Emotional Intelligence, Self-Esteem, And Anger Among Adolescents In Pakistan

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Abstract

The current study examined the relationship between emotional intelligence, self-esteem, and anger among adolescents. The sample consisted of 700 participants (350 boys and 350 girls) aged 13 to 19 years from schools and colleges of government and private sectors of Data Ganj Buksh town, Lahore. Purposive sampling and co-relational research design were used. Demographic information form, the scale for emotional intelligence, brief self-esteem inventory, and the state-trait anger expression Inventory-I were used for the data collection. Results indicated a highly significant positive relationship between emotional intelligence and self-esteem, while these constructs were negatively associated with anger. This study will be helpful for the campus administrations, teachers, and campus counselors to work on students' emotional intelligence to improve their self-esteem, which effectively helps reduce anger among adolescents.

Keywords: Emotional intelligence, self-esteem, anger, adolescents, Pakistan

Introduction & Literature Review

The age of adolescence is marked with new social roles, relationships, and an atmosphere in which optimal social integration is of fundamental significance for success. Moreover, adolescence is itself a challenge when it comes to managing emotions. Being emotionally competent is significant in adolescence and an essential component of a successful journey (Adeyemo & Adeleye, 2005).

Effective management of emotion depends on a person's emotional intelligence, which has been proposed as an essential addition in the landscape of individual human difference and a critical determinant of real-life success in different fields of life (Goleman, 1998). Therefore, emotional intelligence is the most important and influential part of the personality, and managing emotions is essential to human adjustment and survival (Riaz et al., 2009). High emotional intelligence generates positive feelings and leads to general happiness, motivation, satisfaction, and fulfillment, while low emotional intelligence leads to frustration, disappointment, resentment, and sorrow (Ahmad, Bangash & Khan, 2009). Four primary emotional intelligence constructs illustrated by Goleman's EI model were: Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Goleman, 1998).

Adolescents' emotional well-being is crucial to their learning and success as adults. Social policy neglects teenage emotional development exposing children to emotionally unskilled individual parenting. The present study's findings could raise awareness of the necessity of healthy emotional intelligence and self-esteem. Low EI or "low EQ" can lead to loneliness, dread, frustration, guilt, emptiness, bitterness, melancholy, instability, lethargy, disappointment, obligation, resentment, wrath, reliance, victimization, and failure. However, high "EQ" is linked to happiness (Mayer et al., 2008).

Parents need to recognize the importance of their child's emotional development, especially when he/she is going through the adolescent period, as this is the period in which they are in emotional turmoil. Parental training programs could be planned in which parents will be guided on how to express their feelings and resolve conflicts and also to replace the maladaptive behaviors leading to the development of low EQ among adolescents with more flexible and adaptive patterns, which they could model at home. Parents with low emotional intelligence exhibited indirect expressions of emotions like silence, anger, blame, guilt, stress, fear, hopelessness, verbal or physical abuse, and violence. On the other hand, high-EQ parents demonstrate direct expression of emotions like affection, acceptance, encouragement, joy, confidence, enthusiasm, and optimism (Turculeţ & Tulbure, 2014).

Emotional intelligence affects self-esteem (Mohamed, 2019). Self-esteem is self-worth and confidence to complete tasks. Low self-esteem people overgeneralize failure, while high self-esteem people can interpret success in many ways. Self-esteemed people value and choose healthy relationships. They are respectful, non-judgmental, and fair. Self-esteemed people are adventurous. Orth and Robins (2014) reported that building self-esteem in adolescents resulting positive effects throughout the life span of the individuals.

Adolescence is when boys and girls face physical, psychological, emotional, intellectual, and all developmental challenges. Researchers have also found that adolescents from families with conflicts exhibit low emotional intelligence and are insecurely manifesting below-average impulse control, below-average listening skills, low self-confidence, poor study habits, and poor social skills, including over-aggressiveness (Hoffman et al., 1988). They will lower self-esteem due to peer and instructor rejection. Recognizing students' academic, athletic, and artistic achievements, socially accepting them, encouraging them to participate in various social activities, and offering chances for personal, moral, and ethical development can boost students' self-esteem. (Bibi et al., 2020). Bar-On (2000) explained that anger control is based on flexibility, a part of emotional intelligence skills that emphasize bringing change in our feelings, thoughts, expectations, and behaviors to changing situations and conditions, thereby delaying impulsive actions leading to destructive/ pathological behaviors.

Daus and Ashkanasy (2003) revealed that emotional intelligence includes anger control. Anger management shows emotional intelligence. When their physical or social activities are restricted or their personalities and social status are attacked, adolescents are threatened. Critics, embarrassment, underestimation, and neglect can anger adolescents and threaten their caring natures. Empirical evidence showed an inverse relation between Emotional intelligence to anger (Arslan, 2009). For modulating the experience and expression of anger,

reappraisal techniques in emotional regulation are more effective than acceptance and suppression (Szasz et al., 2011). Hence, people with high emotional intelligence can handle anger much better than those without this emotion. Anger management is critical, and people with high emotional intelligence can reason instead acting on impulse. An inverse relationship was reported between self-esteem and anger, and a positive relationship was found between self-esteem and anger control. Loss of relationships causes depression, and loss of self-esteem causes anger and anxiety among adolescents (Mathes et al.,1985).

Men with low self-esteem responded with anger-out responses, whereas women with low self-esteem responded with anger-in responses (Nunn & Thomas, 1999). Significant gender differences were found between anger and self-esteem among adolescents. Researchers reported that men showed more aggression than their women counterparts during late adolescence. However, an empirical gap exists in the literature in establishing the relationship between emotional intelligence, self-esteem, and anger among adolescents studying in schools and colleges in Pakistan. Since adolescence is a critical age when their emotional intelligence and self-esteem skills are building at their peak, therefore, both skills need to be assessed, and training could be provided where needed in order to ensure a better and prosperous future and better abilities to cope with anger experiences in adolescents (Tajpreet & Maheshwari, 2015). Therefore, it is intended to determine the relationship between emotional intelligence, self-esteem, and adolescent anger.

Hypotheses

The following hypotheses were formulated.

1. There would be a significant positive relationship between emotional intelligence and self-esteem among adolescent girls and boys in schools and colleges.
2. There is a significant negative relationship between emotional intelligence and anger among adolescent girls and boys in schools and colleges.
3. A significant negative relationship exists between self-esteem and anger among adolescent girls and boys in schools and colleges.

Sample

The study included a total sample of 700 adolescents (350 boys and 350 girls) aged 13 to 19 years. The sample was taken from Data Ganj Buksh Town, Lahore, because it is the largest populous town out of the nine towns of Lahore, which included all socioeconomic classes: lower, middle, and upper adequately. In the first stage of sampling, the Stratified sampling strategy was used to determine sample size according to the ages range 13 to 19 years. The sample size was determined by following the proportions of the socioeconomic status of Data Gang Buksh town: 56% Lower, 33% (Middle), and 11 %(Upper). These proportions disproportionate stratified distribution was used to include a sample size of 392(SES, Lower), 231(Middle SES), and 77 (Upper SES). In the second stage, a Purposive sampling strategy was used to collect the data from different schools and colleges in Lahore.

Instruments

The following instruments were used in the study:

Demographic Information Form

The demographic information form was developed according to the requirements of this research. The information focused on

the participant's age, sex, education, birth order, siblings, parent's education and occupation, family system, religion, general home atmosphere, and income.

The Scale for Emotional Intelligence (SEI) for Adolescents

This tool has been developed by Dawood et al. (2011) from an already existing tool, "Scale of Emotional Intelligence (SEI) for Adults (Dawood, Rehman & Sheikh 200). The primary scales of the tool have been developed by following Goleman's theory of emotional intelligence. The Scale for Emotional Intelligence (SEI) for Adolescents has five major scales: Self Awareness; Self-Regulation; Motivation; Empathy, and Social Skills, along with 19 subscales. It is a self-reported questionnaire, and all the responses are recorded on 5 points Likert scale. Brief detail of each scale has been given below:

1) Self-Awareness assesses what state and emotion one is feeling and expressing at any given time. This scale has been divided into four subscales:
a) Feelings (12 items), b) Decision Making (10 items), c) Realistic Self-Appraisal (11 items), and d) Realistic Self Confidence (9 items).
2) Self-Regulation: involves handling emotion in a way that not only facilitates the task at hand but also helps recover from emotional trauma/stress. It envelopes delaying gratification for pursuing the goals. The scale has been divided into three subscales:
a) Emotional Regulations (10 items), b) Delaying gratification (11 items), and c) Emotional Recovery (14 items).
3) Motivation refers to the deepest preferences to guide oneself towards one's goal, take the initiative and strive to improve performance despite setbacks. This scale is divided into four subscales:
a) Goal-Directed Preferences (8 items), b) Initiative Preferences (7 items), c) Improved Directed Strivings (7 items), and d) Perseverance (13 items).
4) Empathy involves sensing what other people are feeling, taking other people's perspectives, and building rapport with broadly diverse people. This scale comprises three subscales:
a) Being Considerate (7 items), b) Awareness about Other's Perspectives (7 items), and c) Generous Rapport Developing (10 items)
5) Social Skills: It assesses handling emotions in relationships and accurately reading social situations and networks. It involves the skills that enable an individual to convince, lead and negotiate along with teamwork. This scale comprises five subscales:
a) Emotional Regulation in Relationships (7 items), b) Perception of Social Networks (8 items), c) Congenial Relationships (8 items), d) Leadership Abilities (10 items), and e) Facilitative Communication (8 items).

Brief Self-Esteem Inventory (BSEI)

The brief Self Esteem Inventory (BSEI) was developed by William (2000) and translated into the Urdu language by Mubashir, Dawood, and Anjum (2011) with good psychometric properties. It consisted of 20 questions, and the participant has to rate him/herself on a 4-point rating scale 4 = Definitely yes or

almost always, 3 = Probably yes or often, 2 = Probably not or seldom, 1 = not or rarely. This inventory attempts to measure the following ten areas of self-esteem: Appearance (item No: 1 &11), Competence (item No: 2 &12), Intelligence (item No: 3 &13), Personality (item No: 4 &14), Success (item No: 5 &15), Unconditional Worth (item No: 6 &16), Self- Forgiveness (item No: 7 &17), Acceptance of Weakness (item No: 8 &18), Self- Love (item No: 9 &19), and Freedom from Guilt (item No: 10 &20). A score of 2 or below in any of the ten areas indicates low self-esteem. A score less than 45 indicates very low self-esteem, and scores 76 and above indicate high self-esteem on the inventory.

State-Trait Anger Expression Inventory-I (STAXI-I):

In the present research, Urdu translated version of the State-Trait Anxiety Expression Inventory –I (STAXI-I; Mushtaq & Najam, 2014) was used to measure anger among adolescents. First, the scale was translated by following the Lexilion method of equivalence to make it more comprehensible for Pakistani adolescents. Then it was used in the study. This scale was initially developed by Steinberger (1988) and consisted of 44 items that concisely measure experience and expression of anger. Individuals rate themselves on a four-point scale that assesses the intensity of angry feelings and the frequency of anger experienced, suppressed, and controlled.

The experience of anger measured by STAXI has two significant components; State and Trait Anger. State-Anger is defined as an emotional state marked by subjective feelings that vary in intensity from mild annoyance or irritation to intense fury and rage. Trait-Anger is defined as the predisposition to perceive a wide range of situations as annoying or frustrating and the tendency to respond to such situations with more frequent elevations in State Anger. STAXI -I have six scales. T-Anger has two subscales: - (1) State Anger (S -Anger), (2) Trait Anger (T- Anger); a) Angry Temperament (T- Anger /T) and b) Angry Reaction (T –Ang/Rxn) ; (3) Anger-In (AX/In); (4) Anger-out (AX/Out); (5) Anger control (AX/Cont) and (6) Anger Expression (AX/EX). It takes about an average of 10-20 minutes to complete the test. Moreover, there is no time limit for the administration of STAXI-I Speilberger (1988).

Procedure

The Institutional Review Board approved the study, and the authors received authorization to use the scales for research and from senior management to approach volunteer participants. After explaining the study's goal and participants' rights and obligations, volunteers signed written informed permission. Participants and data were anonymous. Emotional intelligence, self-esteem, and anger were measured using a demographics form. The questions averaged 25-30 minutes. After inclusion and exclusion, 98 percent responded. SPSS 22 analyzed data.

Results

The pilot study included 14 pupils, two boys and two girls from each age group. It assessed the practical use of research tools and grasp of items, timing, and sequence in questionnaire administration. Emotional Intelligence, Self Esteem, and Rage were correlated using Pearson Product Moment Coefficient.

Table I Psychometric Properties of the Variables (N = 700)

Measure	M	SD	k	a
Emotional Intelligence				
Self-Awareness	149.69	18.91	42	.85
Self-Regulation	117.11	14.27	35	.74
Motivation	128.89	18.01	35	.87
Empathy	89.56	14.41	24	.87
Social Skills	151.62	24.01	41	.92
State Anger	20.91	6.70	10	.84
Trait Anger	22.67	5.41	10	.71
Anger temperament	9.07	2.56	4	.67
Anger reaction	9.65	2.70	4	.55
Anger in	17.59	4.04	8	.56
Anger out	17.83	4.08	8	.59
Anger control	20.50	4.37	8	.62
Anger expression	19.43	7.21	-	-

Note: n = 700; k = no. of items

Cronbach's alpha reliability coefficients established the scales' internal consistencies. Tuckman recommends dependability values of .50 or above (1972). All scales passed this reliability test.

Table 2 Relationship between Emotional Intelligence and Self Esteem among Adolescents (N=700)

Scales	I	II	III	IV	V	VI	VII	VIII	IX	X	BSEI Total
					Scales of BSEI						
SEI-1											
Com	.23**	.18**	.19**	.22**	.17**	.19**	.22**	.17**	.18**	.15**	.33**
Girls	.24**	.20**	.22**	.16**	.23**	.20**	.21**	.21**	.11**	.18**	.36**
Boys	.21**	.16**	.14**	.27**	.11**	.16**	.14**	.13**	.24**	.13**	.30**
SEI-2											
Com	.19**	.22**	.16**	.19**	.18**	.14**	.19**	.14**	.11**	.17**	.29**
Girls	.13**	.22**	.18**	.15**	.19**	.17**	.22**	.17**	.04	.17**	.29**
Boys	.24**	.21**	.12**	.23**	.15**	.10	.15**	.11*	.16**	.16**	.29**
SEI-3											
Com	.16**	.13**	.17**	.18**	.11**	.16**	.17**	.16**	.13**	.17**	.27**
Girls	.15**	.10	.19**	.13*	.15**	.16**	.18**	.20**	.14**	.19**	.28**
Boys	.17**	.15**	.14**	.28**	.06	.15*	.15**	.13*	.12*	.14**	.25**
SEI-4											
Com	.15**	.05	.13**	.22**	.14**	.12**	.18**	.19**	.13**	.15**	.26**
Girls	.51**	.05	.19**	.15**	.15**	.13**	.29**	.27**	.11**	.18**	.30**
Boys	.14**	.05*	.07	.31**	.13**	.11**	.11**	.12**	.15**	.12**	.23**
SEI-5											
Co	.21**	.13**	.17**	.26**	.14**	.18**	.19**	.18**	.13**	.17**	.31**
Girls	.23**	.08	.22**	.17**	.17**	.22**	.26**	.23**	.12**	.22**	.34**
Boys	.18**	.16**	.13**	.31**	.11**	.13*	.14**	.14**	.14**	.12*	.28**

SEI-Total

Comb	.23**	.17**	.19**	.25**	.17**	.18**	.22**	.20**	.16**	.19**	.35**
Girls	.23**	.15**	.24**	.19**	.21**	.21**	.31**	.26**	.13**	.23**	.38**
Boys	.24**	.19**	.15**	.30**	.13*	.15**	.15**	.16**	.19**	.15**	.32**

Note.   *p<.05,   **p<.01   (two-tailed)
N=700, Girls n=350, Boys n=350
BSEI=Brief self Esteem Inventory;
SEI=Scale of Emotional Intelligence;
Com= Combined score of boys and girls

Table 2 showed a significant positive relationship between the total score of SEI combined, all SEI subscales, and the total score of BSEI combined, all subscales of BSEI, on combined data the data of girls and boys separately.

Table 3 Correlation between Emotional Intelligence and Anger among Adolescents (N=700)

Scales of SEI	State Anger		Trait Anger					
		T-Anger Temperament	T- Anger Reaction	Anger In	Anger Out	Anger Control	Anger Expression
SEI 1							
Comb	-.21**	-1.7**	-.09**	-.17**	-.20**	.07**	-.21**
Girls	-.21**	-.21**	-.08	-.08	-.16**	.05	-.13**
Boys	-.21**	-.14**	-.09	-.25**	-.24**	.09	-.27**
SEI 2							
Comb	-.25**	-.18**	-.16**	-.11**	-.18**	.14**	-.16**
Girls	-.22**	-.5**	-.10*	-.01	-.12*	.17**	-.07
Boys	-.27**	-.20**	-.22**	-.19**	-.23**	.10	-.24**
SEI 3							
Comb	-.22**	-.17**	-.15**	-.17**	-.21**	.06	-.21**
Girls	-.23**	-.19**	-.08	-.06	-.18**	.03	-.14**
Boys	-.22**	-.15**	-.21**	-.26**	-.22*	.07	-.27**
SEI 4							
Comb	-.16**	-.13**	-.10**	-.12**	.16**	.07	-.16**
Girls	-.18**	-.21**	-.11*	-.06	-.15**	.04	-.12*
Boys	-.13**	-.06	-.08	-.18**	-.16**	.08	-.19**
SEI 5							
Comb	-.22**	-.16**	-.11**	-.16**	-.19**	.05	-.19**
Girls	-.22**	-.16**	-.07	-.09	-.19**	.03	-.16**
Boys	-.21**	-.15**	-.13**	-.21**	-.20**	.05	-.23**
SEI Total							
Comb	-.24**	-.19**	-.13**	-.16**	-.21**	.10**	-.21**
Girls	-.25**	-.22**	-.10**	-.07	-.19**	.08	-.15**
Boys	-.24**	-.16**	-.17**	-.25**	-.23**	.12*	-.27**

Note. *p<.05, **p<.01 (two-tailed) N=700, Girls n=350, Boys n=350

Hypothesis 2 was also accepted as evident from the results in Table 3, showing a significant inverse relationship between all the scales of Scale for Emotional Intelligence for Adolescents (SEI-Adolescents) and the sub-scales of The

State-Trait Anger Expression Inventory-I(STAXI-I) except for the subscale of Anger Control of STAXI-I. Furthermore, a significant positive relationship exists between the Anger Control subscale of STAXI-I and SEI scale1 and the total score of SEI –Adolescents.

Table 4 Correlation between Self Esteem and Anger among Adolescents (N=700)

Sub Scales	I	II	III	IV	V	VI	VII	VIII	IX	X	BSEI Total
State Anger											
Com	-16**	-15**	-15**	-16**	-13**	-.06	-13**	-15**	-16**	-.09*	-.24**
Girls	-/10	-22**	-24**	-17**	-21**	-.13*	-.13*	-26**	-.13	-.10	-.29**
Boys	-20**	-.09	-.07	-16**	-.06	.01	-.13*	-.06	-21**	-.09	-.19**
T- Anger-Temperament											
Com	-.06	-.09*	-.08*	-.08*	-.08*	-.07	-11**	-.08*	-.04*	-10**	-.14**
Girls	-.04	-16**	-19**	-.09	-18**	-.13*	-.14	-.16	-.07	-16**	-.24**
Boys	-.07	-.02	.01	-.07	.01	-.01	-.08	-.01	-.02	-.04	-.05
T- Anger Reaction											
Com	-.07	-.007	-.00	-.00	-.05	-.02	-.03	-.03	-.02	-.05	-.06
Girls	-.05	-.07	-.07	-.01	-14**	-.09	-.04	-.09	-.03	-.08	-.12**
Boys	-.08	-.06	.06	.02	.01	0.4	-.02	.03	-.02	-.04	-.00
Anger – In											
Com	-09**	-.05	.07	-10**	-.04	-.02	-.03	-.02	-.09*	-.06	-.10*
Girls	-.11*	-14**	-.12*	-16**	-15**	-.05	-.06	-.11	-.09	-.12*	-.19**
Boys	-.06	.05	.01	-.06	.09	.02	.01	.06	.06	.01	.01
Anger – out											
Com	-09**	-.07*	-.08*	-12**	-.06	-.08*	-.09*	-.03	-.12**	-.08*	-.15**
Girls	-12**	-16**	-17**	-.12*	-17**	-.09	-.08	-.15	.00	.07	-.23**
Boys	-.07	.00	.00	-.12*	.03	-.08	-.10*	.07	-.11*	-.01	.07
Anger – Control											
Com	.02	.05	.06	.00	.03	.02	.03	.08*	.03	-09**	.01*
Girls	.00	.05	.05	-.02	-.07	.04	.00	.03	.00	.07	.02
Boys	-.03	.04	.07	.03	.11*	.00	.05	.12*	.05	.10*	-.11*
Anger – Expression											
Com	-10**	-.07	-.08*	-13**	-.06	-.06	-.07	-.03	-.12**	-.08*	.01*
Girls	-13**	-17**	-16**	-16**	-18**	-.08	-.08	-15**	-.13*	-15**	-24**
Boys	-.07	.02	-.00	-.09	.06	0.3	-.05	-.08	-.09	-.00	-.03

Note. *p<.05, **p<.01 (two-tailed) N=700, Girls n=350, Boys n=350

Hypothesis 3 was partially accepted in the present study as it can be seen from the results given in Table 3 that a highly significant inverse relationship exists

between State Anger and sub-scales of BSEI, total BSEI score for both girls and boys and their combined score. A significant relationship was found for girls and combined scores on the Trait Anger Temperament subscale. A highly significant negative relation was found between the BSEI Scale-V and the BESI total score of girls with the Trait Anger Reaction subscale. Results suggest that the increase or decrease in perceived self-esteem was related to the tendency of anger reaction in female adolescents. A significant relationship was found between the Anger–In and Anger-Out subscales of STAXI-I and some of the BSEI sub-scales for girls and combined scores. A significant relationship was found between the Anger Expression subscale and sub-scales of BSEI and the total score of BSEI. Moreover, a significant inverse relationship was found Between the Anger Expression subscale and sub-scales of BSEI I, II, III, IV, V, VIII, IX, X, and BSEI Total score.

Discussion

The present study explored the relationship between emotional intelligence, self-esteem, and anger among adolescent girls and boys in schools and colleges in Pakistan. Hypothesis, 1 of the study was accepted and supported by the previous literature (Riaz et al., 2009), which is indicative of the fact that Pakistani adolescents with high emotional intelligence also have high self-esteem, whereas Pakistani adolescents with low emotional intelligence show low self-esteem for both girls and boys and combined on all the subscales of emotional intelligence for adolescents and brief self-esteem inventory.

Hypothesis, 2 of the current study was also accepted, indicating a significant inverse relationship between emotional intelligence and anger among adolescents in Pakistan, indicating that the state anger

of adolescents with higher emotional intelligence was low. State anger of adolescents with low emotional intelligence was high, signifying the need for inculcating emotional intelligence-based training programs in schools and colleges for adolescents. It also points towards the fact that adolescents with higher emotional intelligence tend to have more anger control abilities and are better able to handle conflicting situations. These results align with previous studies (Kanesan & Fauzan, 2019) that showed adolescents with high emotional intelligence tend to forgive people easily, thus showing typical signs of anger. It is also validated that people high in emotional intelligence effectively handle aggression caused by anger and anxiety (MacCann et al., 2020). Hence, the school environment is critical for adolescents' emotional development and self-esteem, as the characteristics the adolescent brings from home are reinforced at school.

Kant (2019) reported that people with healthy emotional skills, or "high EQ," are happier, healthier, and more successful in their lives as they balance between emotion and reason, have an awareness of their feelings, can show empathy and compassion for others and also show signs of high self-esteem. The emotionally intelligent person learns from each negative emotion. They learn to control their emotions themselves. Thus healthy use of emotional intelligence, a touch of EI at the right time, and high self-esteem can mean the difference between conflict and cooperation, understanding and disagreement, closeness and distance, love and hate, violence and non-violence, and ultimately, war and peace (Guerra-Bustamante et al., 2019). Two people with high EQ and high self-esteem will be most likely to be attracted to each other and will most likely raise individuals with high EQ and high self-esteem.

Hypothesis 3 of the study, was also partially accepted in the present study that there is a significantly high negative relation between State Anger and total BSEI score for both girls and boys and their combined score. It shows that adolescents with high self-esteem showed low state anger, whereas adolescents with low self-esteem showed high state anger. The results of the present study follow the previous literature as Völker (2020) examined individual and combined effects of gender and self-esteem on anger expression. The results of this study supported the hypothesis that men with low self-esteem responded with anger–out responses, whereas women with low self-esteem responded to anger-in responses.

Conclusion

Based on the present findings, it is concluded that a strong positive relationship exists between emotional intelligence and self-esteem among adolescents. Moreover, there is a robust negative relationship between emotional intelligence and anger among adolescents, whereas there is a negative relationship between anger and self-esteem.

Limitations and Future Directions

The current study has only investigated the relationship between variables and excluded the prediction and gender differences due to time constraints. However, in future research, a mixed-method research design with complete demographic details and other constructs (depression, anxiety, stress, personality traits, psychological capital, and resilience) will provide a better understanding of the phenomena in the cultural context of Pakistan.

Implications of the Study

The study's outcome may help (especially in an educational setting) to increase the awareness of inculcating emotional intelligence skills in adolescents, along with taking measures to enhance self-esteem. It will ensure more success in their lives by establishing control over their anger, managing emotions better, and developing better self-concept and higher self-esteem. The results of this study further facilitate the designing of guidance and counseling programs for school psychologists to arrange workshops for the adolescent population. Programs can be designed to increase the self-awareness of adolescents, which is one of the essential components of emotional intelligence and self-esteem, as without self-awareness, one cannot raise his/her self-esteem since one does not know what he/ she needs to work on and would continue to make the same mistakes, to punish him/herself and to feel powerless to stop the cycle from repeating.

All of this would further lock into feelings of low self-esteem. Besides that, launching self-awareness programs for adolescents would make them more in touch with their feelings, and they would become more attuned to the areas that need improvement by spotting their negative feelings. For example, if they get angry when stuck in traffic, their feelings tell them they have a problem with impatience. If they know their impatience, they will realize that this is an area they need to improve. Each negative feeling offers an opportunity for growth. Likewise, each positive feeling tells the individual that he/she is on the right track. Counseling programs can be arranged for parents and schools/ colleges to raise students with high emotional intelligence and self-esteem, thereby preventing many disruptive behaviors, misconducts, and psychological disorders.

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