

The Relationship Between Emotional Intelligence and Mood in Adolescents

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KEYWORD	ABSTRACT
adolescents, emotional intelligence, mood	Changes in adolescents have an impact on the positive and negative emotions they experience so that they also impact several responses, namely cognitive, behavioral, physiological or possibly a combination of the three. Mood can be one of the common and frequent signs of mental health problems among teenagers, namely feeling stressed and unable to control their mood. In this case, someone who has emotional intelligence abilities will be better able to manage the mood changes they experience. The aim of this research is to determine the relationship between emotional intelligence and mood in adolescents. This research method uses a quantitative approach and the number of respondents is 125, teenagers aged 16 - 21 years, currently studying and domiciled in Jabodetabek. The research instrument used the trait emotional intelligence questionnaire-short form (TEIQUE-SF) and four dimensions mood scale (FDMS). The data analysis technique uses correlation with SPSS. The results of this study show that testing emotional intelligence with a positive mood gives results that there is no relationship between emotional intelligence and a positive mood. However, in testing emotional intelligence with a negative mood, there is a relationship between emotional intelligence and negative mood, meaning that the higher the emotional intelligence, the lower the negative mood. The conclusion from this research is that the higher the emotional intelligence of teenagers, the lower the negative atmosphere experienced by teenagers.

1. Introduction

Mental health disorders are a serious issue occurring worldwide. According to data from the International Health Metrics and Evaluation (2021), it is estimated that more than 1.1 billion people globally suffer from mental health disorders. Data from the Basic Health Research (2018) shows that over 19 million people aged 15 and older experience psychological disorders, one of which includes emotional disorders, with more than 12 million individuals experiencing depression.

According to the World Health Organization (2021), it is estimated that 1.1% of adolescents aged 10-14 years and 2.8% of adolescents aged 15-19 years experience depression, with symptoms including mood swings that are rapid and unpredictable. Mental health conditions can occur because each stage of growth, from childhood to adolescence and adulthood, involves changes in characteristics, biological development, psychological processes, and social changes. In addition to these changes, external factors at each stage of development, such as the passage of time due to maturity, the environment, reactions from others around them, and parental guidance, can also influence mental health (Diananda, 2019).

The emotional condition of adolescents plays a significant role as well, since many changes they experience can impact both positive and negative emotions. These emotions can affect several responses, including

cognitive, behavioral, physiological, or a combination of all three (Al Baqi & Sista, 2018). Not all adolescents can manage their emotions effectively in various situations and under pressure, which can impact their mood.

Mood can be one of the most common and frequent indicators of mental health problems among adolescents, such as feeling stressed and unable to control their emotions (Angsukiattitavorn et al., 2020). This is due to the pressures they face and responsibilities that are starting to be given to them. Individuals who are unable to manage their mood may struggle to maintain routines due to fluctuating emotional states, whether good or bad (Abbas et al., 2018).

Adolescents are at higher risk for depression and suicide, and they often magnify their depressive moods. This is linked to self-image, body image, and discrimination. Suicide risk also increases among adolescents, partly due to substance abuse and alcohol, as a result of insufficient affection, emotional support, and the pressure they experience (Santrock W. John, 2018).

Mood disorders can be minimized when adolescents are able to understand and manage their emotions effectively. The ability to understand one's own emotions and the emotions of others is known as emotional intelligence (Abbas et al., 2018). Thus, emotional intelligence is crucial for facing certain situations. Additionally, individuals with high emotional intelligence possess five key abilities:

recognizing one's own emotions, managing emotions, motivating oneself, recognizing emotions in others, and building relationships (Goleman, 1995).

One study conducted by Azizah (2021) aimed to examine the impact of mood changes on daily activities. This research used interview techniques and found that mood changes do not always affect daily activities as a whole, depending on how individuals approach these changes. However, rapid mood swings, whether positive or negative, significantly disrupt an individual's peace. Another study by Angsukiattitavorn et al. (2020) examined mood changes among adolescents in Thailand, showing that the prevalence of mood disturbances among adolescents had increased compared to previous research. Research linking emotional intelligence and mood among college students found a negative relationship between emotional intelligence and mood (Abbas et al., 2018).

Based on the phenomena and studies addressing the variables of emotional intelligence and mood, there appears to be a correlation between the two. According to Goleman (1996), emotional intelligence refers to a person's ability to regulate their emotional life with intelligence and to maintain emotional balance and expression. Someone with high emotional intelligence is better able to manage their emotions, express their feelings appropriately, and maintain stability in their life. In contrast, mood

can fluctuate depending on the stimuli or triggers one encounters (Azizah, 2021). A person with high emotional intelligence is better equipped to handle changes in their mood.

Based on the discussion of emotional intelligence and mood, as well as previous studies exploring these variables, the research by Angsukiattitavorn et al. (2022) suggests that future studies should expand the sample size and incorporate additional variables that have yet to be measured, to better investigate the factors contributing to mental health literacy and mood management. The researcher aims to combine the variables of emotional intelligence and mood. Therefore, the researcher intends to study the relationship between emotional intelligence and mood in adolescents.

2. Method

2.1 Research Type and Design

This study uses a quantitative approach to test the research hypothesis. This method is also referred to as the scientific method because it adheres to concrete, empirical, objective, measurable, rational, and systematic values. Furthermore, this method is called the discovery method because it allows for the discovery or development of the subject being studied. Quantitative methods are also more focused on the use of numbers, from data collection, interpretation, to the results obtained (Hardani et al., 2020).

2.2 Research Variables

This study uses a correlation test to identify and provide a description of the existence and direction (positive or negative) of the relationship, as well as the strength of the relationship between the variables. In the case of a positive relationship, the higher the value of variable one (X), the higher the value of variable two (Y). Conversely, in the case of a negative relationship, the higher the value of variable one (X), the lower the value of variable two (Y). The variables used in this study are:

- a. Variable One (X): Emotional Intelligence
- b. Variable Two (Y): Mood

2.3 Operational Definitions

2.3.1 Operational Definition of Mood

Mood is a condition of feelings experienced by a person, where its cause depends on the stimulus provided. The tool used to measure this variable is the Four Dimensions Mood Scale, adapted by Adinugroho (2016). It consists of four dimensions: positive energy, tiredness, negative action, and relaxation.

2.3.2 Operational Definition of Emotional Intelligence

Emotional Intelligence is an individual's ability to manage their emotions and express them effectively, which influences themselves, others, and their environment. The tool used to measure this variable is the Trait Emotional Intelligence Questionnaire-Short Form (TEIQUE-SF), adapted by

Yulistin Tresnawaty (2018). It consists of four dimensions: Well-Being, Self-Control, Emotionality, and Sociability.

2.4 Population and Sample

The population is the entire object of study that has certain characteristics, and it is necessary to determine the size of the population object and the scope of the research area (Hardani, 2020). In this study, the population consists of adolescents aged 16-21 years.

The sampling technique used is probability sampling, where the sample is selected based on the goals of the study. The characteristics determined by the researcher for this study are:

- a. Male and female adolescents
- b. Aged 16-21 years
- c. Currently pursuing education
- d. Residing in the Greater Jakarta area (Jabodetabek)

2.5 Data Collection Instruments

This research uses two measurement scales to assess the two variables in the study. The scale for measuring Emotional Intelligence uses the Trait Emotional Intelligence Questionnaire-Short Form (TEIQUE-SF), which has been adapted and translated into Indonesian by Yulistin Tresnawaty. The scale for measuring Mood uses the Four Dimensions Mood Scale, also adapted for Indonesian. Data collection for this study was conducted through online questionnaires.

2.5.1 Emotional Intelligence Scale

In this study, the researcher uses the Trait Emotional Intelligence Questionnaire-Short Form (TEIQUÉ-SF), adapted into Indonesian by Yulistin Tresnawaty. It consists of four dimensions: Well-Being, Self-Control, Emotionality, and Sociability, with 18

items consisting of favorable and unfavorable statements. Responses are measured using a 4-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). Below is the blueprint for the Emotional Intelligence measurement tool (TEIQUÉ-SF).

Table 1. Blueprint of the Emotional Intelligence Scale

No	Dimension	Items	Total
1	Well-Being	5, 6, 9, 12, 20, 27	6
2	Self-Control	3, 4, 15, 19	4
3	Emotionality	1, 2, 7	3
4	Sociability	10, 11, 16, 17, 28, 29	6
Total			18

2.5.2 Mood Scale

In this study, the researcher uses the Four Dimensions Mood Scale, adapted into Indonesian by Adinugroho. It consists of four dimensions: positive energy, tiredness, negative action, and relaxation, with 17 items, each with 4 response categories. The responses are measured using a 4-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). Below is the blueprint for the Mood measurement tool.

Table 2. Blueprint of the Mood Scale

No	Dimension	Items	Total
1	Positive Energy	1, 2, 3, 4, 5	5
2	Relaxation	6, 7, 8, 9, 10	5
3	Tiredness	11, 12, 13	3
4	Negative Action	14, 15, 16, 17	4
Total			17

2.6 Validity and Reliability Testing

In research, an instrument is an important part to ensure accurate data, and thus, validity and reliability tests must be performed on the research instruments. This testing aims to measure the variables in the study (Hardani, 2020). Validity testing ensures the legitimacy of the scale used to measure the variables, and it is considered valid if the Pearson correlation coefficient is greater than 0.3 ($r > 0.3$). Reliability testing is done to assess the consistency of the measurement tool, using Cronbach's Alpha. If the Cronbach's Alpha is greater than 0.70, the reliability of the scale is considered acceptable. In this study, data were analyzed and processed using IBM SPSS Statistics version 23. The results are as follows:

2.6.1 Emotional Intelligence

Table 3. Emotional Intelligence Validity

No.	Item	Item Total Correlation	Description
1		0.456	Valid
2		0.213	Not Valid
3		0.582	Valid
4		0.490	Valid
5		0.456	Valid
6		0.488	Valid
7		0.570	Valid
8		0.554	Valid
9		0.578	Valid
10		0.175	Not Valid
11		0.641	Valid
12		0.589	Valid
13		0.530	Valid
14		0.529	Valid
15		0.576	Valid
16		0.358	Valid
17		0.518	Valid
18		0.548	Valid

In Table 3 the validity test results for the emotional intelligence scale show that 16 items are valid, with Pearson's correlation coefficient greater than 0.3. Three items were invalid, with a correlation coefficient less than 0.3.

Table 4. Reliability Statistics

Cronbach's Alpha Number of Items	
0.817	18

Table 4 shows the reliability test for the emotional intelligence scale, where Cronbach's Alpha is 0.817, which is greater than 0.70, indicating that the scale is reliable for use in this research.

2.6.2 Mood

Table 5 Mood Validity

No. Item	Item Total Correlation	Description
1	0.651	Valid
2	0.680	Valid
3	0.574	Valid
4	0.593	Valid
5	0.600	Valid
6	0.386	Valid
7	0.358	Valid
8	0.513	Valid
9	0.562	Valid
10	0.579	Valid
11	0.657	Valid
12	0.530	Valid
13	0.512	Valid
14	0.686	Valid
15	0.427	Valid
16	0.491	Valid
17	0.557	Valid

In Table 5, all items for the mood scale are valid as their Pearson's correlation coefficients are greater than 0.3.

Table 6. Reliability

Cronbach's Alpha Number of Items	
0.855	17

Table 3.6 shows the reliability test for the mood scale, where Cronbach's Alpha is 0.855, which is greater than 0.70, indicating that the scale is reliable for use in this study.

2.7 Data Analysis Technique

The data analysis technique for this quantitative study uses statistical methods aimed at answering the research problems and hypotheses (Hardani, 2020). The analysis uses the Statistical Package for Social Science (SPSS) version 23. In this study, data analysis for both variables was performed using correlation analysis to examine the relationship between emotional intelligence and mood in adolescents.

3. Results and Discussion

3.1 Overview of Research Subjects

Data for this study was collected using a questionnaire distributed via Google Forms and shared through various social media platforms, including Instagram, WhatsApp, Twitter, Telegram, and TikTok. The participants were aged between 16 and 21 years, both male and female, currently enrolled in high school or university, and residing in the Greater Jakarta area (Jabodetabek). A total of 125 respondents met the criteria for inclusion in this study. The characteristics of the respondents were categorized as follows:

Table 6. Characteristics of the Participants

Characteristic	Frequency	Percentage (%)
Gender		
Male	15	12%
Female	110	88%
Residence		
Jakarta	73	58.4%
Bogor	10	8%
Depok	6	4.8%

Characteristic Frequency Percentage (%)		
Tangerang	18	14.4%
Bekasi	20	16%

Based on the gender distribution, the majority of the respondents were female, making up 88% of the total sample, while males represented only 12% of the respondents. This indicates that there was a larger female representation in the study population.

In terms of geographical distribution, respondents from Jakarta represented the largest proportion, with 73 participants (58.4%), followed by Bekasi with 20 respondents (16%) and Tangerang with 18 respondents (14.4%). The lowest number of respondents were from Bogor (10 respondents, 8%) and Depok (6 respondents, 4.8%).

4.2 Hypothesis Testing Results

Table 7. Results of the Correlation Test between Emotional Intelligence and Positive Mood

Variable	r	Significance
Emotional Intelligence - Positive Mood	-0.638	0.000

Table 7 shows the results of the correlation analysis, where the Pearson correlation coefficient is -0.638, with a probability value of 0.000. Since the probability value is less than 0.05, it indicates a significant negative correlation. This suggests that there is no positive relationship between emotional intelligence and positive mood. As the emotional intelligence of adolescents increases, it does not directly lead to a more positive mood.

Table 8 Results of the Correlation Test between Emotional Intelligence and Negative Mood

Variable	r	Significance
Emotional Intelligence - Negative Mood	-0.730	0.000

In Table 8, the correlation analysis yielded a Pearson correlation coefficient of -0.730, with a probability value of 0.000. Given that the probability value is less than 0.05, this result indicates a significant negative correlation. This means that there is a relationship

between emotional intelligence and negative mood, with higher emotional intelligence being associated with lower negative mood in adolescents. This result suggests that emotional intelligence plays a crucial role in

reducing negative mood and emotional disturbances.

The findings from the correlation analyses between emotional intelligence and both positive and negative mood are as follows: Emotional intelligence is negatively correlated with positive mood, meaning there is no significant positive relationship. On the other hand, emotional intelligence is negatively correlated with negative mood, indicating that higher emotional intelligence is associated with a reduction in negative mood. In other words, adolescents with better emotional intelligence tend to experience fewer negative emotions.

Discussion

The primary objective of this research was to examine the relationship between emotional intelligence and mood in adolescents, and to provide a deeper understanding of the variables under study. Through the analysis of correlation data, this study has revealed that there is no significant positive relationship between emotional intelligence and positive mood. However, a significant negative correlation was found between emotional intelligence and negative mood in adolescents.

The findings from this study are consistent with previous research on mood in adolescents, such as the work by Angsukiattitavin et al. (2020), which focused on mood disorders in

adolescent groups in Thailand. Their study found that the prevalence of mood disorders was higher among adolescents aged over 15, with vocational school students in Bangkok exhibiting an even higher prevalence of 37.1%. This study was particularly relevant as adolescence is a stage in life marked by rapid emotional changes, which may lead to mood swings that can be difficult to manage without proper coping mechanisms.

A similar study by Wafiq Azizah (2021), titled "The Impact of Mood on Daily Activities During Early Adulthood," examined how mood changes can influence an individual's daily life. This study found that mood shifts, whether positive or negative, affect behavior and daily activities. Despite not always influencing every aspect of life, rapid mood changes can disrupt an individual's mental peace, leading to distress. The overall conclusion of this study emphasized the importance of regulating mood to maintain a stable and peaceful life.

Moreover, Abbas et al. (2018) conducted a study to investigate the moderating role of demographic variables in emotional intelligence, longing, and mood changes among students. Their hypothesis suggested a negative relationship between emotional intelligence, longing, and mood, which was confirmed by the results. The study found that emotional intelligence helped individuals manage mood changes, particularly when longing was a contributing factor. This

supports the notion that emotional intelligence can buffer the impact of emotional disruptions.

The findings of the current study align with the previous research in that emotional intelligence has a negative relationship with negative mood. Adolescents who possess high emotional intelligence are better equipped to manage negative emotions, which aligns with Goleman's (1995) theory of emotional intelligence. According to Goleman, emotional intelligence enables individuals to motivate themselves, cope with frustration, and regulate their emotions. This includes being able to handle emotional challenges without overreacting or allowing emotions to lead to stress or other negative outcomes.

Additionally, the research indicates that mood disorders in adolescents can stem from the inability to regulate their emotions. Adolescents who struggle with emotional regulation may find it difficult to maintain their daily routines, as their mood swings—whether positive or negative can interfere with their ability to focus and engage in everyday activities (Abbas et al., 2018). The study highlights that emotional intelligence plays a significant role in reducing negative mood, as adolescents with higher emotional intelligence tend to experience fewer mood disturbances.

This study also suggests that emotional intelligence acts as a protective factor for adolescents,

helping them navigate the emotional challenges that often come with adolescence. The ability to recognize, understand, and manage one's emotions can contribute to better emotional well-being, lower levels of anxiety, and a more balanced outlook on life. These findings underline the importance of developing emotional intelligence, especially during the adolescent years, to enhance overall mental health and emotional resilience.

In conclusion, this research contributes valuable insights into the role of emotional intelligence in shaping the emotional lives of adolescents. The results demonstrate the complex relationship between emotional intelligence and mood, highlighting the need for further exploration into how emotional intelligence can be used as a tool for improving mental health outcomes among young people. Given that emotional intelligence has the potential to mitigate negative mood and enhance emotional regulation, interventions aimed at improving emotional intelligence could serve as an effective strategy for supporting adolescents in managing their emotions and promoting psychological well-being.

4. Conclusion

This study involved 125 respondents who met the criteria for participation. After analyzing the data, it can be concluded that the analysis between emotional intelligence and positive mood shows a negative relationship, which leads to the rejection

of Ha and the acceptance of H0. In other words, there is no significant positive correlation between emotional intelligence and positive mood among adolescents.

On the other hand, the analysis between emotional intelligence and negative mood shows a significant negative relationship, which leads to the acceptance of Ha and the rejection of H0. This means that as adolescents' emotional intelligence increases, their experience of negative mood decreases. In conclusion, this research confirms that emotional intelligence plays a crucial role in reducing negative mood in adolescents, indicating that adolescents with higher emotional intelligence are better able to manage negative emotions.

These findings underline the importance of emotional intelligence as a protective factor in adolescence, which can help manage emotional challenges and improve overall well-being. The results suggest that enhancing emotional intelligence in adolescents could lead to better emotional regulation and a reduction in mood disturbances, particularly negative emotions. Therefore, interventions aimed at developing emotional intelligence may be an effective strategy to support adolescents in managing their emotions and promoting mental health.

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