of EI show less suffering in negative situations and greater enjoyment in positive situations, showing more assertive and empathic behaviors (González-Yubero et al., 2021). In turn, EI suggests acting as a moderating variable between life satisfaction and suicidal ideation (Extremera and Rey, 2016). Specifically, it has been observed that students who show higher levels of suicidal ideation cope more positively with daily stressors and demands. Therefore, they would show greater perceived well-being (Luna et al., 2019). Indeed, recognizing one's emotions and knowing how to control them can lead to a range of adaptive behaviors (Trigeros et al., 2019). EI dimensions suggest directly predicting video game addiction and Internet abuse problems (Parker et al., 2013).

In cases of cyberbullying, boys seem to show more probability of being aggressors than victims (Ruvalcaba-Romero et al., 2016), where aggressors show less emotional regulation (Segura et al., 2020), so girls show greater difficulty in understanding what they are feeling, being less competent to manage their own emotions (Elipe et al., 2012). Furthermore, it appears that interventions aimed at improving EI skills may help to break the links between victimization, loneliness, and suicidal ideation in adolescent victims

of bullying (Quintana-Orts et al., 2021). Estévez et al. (2019) indicate that adolescents' perception of family dysfunction, as well as a poor self-concept of this environment may be aggravated by aggressive behaviors towards the peer group. Parent's EI becomes highly relevant for their children's behavior and learning style (İnce et al., 2020). Since, those parents with higher levels of EI seem to show better interpersonal relationships with their children (Batool & Bond, 2015).

In relation to EI and tobacco consumption, when the adolescent presents higher EI, he/she predicts a negative attitude towards tobacco consumption, facing one of the most important milestones for current public health (Soriano-Sánchez & Sastre-Riba, 2022). It is students with more severe symptoms of social anxiety who are more likely to smoke. Probably, because smoking is associated with a strong feeling of social situations problems (Abdollahi et al., 2015). Regarding alcohol consumption, the factors of emotional perception, emotional clarity, emotional repair, as well as self-esteem and assertive ability might be significantly and inversely related to drinking behaviors (González-Yubero et al., 2021).

Otherwise, the study by Mestre et al. (2017) evidenced a positive relationship between EI and resilience. Adolescents with high resilience scores may reveal better mental health outcomes, presenting higher levels of well-being and lower symptoms of depression (Fernández-Berrocal & Extremera, 2016), and may have better standards for school adaptation (Tejada-Gallardo et al., 2022) and improved academic engagement (Molero et al., 2021). Particularly, good environmental quality, such as sufficient social support, anti-bullying and family conflict mitigation, is required

to improve adolescents' EI and resilience to help them cope with challenges (Zheng et al., 2020).

The review of the different studies could reveal the influence exerted by the assessment of EI in the adolescent population. Thus, it seems that the measurement instruments The Trait-Meta-Mood-Scale (TMMS-24; Salovey et al., 1995) is the favorite of researchers, since it has been chosen by most of the studies, for example, by Cañas et al. (2022) or Segura et al. (2020). This suggests its correct internal validation and reliability. The instrument is made up of the following components: Emotional Attention, Emotional Clarity, and Emotional Repair. The scale indexes the degree of attention individuals devote to their feelings, the clarity of their experiences of these feelings, and their beliefs about the termination of negative moods or the prolongation of positive ones. The scale could have utility in helping to identify core individual differences that may emotionally characterize intelligent individuals capable of revealing their feelings to themselves and others. Authors such as Pérez-Fuentes et al. (2019) indicate that Emotional attention refers to the level of awareness of one's own feelings and moods. However, currently other scales have been presented that understand that EI would be formed by four components, according to the mixed model of EI: Intrapersonal, Interpersonal, Stress Management and Adaptability (Jiménez et al., 2020). Despite the differences found in the existing literature, it seems that any of the instruments can reliably assess the EI level of adolescents.

On the other hand, the risk of bias was low in the included studies. Nevertheless, this study is not free of limitations. First, one of the limitations could be found in the selection of databases for the search of the studies, so it is possible that some studies published in other electronic resources may have been unintentionally omitted (Soriano-Sánchez et al., 2023). Another limitation is the cross-sectional design of most of the studies included in this study. As a result, it was not possible to perform a meta-analysis to assess the effectiveness of EI intervention programs on the adolescent population. Finally, it should be noted that the results found in the study should be taken with caution, since the sample size in most of the studies was low. Also, some studies using measurement instruments based on very different theoretical proposals on emotional intelligence were included, with very different measures/dimensions/components. This means that the comparison of results based on very different theoretical conceptions complicates the drawing of reliable conclusions. As an advantage, the exhaustiveness of the review process should be highlighted.

To expand knowledge on this topic, as a future line of research, it is advisable to conduct new studies that take into account the different factors found in the present study, so that new conclusions can be drawn. Likewise, it is suggested that new variables be incorporated, such as resilience and self-concept, due to their influence on social adjustment and well-being, which could favor comprehensive development by the adolescent population at any stage (World Health Organization, 2022a) and, especially, in the face of situations, such as the situation generated by COVID-19 (Li et al., 2021).

However, EI has been related to so many variables that, considering the number of studies included in this systematic review, conclusions have often been drawn based on the results of a single study. Therefore, these results should be taken as a starting point (a new research hypothesis) for a new systematic review conducted exclusively on the relationship between a specific variable and emotional intelligence. This work constitutes the starting point for new studies to bring order to the large number of contradictory results that have been published on EI and the variables associated with it.

In short, based on the above and given the presence of EI in the adolescent population, it is suggested to implement intervention programs that seek to promote mechanisms for the cognitive, social, and emotional development present at the basis of these behaviors (Momeñe et al., 2021). Such interventions should be based on promoting integral health, promoting healthy lifestyles (Piqueras et al., 2020), from a psychological, social, and family approach (Soriano-Sánchez & Sastre-Riba, 2022). In turn, it would be interesting if they were carried out from the early years of the adolescent stage to favor integral development in the youngest, through innovative methodologies that favor inclusion (Méndez-Aguado et al., 2020) and motivation (Soriano-Sánchez & Jiménez-Vázquez, 2023).

As a conclusion, EI is a relevant construct for the development of motivation, improvement of self-esteem, empathy, self-efficacy, and interpersonal relationships, as well as for the prevention of substance abuse, positively influencing suicidal ideation.

In the adolescent stage and from education, EI should be enhanced. Education should provide the realization of the person, where the young person understands and discovers the different emotional factors in the teaching-learning process. It is relevant that the student understands that emotions are a fundamental part of the being, since they determine their behavior, expressing themselves through social adjustment, well-being, and health of the person.

In short, when one has a good level of EI in the adolescent stage, one learns more and better, showing the ability to understand the feelings of others. Likewise, there is a greater ability to resolve conflicts, being more positive and optimistic, presenting fewer behavioral problems and higher levels of self-esteem. Since, when one feels good about oneself, one can overcome frustrations with great ease, being able to better resist peer pressure, be happier and show greater well-being, which will later lead to greater success in life.

Conflict of Interest

The authors declare that they have no conflicts of interest.

Acknowledgements

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