

CORRELATION BETWEEN EMOTIONAL INTELLIGENCE, SELF ESTEEM AND LIFE SATISFACTION AMONG ADOLESCENTS

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ABSTRACT: Adolescence is that phase of life where there is transition from childhood to adulthood. This transition is marked by drastic physical, emotional, social and psychological changes. They go through different experiences that produce varying emotional reactions. Since they are growing old and moving towards adulthood so sense of self-esteem crops deep into their personality and craving for happiness also grows. Investigators in this study tried to analyze the relationship among emotional intelligence, self-esteem and life satisfaction for adolescents. A sample of 115 students was taken from the population of adolescents in the age group of 15-19 years studying in various private schools of tricity of Chandigarh. A descriptive survey method was used for the investigation. Brief emotional intelligence Scale, self-esteem scale and life satisfaction scale were used to collect the data. The Pearson's correlation and multiple correlation and t- test were employed to analyze the data. The results showed that emotional intelligence is in direct correlation with self-esteem but no correlation with life satisfaction of adolescents. Self-esteem is in direct correlation with life satisfaction. Self-esteem and emotional intelligence together contribute significantly towards the life satisfaction of adolescents. Both adolescent girls and boys showed no significant difference in their emotional intelligence, self-esteem and life satisfaction. The study has a lot of significance for understanding the adolescents in post COVID era.

KEY WORDS: Emotional intelligence, self-esteem, life satisfaction, adolescents

I. INTRODUCTION

Adolescence is that developmental phase of life which is marked by drastic physical, social, and psycho-emotional changes. It is a transitory phase where an individual is trying to shift from childhood to adulthood. There is a major shift in thinking and the way of learning. There is struggle for independence, and desire to explore new things. It is a period of uncertainty, confusion and ambiguity. So identity development by self-exploration is an important goal of this stage of life. It is at this period when a person develops the capacity to think beyond the immediate situation, consider its implications for the future, and comprehend the complexities of interpersonal interactions (Karibeeran, 2019). Due to physical and psychological changes teenagers go through a variety of novel experiences that frequently produce novel (and potentially strong) positive and negative emotional reactions. Since this stage has a significant impact on their future, it is important to foster emotional intelligence abilities in teenagers in order to control their emotions and behaviour.

Emotional Intelligence: Emotional intelligence is the ability of an individual to monitor and manage one's emotions and use them to aid the cognitive growth. If an individual manages his/her emotions well and is aware of emotions of others he/she can be called emotionally intelligent. The concept of emotional intelligence was first given by Salovey and Mayer (1990). Since then the concept of emotional quotient (EQ) has gained wide acceptance. It was once believed that the only factor important in determining a person's likelihood of success is their IQ. But over time, it became clear that a person's performance in their line of work is influenced not only by IQ, but also by EQ. People with high EI are more likely to be able to identify and manage both their own and other people's emotions. Emotional intelligence enhances one's capacity to recognize, use, and regulate emotions in order to reduce stress, communicate clearly, empathize with others, overcome obstacles, and diffuse conflict. Such people perform better at work, build better interpersonal relationships. Our ability to think more creatively and use our emotions to solve difficulties is facilitated by emotional intelligence (Kannaiah et.al, 2015). For people to perform at their best and for successful learning organizations to be managed, emotional intelligence skills are essential (Kumar, 2020).

Self Esteem: In Psychology self-esteem is a term used to reflect emotional evaluation of a person's worth in his or her own eyes. This evaluation leads an attitude formation positive or negative about self. High self-esteem refers to high self-worth whereas low self-esteem refers to low self-worth.

The assessment of a person's attitudes and ideas about his or her capabilities and ideals is known as self-esteem (Rosenberg, 1965). High self-esteem is very important for the teenagers because it motivates them display positive behavior, make good interpersonal relationships, try new things and take up challenges effectively. Adolescents with high levels of self-esteem frequently have great self-experiences, excellent interpersonal interactions, and superior physical and mental health (Peng et al., 2019; Cameron and Granger, 2019; & Li et al., 2010). The quality of one's self-esteem has a significant impact on their decision-making also. People with low self-esteem frequently make poor decisions as a result of their lack of confidence and sense of worth. Because of all the changes in the teenagers' roles and responsibilities during adolescence, self-esteem is sometimes fragile. Early adolescence is when self-esteem tends to drop, and it usually rises in the middle and later years (Trzesniewski et al., 2003). Some young people regularly endure unfavourable feelings like worry and despair (Sahin, 2014). The cause of this may be low self-esteem. Self-Esteem is the subjective evaluation of one's value and level of contentment or discontent with oneself. Dissatisfaction with oneself may also result from a lack of self-worth. One could become generally unsatisfied with their life as a result. In order to be satisfied with one's life, one must be content with or accept their circumstances, or their wishes and requirements for their entire life must be met (Lorie Sousa, 2001).

Life Satisfaction: All human activities and endeavors are directed towards making life meaningful. Desire for happiness and contentment is the basic human drive. There is comparison between one's aspirations and achievements. And the subjective assessment of such comparisons decides the life satisfaction of an individual. Life satisfaction is the result of either acceptance of one's life circumstances or fulfillment of one's desires and needs as a whole. Life satisfaction is identified as one of the three components of subjective wellbeing (Diener, 2019). One of the main predictors of subjective well-being, mental health, and positive functioning, particularly in adolescents and young adults, is life satisfaction (Carmel L Proctor, 2017). As discussed above it is important for the teenagers to learn to manage their emotions and maintain high self-esteem in order to develop into a positive and efficient individual. The variables emotional intelligence and self-esteem seem to be correlated as better management of emotions lead to improved self-worth. And with emotional intelligence and high self-esteem life satisfaction is developed especially in case of adolescents.

So this study focuses on the interrelationship of emotional intelligence, self-esteem and life satisfaction. It also studies whether emotional intelligence and self-esteem can predict life satisfaction among adolescents.

Review of previous literature: In a sample of 316 Spanish teenagers (179 females and 137 males) aged 14 to 18, Rey et al. (2011) investigated the connection between perceived emotional intelligence, self-esteem, and life satisfaction. According to the study, perceived emotional elements, in particular mood repair and clarity are positively correlated with life satisfaction. Teenagers' contentment with life was also found to be considerably and favourably correlated with their level of self-esteem. Coll et al. (2020) looked into the influence of socio-demographic factors, empathy, and emotional intelligence (EI) on self-esteem and life satisfaction. The study examined the impact of socio-demographic factors (such as gender and age), empathy, and emotional intelligence (EI) on self-esteem and life satisfaction. The complimentary techniques, regression models, and fuzzy-set qualitative comparative analysis (fsQCA) models were all compared in the study. Convenience sampling was used to select a sample of 991 teenagers from Spanish schools who ranged in age from 12 to 19. The study's findings demonstrate that higher EI and empathy in general predict higher teenage self-esteem in the regression model, but only partially in the QCA model. In the regression model, higher levels of empathy and self-esteem also predict higher levels of life satisfaction; however, they only do so partially in the fsQCA model. Also higher empathy and self-esteem predict higher levels of life satisfaction in the regression model but predict partially in fsQCA model.

Vilca-Pareja et al. (2022) investigated the relationship between students' life satisfaction and their emotional intelligence (EI), resilience, and self-esteem. 2574 university students between the ages of 18 and 30 comprised the sample. The study's findings showed a strong and direct correlation between EI, self-esteem, and resilience and life satisfaction. Additionally, it was discovered that men displayed stronger emotional self-regulation, emotional self-appraisal, and recognition of others' emotions. In terms of self-evaluation and emotional expression, women were better. The findings demonstrated that resilience qualities such as acceptance of oneself and life as well as self-esteem and self-regulation of emotion were significant predictors of life satisfaction. Dennis & Adetula (2019) studied the impact of perceived Emotional Intelligence and self-esteem on life satisfaction of health workers in Nigeria. The findings of the study showed that health professionals who felt they had a greater level of emotional intelligence and self-esteem tended to show higher life satisfaction than their counterparts.

It also showed that the independent variables, i.e., emotional intelligence, and self-esteem predicted life satisfaction. Jenaabadi (2014) studied the correlation between emotional intelligence, self-esteem and academic achievement of 300 male and female postgraduate students studying in Kahnooj Payam-e Nour University. Pearson's correlation coefficient and independent T test were computed to analyse the data. The results showed that emotional intelligence and self-esteem had no effect on their academic achievement. Self-esteem of female students was found to be higher than that of male students. Thomas & Joy (2021) studied the relationship between self-esteem and life satisfaction among young adults. The sample of the study consisted of 130 young adults, 65 men and 65 women selected from the Southern region of India. The study concluded that there is a significant positive correlation between self-esteem and life satisfaction. It also found that self-esteem can be a significant predictor of life satisfaction. Men and women did not differ in self-esteem and life satisfaction. Ruvalcaba-Romero et.al (2017) conducted this study to identify the mediation function of the variables of positive emotions, self-esteem, interpersonal relationships, and social support between emotional intelligence and life satisfaction. The sample was composed of 417 Mexican youth, ages between 18 and 21 years. The results of the structural equation modeling showed that emotional clarity plays a predictive role over positive emotions and self-esteem, while emotional repair influences positive emotions and a greater satisfaction with interpersonal relationships.

Kong, Zhao & You (2012) conducted this study to examine the mediation effects of social support and self-esteem for the relationship between emotional intelligence and life satisfaction in adolescence. The sample consisted of 489 Chinese college students aged between 17–23 years. Path analysis showed that social support and self-esteem fully mediated the relationship between trait EI and life satisfaction in late adolescence. A multi-group analysis indicated that the males with high social support were more likely to gain greater life satisfaction than the female counterparts. Fakaruddin et al. (2017) conducted a study to identify the relationship between self-esteem and emotional intelligence among students in a public higher learning institution in Kuala Lumpur with a sample of 100 college students randomly selected from six faculties in the university. The findings showed that there was a significant positive relationship between self-esteem and emotional intelligence among university students.

II. METHODOLOGY

Objectives

The objectives of the study are:

1. To study the correlation between emotional intelligence and self-esteem.
2. To study the correlation between emotional intelligence and life satisfaction.
3. To study the correlation between self-esteem and life satisfaction.
4. To predict the contribution of self-esteem and emotional intelligence towards life satisfaction.
5. To study the significant difference between the emotional intelligence of adolescent girls and boys.
6. To study the significant difference between the self-esteem of adolescent girls and boys.
7. To study the significant difference between the life satisfaction of adolescent girls and boys.

Hypotheses

The hypotheses of the above objectives are:

1. There is no significant correlation between emotional intelligence and self-esteem of adolescents.
2. There is no significant correlation between emotional intelligence and life satisfaction of adolescents.
3. There is no significant correlation between self-esteem and life satisfaction of adolescents.
4. Self-esteem and emotional intelligence together do not contribute significantly towards the life satisfaction of adolescents.
5. There is no significant difference between the mean emotional intelligence scores of adolescent girls and boys.
6. There is no significant difference between the mean self-esteem scores of adolescent girls and boys.
7. There is no significant difference between the mean life satisfaction scores of adolescent girls and boys.

Sample

The population of the study is adolescents in the age group of 15-19 years studying in various private schools of tricity of Chandigarh. A sample of 115 students was taken from the said population.

Tools used

Following tools were used to collect the data:

1. Brief Emotional Intelligence Scale-10 (BEIS-10) by Davies & Devonport & Scott (2010).
2. Self Esteem Scale by Rosenberg (1965)

3. Life satisfaction Scale by Diener, Emmons, Larsen, & Griffin (1985).

Design and Procedure: The study was conducted using a descriptive survey method. The Standardized scales constituting emotional intelligence, self-esteem and life satisfaction were used to collect the data. The said scales were given to the sample students using Google form. The raw data was collected and tabulated in the excel sheet and subjected to descriptive and inferential statistics to compute coefficients of correlation, multiple R and significant difference using SPSS software. Finally, results were interpreted and conclusions were drawn out.

Statistical tools: The raw data was analyzed using descriptive statistics, such as mean, standard deviation, standard error of mean and inferential statistics such as Pearson’s correlation and multiple correlation and t- test.

Analysis of the study

1. **Objective 1:** To study the correlation between emotional intelligence and self-esteem.
The objective was tested by employing Pearson’s coefficient of correlation technique on the mean scores of emotional intelligence and self-esteem.

Table 1: Coefficient of correlation between emotional intelligence and self-esteem of adolescents

S.No.	Variable	N	Mean	SD	r ₁₋₃	Levels of Significance
1	emotional intelligence	115	38.09	4.139	.295	.01
2	Self-esteem	115	26.66	5.231		

Table 1 shows that mean scores for emotional intelligence and self-esteem of adolescents are 38.09 and 26.66 respectively. The coefficient of correlation value has been found to be .295, which is significant at .01 level of significance. Hence the hypothesis, “There is no significant correlation between emotional intelligence and self-esteem of adolescents” may not be accepted. This shows that emotional intelligence is in direct correlation with self-esteem. Higher the emotional intelligence higher will be the self-esteem.

2. **Objective 2:** To study the correlation between emotional intelligence and life satisfaction.
The objective was tested by employing Pearson’s coefficient of correlation technique on the mean scores of emotional intelligence and life satisfaction.

Table 2: Coefficient of correlation between emotional intelligence and life satisfaction

S.No.	Variable	N	Mean	SD	r ₂₋₃	Levels of Significance
1	emotional intelligence	115	38.09	4.139	.074	NS
3	life satisfaction	115	11.96	3.237		

Table 2 shows that mean scores for emotional intelligence and life satisfaction of adolescents are 38.09 and 11.96 respectively. The coefficient of correlation value has been found to be .074, which is not significant at .05 level of significance. Hence the hypothesis, “There is no significant correlation between emotional intelligence and life satisfaction of adolescents” may be accepted. This shows that emotional intelligence has no correlation with life satisfaction of adolescents.

3. **Objective 3:** To study the correlation between self-esteem and life satisfaction.
The objective was tested by employing Pearson’s coefficient of correlation technique on the mean scores of self-esteem and life satisfaction.

Table 3: Coefficient of correlation between self-esteem and life satisfaction

S.No.	Variable	N	Mean	SD	r ₂₋₃	Levels of Significance
1	self esteem	115	26.66	5.231	.620	.01
3	life	115	11.96	3.237		

	satisfaction					
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Table 3 shows that mean scores for self-esteem and life satisfaction of adolescents are 26.66 and 11.96 respectively. The coefficient of correlation value has been found to be .620, which is significant at .01 level of significance. Hence the hypothesis, "There is no significant correlation between self-esteem and life satisfaction of adolescents" may not be accepted. This shows that self-esteem is in direct correlation with life satisfaction. Higher the self-esteem more will be the life satisfaction.

Objective 4: To predict the contribution of self-esteem and emotional intelligence towards life satisfaction of adolescents.

The objective was tested by employing multiple correlation technique on the mean scores of the variables self-esteem, emotional intelligence and life satisfaction.

Table 4: Model summary of predictors self-esteem and emotional intelligence with dependent variable life satisfaction

Model	R	R ²	Adjusted R ²	Std. Error of Estimate
1	.631	.398	.387	2.535

Table 5: Analysis of variance between predictors self-esteem and emotional intelligence with dependent variable life satisfaction

Model		Sum of Squares	Df	Mean Square	F	Levels of Significance
1	Regression	475.238	2	237.619	36.986	.01
	Residual	719.545	112	6.425		
	Total	1194.783	114			

Table 6: Coefficients and t- value for self-esteem and emotional intelligence on dependent variable life satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t – value	Significance
	B	Std. Error	Beta		
1 (Constant)	4.718	20275		2.073	.05
Emotional intelligence	-.094	.060	-.120	-1.565	NS
Self esteem	.406	.048	.656	8.542	.01

Table 4 reveals that the value of multiple correlation coefficients, R, is .631. It depicts the level of quality or prediction of the dependent/ criterion variable, that is, Life satisfaction. The value of R² (coefficient of determination) is .398 and the adjusted value of R² is .387. It represents the modified version of R² which has been adjusted for the number of predictors in the model. The values indicate that the independent variables, emotional intelligence and self-esteem explain, 39.8% of the variability of the Life satisfaction. Table 5 shows that the value of F-ratio, which tests whether the overall regression model is a good fit for the data or not, is 36.986 for (2,112) degrees of freedom. The value is significant at .01 level of significance. This means that emotional intelligence and self-esteem combined predict the dependent variable life satisfaction to the extent of 38.7%. Rest may be predicted by some other variables. So, the overall regression model is a good fit for the data. Table 6 represents unstandardized coefficient values for emotional intelligence and self-esteem as -.094 and .406 respectively. It also shows that t-values for emotional intelligence and self-esteem are -1.565 and 8.542 respectively. The t-value for emotional intelligence is not significant at .05 level and t-value for self-esteem is significant at .01 level of significance. It means that for every one-unit increase in emotional intelligence there will be -.094 units increase in Life satisfaction and for every one-unit increase in self-esteem there will be .406 units increase in life satisfaction. Hence the hypothesis, "Self-esteem and emotional intelligence together does not contribute significantly towards the life satisfaction of adolescents," may not be accepted. Self-esteem predicts life satisfaction of adolescents but emotional intelligence does not.

Objective 5: To study the significant difference between the emotional intelligence of adolescent girls and boys.

Table 7: Difference between the mean emotional intelligence scores of adolescent girls and boys students

Groups	N	M	SD	SEm	df	t-ratio	Level of significance
Girls	60	38.13	3.846	.497	113	.125	NS
Boys	55	38.04	4.472	.603			

Table 7 shows the mean emotional intelligence scores for adolescent girls and boys students, as 38.13 and 38.04 respectively. T-value has been found to be .125 for 113 degrees of freedom. The value is not significant at 0.05 level of significance. Hence the null hypothesis, "There is no significant difference between the mean emotional intelligence scores of adolescent girls and boys", may be accepted. Hence, both adolescent girls and boys showed relatively similar level of emotional intelligence.

Objective 6: To study the significant difference between the self-esteem of adolescent girls and boys.

Table 8: Difference between the mean self-esteem scores of adolescent girls and boys students

Group	N	M	SD	SEm	df	t-ratio	Level of significance
Girls	60	25.98	5.309	.685	113	-1.458	NS
Boys	55	27.40	5.090	.686			

Table 8 shows the mean self-esteem scores for adolescent girls and boys students, as 25.98 and 27.40 respectively. T-value has been found to be -1.458 for 113 degrees of freedom. The value is not significant at 0.05 level of significance. Hence the null hypothesis, "There is no significant difference between the mean self-esteem scores of adolescent girls and boys", may be accepted. Hence, both adolescent girls and boys showed relatively similar self-esteem.

Objective 7: To study the significant difference between the life satisfaction of adolescent girls and boys.

Table 9: Difference between the mean life satisfaction scores of adolescent girls and boys students

Group	N	M	SD	SEm	Df	t-ratio	Level of significance
Girls	60	11.70	3.495	.451	113	-.887	NS
Boys	55	12.24	2.937	.396			

Table 9 shows the mean life satisfaction scores for adolescent girls and boys students, as 11.70 and 12.24 respectively. T-value has been found to be -.887 for 113 degrees of freedom. The value is not significant at 0.05 level of significance. Hence the null hypothesis, "There is no significant difference between the mean life satisfaction scores of adolescent girls and boys", may be accepted. Hence, both adolescent girls and boys showed relatively similar life satisfaction.

III. RESULTS AND DISCUSSION

The results showed that Emotional intelligence is in direct correlation with self-esteem (supported by Coll et al., 2020; Vilca-Pareja et al., 2022; Dennis & Adetula, 2019; Fakaruddin et al., 2017). Emotional intelligence shows no correlation with life satisfaction of adolescents. It may be due to the fact that even if they may manage their emotions well, there are other factors contributing to life satisfaction of adolescents. Also it is that stage of life where they have high aspirations about success and want to accomplish a lot in future, so being completely satisfied with life may mean end of growth for them. Self-esteem is found to be in direct correlation with life

satisfaction (supported by Thomas & Joy (2021), Vilca-Pareja et al. (2022)). If the teenagers acknowledge their self-worth, they feel satisfied with life.

Self-esteem and emotional intelligence together contribute significantly towards the life satisfaction of adolescents. Self-esteem is found to be the major and significant predictor of life satisfaction of adolescents. The result is supported by the findings of Thomas & Joy, (2021; Dennis & Adetula, (2019) & Coll et.al., (2020).

Adolescent girls and boys showed no significant difference in their emotional intelligence, self-esteem and life satisfaction.

IV. CONCLUSION

The study shows the importance of developing emotional intelligence and self-esteem among the adolescent boys and girls as these contribute significantly towards developing life satisfaction among them. There is scope of further research by considering other factors which may contribute to the life satisfaction of adolescents.

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