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Emotional Problems as Predictor of Emotions Related Outcomes among Adolescents of Central Punjab

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ABSTRACT

The study aims to investigate the role of emotional problems in the prediction of emotion related outcomes including emotional intelligence, emotional empathy, emotional regulation, and emotional expressivity. For this purpose a sample of 1000 adolescents was enlisted from diverse areas of Central Punjab by using purposive sampling technique. For the data collection Urdu version of the scales including School Children Problem Scale, Big Five Personality Inventory, Emotional Intelligence Scale, Emotional Empathy Scale, Emotional Expressivity Scale and Emotional Regulation Scale were used. Data was analyzed by using SPSS software version-21. Descriptive statistics, simple linear regression were used for hypotheses testing. The findings of the research exposed that emotional problems negatively predicted emotional outcomes (emotional intelligence, emotional empathy, emotional regulation, and emotional expressivity), in adolescents. The current study contributed significant addition to the existing body of knowledge.
KEYWORDS: Emotional problems, emotions related outcomes, demographic factors.

1. INTRODUCTION

Adolescence is actually a transitional phase of psycho physiological development that typically happens during the period from puberty to late adulthood. The time of adolescence is most nearly connected with the early years of life; however, its physical mental and social outflows may start prior and end later. In spite of the reality that pubescence has been verifiably related with the beginning of youthful enhancement, it now typically begins with earlier the adolescent years and there has been a standardizing movement of it occurring in preadolescence, particularly in females. Physical development, as different from adolescence (particularly in male), and cognitive development by and big seen in adolescence, can similarly draw out into the early twenties. Consequently sequential age gives just an insensitive indicator of adolescence, and investigators have considerate tough to agree upon an accurate significance of adolescence. [1]

Emotional problems incorporate side effects of sadness, tension, withdrawal and are described by intropunitive feelings, for example: distress, blame, apprehension, and stress. Externalizing problems in preadolescents have genuine simultaneous outcomes; they can, for example: hamper scholarly achievement [2] and peer relations [3]. The presence of these issues at an early age might likewise foresee higher danger of mental and physical problems in middle age. In this way, it is essential to have the capacity to identify and treat emotional issues as ahead of schedule as soon as possible. [4]

Emotional outcomes are related to emotional problems. [5] Emotional problem (depression) and its correlation with emotional outcomes (emotional intelligence) was investigated in prior research work.[6] The result of the study shows the same result as early studies concluded that individuals high in emotional intelligence accounted little levels of depression which can be generalized that those people who have more emotionally intelligent they have less emotional and behavioral problems. In the same way, this study has revealed that minimal capacity of emotional intelligence may possibly lead to some behavioral and emotional issues in adolescences, such as conduct problems, hostility, rule-breaking, inadequate academic performance Moreover emotional problems were associated with lack of emotional regulation [7] and emotional expression.[8]

Experts researched on the degree of dispositional emotional empathy aimed the relationship between parental help support and anti-social adolescent. Large amount of emotional empathy has been attached along with less chaotic behavior. Results showing did not illustrate that adolescents with big amounts of emotional empathy were dependent towards parental backing.[9] Even though pro-social treatments and empathy to other people have got discovered with marginal scores on detrimental emotionality or Neuroticism.[10] Several observational work has verified that youngsters' practice of suppression with anxiousness and dissatisfied emotions are prediction of bigger amounts of disguising signals.[11] The approach thought of suppression has been associated with depression in younger's, while the procedures of thoughtfulness about emotions exhibit to oneself negative

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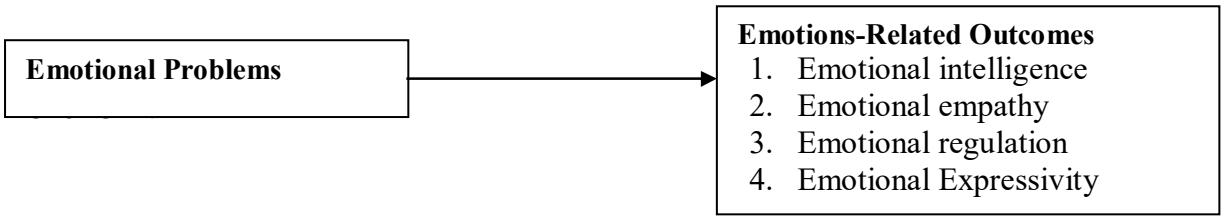
emotions have got determined with the lack of stress. [12] Investigators researched the relationship between cognitive emotion regulation and high self-esteem in men. Scientific studies demand people to demonstrate their particular face current expression find out that women report mingling their personal feelings more than men do.[13] Emotional evoking undertaking's claimed that females report encountering emotions more than men.[14]

In Pakistan, most of the past researches conducted on emotional intelligence, emotional empathy on lecturers but not on emotional regulation and emotional expressivity in adolescent students. [15, 16] It was the need to investigate emotional problems with reference to emotional related outcomes. So the present research is an attempt to bridge this gap.

Conceptual Framework



To investigate the role of emotional problems in the prediction of emotional intelligence, emotional empathy, emotional regulation, and emotional expressivity among adolescents.

2.1 Hypotheses

- Emotional problems will negatively predict emotional intelligence among adolescents.
- Emotional problems will negatively predict emotional empathy among adolescents.
- Emotional problems will negatively predict emotional regulation among adolescents.
- Emotional problems will negatively predict emotional expressivity among adolescents.

2.2 Sample

A sample comprised of adolescents (N = 1000) including males (n = 500) and females (n = 500). Their age ranged from 16 to 18 years. Data was collected from universities and colleges of the Punjab. Their education level was Intermediate to Masters. The purposive convenience sampling technique was applied.

2.3 Instruments The instruments used in this study are School Children Problem Scale, [17] Emotional Intelligence Scale,[18] Emotional Empathy Scale,[19] Emotional Expressivity Scale[20] and Emotional Regulation Scale[21].

2.4 Procedure and data Analysis

Informed consent in writing form was obtained from the administration, class teachers and the respondents. Participants were instructed regarding the nature, objectives and the importance of the research. The data were collected in individual settings. The data was analyzed by using SPSS software (Version-21). The psychometric properties were established. For this purpose, descriptive statistics, alpha reliability, and Pearson correlation were computed to see the basic trends in the variables.

3. RESULTS

Table 3.1 *Psychometric Properties of the Study Variables*

				Range			
Variables	***n***	***M***	***SD***	**Min**	**Max**	**Skew**	***α***
1. Emotional problems	1000	53.01	14.96	7	109	.26	.82
2. Emotional expressivity	1000	48.75	8.68	12	85	.18	.71
3. Emotional empathy	1000	85.16	12.19	48	125	-.07	.76
4. Emotional regulation	1000	54.59	1088	20	108	.37	.78
5. Emotional intelligence	1000	206.97	36.69	98	300	.24	.81

*p <.05, **p< .01

Table3.1 shows psychometric properties of the study variables. Results show that all the scales were normally distributed with satisfactory level of alpha reliability.

Table 3.2 *Psychometric Properties of the Study Variables*

Variables	1	2	3	4	5
1. Emotional problems	--	-.28**	-.42**	-.36**	-.80**
2. Emotional expressivity		--	.75*	.57**	.87**
3. Emotional empathy			--	.44**	.61**
4. Emotional regulation				--	.33**
5. Emotional intelligence					--

*p <.05, **p< .01

Table 3.2 shows that emotional problems have significant negative correlation with emotional expressivity r (998) = -.28, p < .01, emotional empathy r(998) = -.42, p < .01, emotional regulation r(998) = -.36, p < .01, and emotional intelligence r(998) = -.36, p < .01.

Table 3.3 *Emotional problems as predictor of Emotional Intelligence*

	Outcome: Emotional Intelligence	
		95% CI
Predictor	*B*	*LL, UL*
(Constant)	.67	[-.33, 1.10]
Emotional Problems	-.39**	[.04 , .19]
R^2	.16	
F	52.49***	

Note .B = un-standardized regression coefficient; CI = confidence interval; LL= lower limit, UL=upper limit, *p< .05, **p < .01, ***p < .001

The first hypothesis of the present study was that emotional problems will negatively predict emotional intelligence. To check this hypothesis, linear regression (enter method) was used. When variable of emotional problems was added in the model, it produced a significant R square of .16 and uniquely added a significant variance of 16% to the model. Hence emotional problems negatively predicted emotional intelligence F(1, 998) = 52.49, p< .001.

Table 3.4 *Emotional problems as predictor of Emotional Empathy*

	Outcome: Emotional Empathy	
		95% CI
Predictor	*B*	*LL, UL*
(Constant)	1.32	[-.67, 1.01]
Emotional problems	-.50**	[.23 , .19]
R^2	.26	
F	40.45***	

Note .B = un-standardized regression coefficient; CI = confidence interval; LL= lower limit, UL=upper limit, *p< .05, **p < .01, ***p < .001

The second hypothesis of the present study was that emotional problems will negatively predict emotional empathy. To check this hypothesis, linear regression (enter method) was used. When variable of emotional problems was added in the model, it produced a significant R square of .26 and uniquely added a significant variance of 26% to the model. It is evident from the results of regression analysis that emotional problems negatively predicted emotional empathy F(1, 998) = 40.45, p< .001.

Table 3.5 *Emotional problems as predictor of Emotional Regulation*

	Outcome: Emotional Regulation	
		95% CI
Predictor	*B*	*LL, UL*
(Constant)	2.12*	[.32, .11]
Emotional Problems	-.43**	[.05 , .09]
R^2	.24	
F	56.31***	

Note .B = un-standardized regression coefficient; CI = confidence interval; LL= lower limit, UL=upper limit, *p< .05, **p < .01, ***p < .001

The third hypothesis of the present study was that emotional problems will negatively predict emotional regulation. To check this hypothesis linear regression (enter method) was used. When variable of emotional problems was added in the model, it produced a significant R square of .24 and uniquely added a significant variance of 24% to the model. The results reveal that emotional problems negatively predicted emotional regulation F(1, 998) = 56.31, p< .001.

Table 3.6 *Emotional problems as predictor of Emotional Expressivity*

	Outcome: Emotional Expressivity	
		95% CI
Predictor	*B*	*LL, UL*
(Constant)	.43	[.31, -.67]
Emotional Problems	-.36**	[.88, .21]
R^2	.37	
F	40.46***	

Note .B = un-standardized regression coefficient; CI = confidence interval; LL= lower limit, UL=upper limit, *p< .05, **p < .01, ***p < .001

The fourth hypothesis of the present study was that emotional problems will negatively predict emotional expressivity. To check this hypothesis linear regression (enter method) was used. When variable of emotional problems was added in the model, it produced a significant R square of .37 and uniquely added a significant variance of 37 % to the model. The results reveal that emotional problems negatively predicted emotional expressivity $F(1, 998) = 40.46$, $p< .001$.

4. DISCUSSION

The present study aimed to measure emotional problems as predictors of emotional related outcomes among adolescents. The study also aimed to find out the moderating role of personality types between emotional problems and emotional related outcomes among the adolescents. For this purpose, Urdu version of the scales i.e. School Children's Problem Scale, Emotional Intelligence Scale, Emotional Empathy Scale, Emotional Expressivity Scale Emotional Regulation Scale and big five personality scale were used.

The assumption that emotional problems will negatively predict emotional intelligence was supported by results. Through story writing, painting and solving ability of any problem leads directly to the assessment of emotional intelligence level in people. [22] In addition, both men and women with psychopath and youngsters with psychopathic traits, demonstrate reduced autonomic reactions to the depressing expressions of others.[23] Several scientific studies have analyzed the capability of individuals with psychopath to recognize the facial or vocal emotional expressions of others. [24, 25]

Emotional problems will negatively predict emotional expressivity was also supported in current results. Emotional expression has deep importance in adaptive human functioning. Articulating emotion has been shown benefit to physical health in the normal population[26] as well as distinct populations, such as women diagnosed with breast cancer [27] and older adults.[28] Emotional expression also plays a central role in psychopathology, including depression [29] schizophrenia[30] and borderline personality disorder[31] Emotional problems will negatively predict emotional regulation and emotional empathy were supported by our findings. In general, the results propose that by utilizing cognitive styles such as rumination, catastrophizing and self-blame people may be more susceptible to emotional problems than others, although other outcomes recommend that by using other styles, such as positive reappraisal people may be less insecure. [32]

CONCLUSION

Findings of the study revealed, emotional problems significantly negatively predicted emotional related outcomes including emotional intelligence, emotional regulation, emotional expressivity and emotional empathy. The findings have important implications for the adolescents and practitioners who are working in metal health settings.

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