

The relationship between emotional intelligence and academic intelligence in adolescents and the impact of life skills

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Abstract—Emotional intelligence (EI) has a positive effect on adolescents' academic performance because it enhances their ability to concentrate, drive, and persevere, which in turn increases their ability to control their emotions, make connections, and overcome challenges. Students with higher EI tend to have better stress management skills (such as reduced exam anxiety), establish more realistic goals, and solve problems more effectively, all of which contribute to higher academic accomplishment. Adolescents' emotional development, academic performance, and social skills are all impacted by their level of emotional intelligence (EI). This study draws on research from a range of cultural settings to integrate studies that analyze the essential functions of emotional intelligence in teenagers from 2020 to 2023. A systematic review of the literature found that elements including self-efficacy, motivation, and resilience are pathways by which emotional intelligence (EQ) affects academic achievement. Studies using samples ranging from ninety-six to one,221 persons have shown that adolescents with greater levels of emotional intelligence are more likely to be in excellent mental health, to suffer from less anxiety and despair, to have more positive connections with their peers, and to have more societal capabilities. Every day, young women faced far more challenges as they sought to establish themselves professionally and financially. As a result of these differences, many young women had emotional and social difficulties. A life skill is an individual's ability to develop adaptive and productive behavior in response to the challenges and demands of everyday life. To equip young women to succeed in today's society and face the problems it presents, these basic skills are crucial. Having the ability to adequately deal with the challenges and demands of daily life is a key life skill. Consequently, a life skills program was developed and implemented to assist young women in enhancing their emotional intelligence.

KEYWORDS- Emotional Intelligence, Adolescent Development, Psychological Well-Being, Academic Achievement, Social Functioning, Self-Efficacy, Resilience, Motivation, Mayer-Salovey Model, Emotion Regulation

1. INTRODUCTION:

A person's physical self, mental state, and social circle undergo several transformations over this period. Adolescents are in the midst of several developmental milestones, including emotional regulation, self-discovery, peer pressure, and academic initiation. A key competency impacting several aspects of teenage development is emotional intelligence (EI), which is defined as the ability to recognize, understand, and manage one's own emotions [1]. Part one of emotional intelligence, according to research by Salovey and Mayer from 1990, is being able to identify and label emotions; part two is utilizing emotions to strengthen

thinking; part three is comprehending the meaning of emotions; and part four is dealing with emotions in both people and groups [3]. Because of its reputation for accurately predicting a wider range of life outcomes than IQ tests, it has piqued the curiosity of developmental specialists. Recent research has shown that emotional intelligence is especially crucial during adolescence, a time of intense emotions and many new problems for people [4]. The regions of the brain that are in charge of emotions go through significant changes throughout this stage of life, which opens up possibilities for altering emotions [5]. For educators, counselors, and policymakers, the role of emotional intelligence during this formative period is crucial. Our overarching goal is to bring together studies that examine emotional intelligence in connection to the three pillars of teenage life: physical well-being, academic performance, and interpersonal connections. To properly understand the impact of emotional intelligence on adolescence, we review recent meta-analyses, extensive research initiatives, and data from many cultures.



Figure 1: Conceptual Model of Emotional Intelligence in Adolescent Development

The impact of emotional intelligence on development in youth may be better grasped with the use of the conceptual model shown in Figure 1. A person's emotional intelligence influences three crucial mediators: self-efficacy, motivation, and resilience. Four developmental outcomes are often associated with these good psychological traits: academic success, happiness, appropriate social behavior, and optimism about the future.

The capacity to recognize and control one's own emotions and those of other people is what we mean when we talk about emotional intelligence. The following elements are shared: the ability to perceive, comprehend, use, and control one's emotions. Everyday practice relies on seeing, using, and controlling emotions. Emotional intelligence (EI) is very valuable since it promotes several admirable qualities, such as the ability to bounce back from setbacks, communicate effectively, stay motivated, and control one's stress.

2. Emotional Intelligence

These qualities are crucial for thriving in one's personal and professional lives. As a whole, young women are the backbone of the family and community, taking care of everyone else's

wants and needs before focusing on their own. There is a negative correlation between the high expectations placed on women and the stress and health problems that women experience. When women are under constant pressure, they may not be able to identify their own needs, which can lead to physical and mental health problems.

They risk stunting their own development and suffering a loss of self-esteem as a result. Conflicts between job and family life are a major source of stress for young women, according to a number of studies. The strain of juggling personal and professional responsibilities might be to blame.

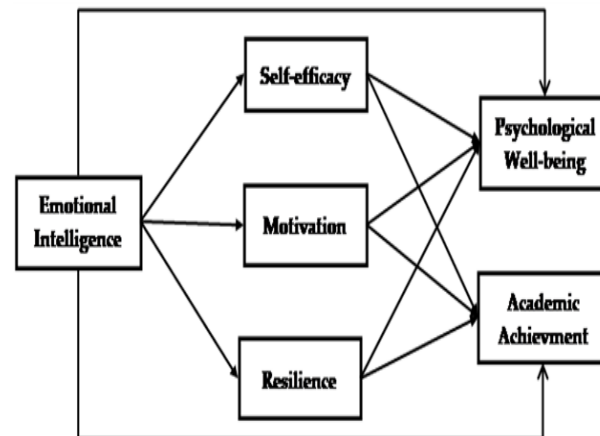
Achieving success in higher education, navigating an uncertain work environment, overcoming wage and treatment disparities, etc., are all examples of the stresses brought on by living in a competitive society. Additionally, being a partner, daughter, parent, and managing one's own finances may be very stressful for young women (Reddy et al., 2018; Iwasaki et al., 2004; Sulsky and Smith, 2005) [8, 4, 10].

Emotional anguish was higher among women than males, according to this. Giving women the tools they need to succeed in the workplace, at home, and in life boosts their confidence and self-esteem. The ability to think critically and creatively, to adjust one's interpersonal behaviors to different situations, to be self-aware and empathetic, and to deal with stressful and unpleasant emotions are all essential life skills. Emotional intelligence is enhanced by these abilities.

They are better able to manage the tension and frustration because of this as well. Crucial for managing both internal and external relationships, it also aids in the development of negotiating and resiliency abilities. The positive impact of life skills education on people's health and happiness has been the subject of several investigations. The impact of Life Skills Training on enhancing Emotional Intelligence among Isfahan undergraduates was studied by Bidabadi et al., (2016) [1].

The findings demonstrated that the experimental group significantly outperformed the control group in terms of the rates of improvement in overall mood, adaptability, interpersonal skills, and interpersonal skills.

In his research, Pujar (2014) [7] found that rural teenage females benefited from an intervention that taught them life skills, which helped them deal better with stress and solve problems. The study's main point is that teenagers need life skills so they can handle important challenges when they come. Life skills training enhances social development, emotional and social adjustment, and overall well-being, according to study by Roodbari et al. (2013) [9]. Life skills training have an impact on the emotional intelligence of Iranian medical science students, according to Lolaty et al. (2012) [5]. There was a statistically significant increase in EQ ratings after life skills training, but no such change in the control group.



College students' emotional intelligence, motivation, resilience, mental health, and academic performance are the focus of this research. We propose these theories in an effort to identify the precise mechanisms via which college students' emotional intelligence may affect important outcomes. The main objective is to comprehend the role that motivation and resilience play in mediating these effects. The complex interplay between personal characteristics and scholastic success in university settings is the driving force behind the development of each hypothesis.

3. Methodology

In this section gives a detailed study of answers that were obtained among adolescent respondents that looked at the effect of life skills on the emotional intelligence and academic achievement. This chapter is an interpretation of the responses of the participants using descriptive statistics, inferential analysis, and hypothesis testing in a system at icon organized way to answer the research objectives. The systematic process of the development of demographic profiling to the specifics of the responses culminates in the statistical justification of the suggested relationships. This chapter uses SEM, correlation analysis, ANOVA, and mediation modelling to form empirical evidence to back up the integrated framework. The interpretations of responses offer practical suggestions to education practice.

A Personal Details

This section analyses participants' responses about gender, socioeconomic status, and personal information, contextualizing the sample makeup. Response frequencies provide the distribution among significant subgroups essential for understanding representativeness.

Table3.1: Gender

Gender	Counts	% of Total
Female	193	48.3%
Male	207	51.7%

The table under Gender provides information on the distribution of respondents by gender. Within the whole sample, 193 individuals (48.3 percent) are female, while 207 individuals (51.7 percent) are male. This indicates that the male demographic in the research population is somewhat more represented than the female demographic. The two genders were almost equal, indicating a balanced gender representation, which is beneficial for ensuring that the

study's conclusions are inclusive and reflect the perspectives of both male and female respondents.

Figure 3.2: Gender

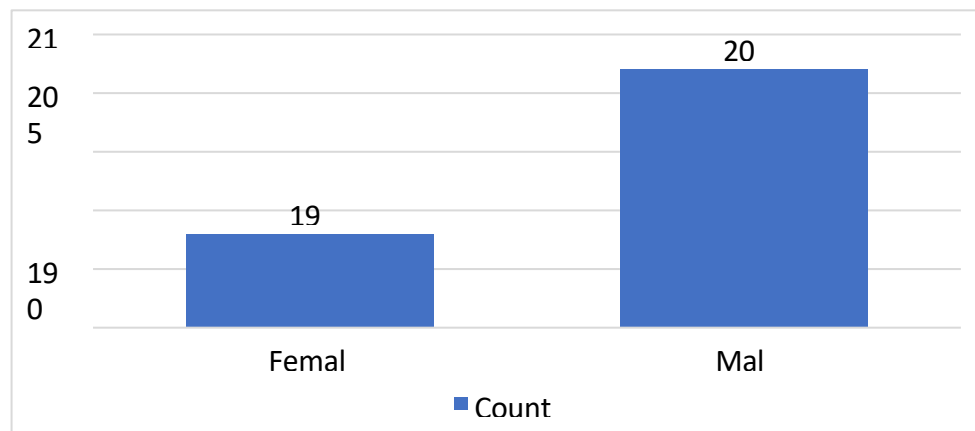


Table 3.3 : Course Name

Course Name	Counts	% of Total
Graduation	171	42.8%
Masters	135	33.8%
Senior Secondary	94	23.5%

The table titled with the course name will exhibit the distribution of educational qualifications among the respondents. It indicates that the majority of participants (171 persons or 42.8%) had attained a graduate degree, indicating a substantial representation of undergraduate education. Subsequently, 135 respondents (33.8%) possess a Master's degree, indicating a significant proportion of highly educated individuals. Conversely, 94 people (23.5%) have attained Senior Secondary education, being the lowest figure in the sample. The research population is mostly highly educated, with most participants possessing a doctorate degree or above.

Figure 3.4: CourseName

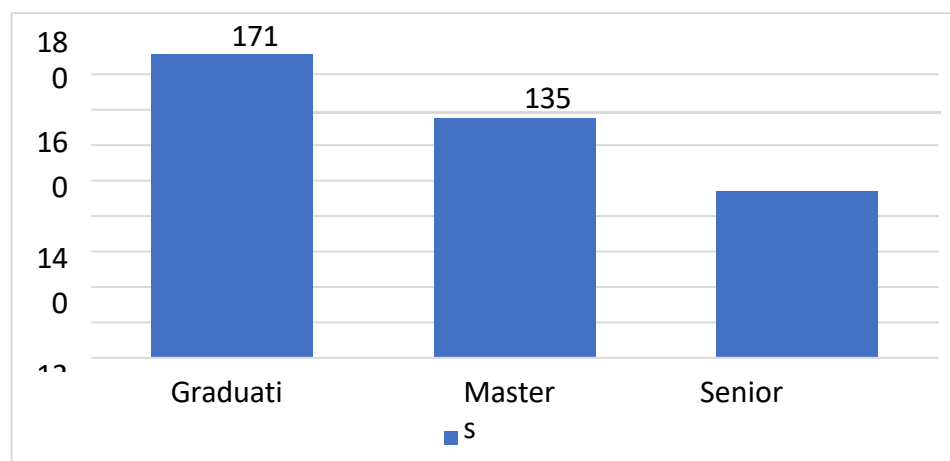
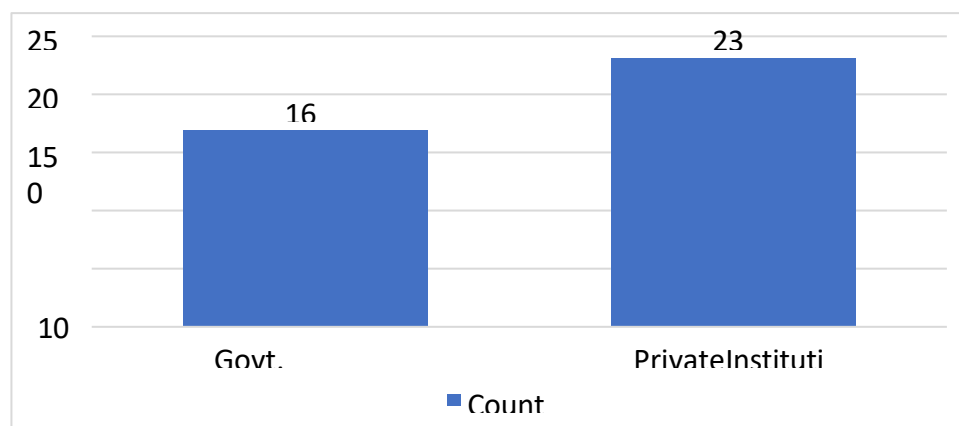


Table 3.5: Institution Type

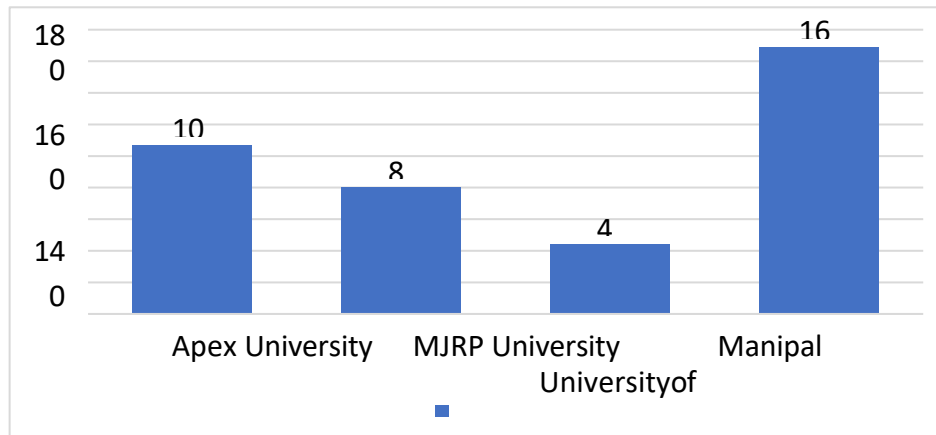
Institution Type	Counts	% of Total
Govt. Institution	169	42.3%
Private Institution	231	57.8%

The table headed with the institution type delineates the categorization of respondents based on their institutional affiliation. Of the overall sample, there are 169 respondents, with 42.3% from Government Institutions and a greater proportion of 231 respondents, constituting 57.8%, from Private Institutions. This indicates that the portrayal of private organizations in the research is superior than that of government entities. The data illustrates the predominance of respondents from a private institution, suggesting that educational or organizational engagement is greater in the private sector; nevertheless, government institutions still constitute a significant portion of the overall population.

Figure 3. 5 : Institution Type**Table 3. 6: Name of Institution**

Name of Institution	Counts	% of Total
Apex University	107	26.8%
VGU University	80	20.0%
Manipal University	44	11.0%
University of Rajasthan	169	42.3%

The table illustrating the institution names indicates the distribution of responders based on their affiliated institutions. The University of Rajasthan constitutes the largest portion of the sample, with 169 respondents (42.3 percent). Apex University had 107 replies (26.8%), followed by VGU University with 80 respondents (20.0%). Manipal University had the lowest number of representatives among 44 responders, accounting for 11.0%. The chart indicates that the University of Rajasthan comprises the largest portion of the sample; nevertheless, other institutions such as Apex, VGU, and Manipal also contribute significantly to a diverse representation, ensuring a balanced academic composition in the research.

Figure 3.7: Name of Institution**Table 3.8: Area**

Area	Counts	% of Total
Rural	58	14.5%
Semi Urban	107	26.8%
Urban	235	58.8%

The table labeled as Area illustrates the distribution of respondents based on their residential location. It suggests that the majority of respondents, 235 individuals (58.8%), reside in urban areas, signifying a substantial representation of metropolitan and developed regions. This is preceded by 107 respondents (26.8%) from semi-urban areas, which exhibit modest integration of mixed urban and rural regions. The smallest group, including 58 respondents (14.5%), is located in rural regions, which do not participate very well. The findings suggest that the study is mostly urban, with a substantial percentage of semi-urban cases and a negligible number of rural instances, highlighting the dominance of urbanization in the respondent sample.

Results

The following are the stated hypotheses:

The participants' replies are examined by juxtaposing them with all five study hypotheses, using SEM routes, Pearson correlations, mediation analysis, and Welch's ANOVA. The proposed associations among life skills, emotional intelligence, and academic success are corroborated by response-based route estimates and group comparisons. The study of responses by demographic subgroup clarifies the moderating influence of fundamental conceptions. The comprehensive testing integrates prior response patterns with empirical data. These results validate the theoretical frameworks of the research based on participant data.

Hypothesis1-

H₀: Life skills training do not significantly impact the development of emotional intelligence

(EI) among adolescents.

H₁: Life skills training significantly enhance the development of emotional intelligence (EI) among adolescents.

Structural Equation Models

Table 1.1: ModelsInfo

	ML
Optimization Method	NLMINB
Number of observations	400
Model	Life skills=~Interacting with Others+Overcoming Problems and Finding Solutions+Taking Initiative+Managingconflict+Under
	Emotional intelligence=~Appraisal and Expression of Emotion Regulation of Emotion+Utilisation of Emotion
	Emotional intelligence~Lifeskills

The table "Models Info" presents a summary of the structural equation model (SEM) estimated in the research. The model was studied using the Maximum Likelihood (ML) estimation approach, with the NLMINB optimization algorithm used to ensure numerical stability and convergence of the parameter estimations. A total of 400 observations were used in the study, which is enough to substantiate the SEM. The model is structurally specified by two latent constructs: Life Skills and Emotional Intelligence. The latent variable Life Skills is evaluated by five observable dimensions: Interacting with Others, Overcoming Problems and Finding Solutions, Taking Initiative, Managing Conflict, and the fifth dimension, Under. Emotional Intelligence is the second latent variable, accessed via three dimensions: Appraisal and Expression of Emotion, Regulation of Emotion, and Utilization of Emotion. Furthermore, the structural pathway of the model indicates that Emotional Intelligence is regressed on Life Skills, signaling that the study examines the impact or prediction of emotional intelligence based on the degree of life skills among the respondents. The table provides the methodological foundation and comprehensive characterization of measurement and structural relationships in the proposed SEM model without any omissions of information.

4. Overall Tests

Table 4.2: Model tests

Label	X ²	df	p
User Model	349	19	<.001
Baseline Model	1964	28	<.001

The table "Model Tests" displays the results of the chi-square goodness-of-fit test conducted on the User Model and Baseline Model to identify the models that best suit the observed data. The User Model exhibits a chi-square (X²) value of 349, with 19 degrees of freedom (df) and a p-value of less than .001, indicating statistical significance. However, despite the chi-square being significant, its magnitude relative to the degrees of freedom pertains to the model's fit compared to the ideal model. In comparison, the Baseline Model, which assumes no

correlations among the variables, has a much higher chi-square value of 1964 with 28 degrees of freedom (df) and a p-value of less than .001, suggesting a substantially worse fit to the data. The comparison indicates that the User Model is considerably more suitable for the data than the Baseline Model, demonstrating that the proposed relationships among the variables in the structural equation model more effectively account for the variance than a null model that lacks relationships among variables.

Table 4.3: Fit indices

		95% Confidence Intervals		
SRMR	RMSEA	Lower	Upper	RMSEA p
0.133	0.208	0.190	0.228	<.001

The table of Fit Indices presents the primary model fit statistics that illustrate the capacity of the suggested structural model to align with the observed data. The Standardized Root Mean Square Residual (SRMR) is stated as 0.133, indicating the average discrepancy between observed and predicted correlations; nonetheless, this above the conventional threshold of 0.08, suggesting that the model is statistically significant regarding residual error. The Root Mean Square Error of Approximation (RMSEA) of 0.208 is much more than the recommended cutoff value of 0.08, indicating a poor overall model fit to the population covariance structure. The 95% confidence interval for the RMSEA ranges from 0.190 to 0.228, indicating that its bottom limit exceeds the acceptable fit threshold, so ruling out sample variation as a contributing factor. The RMSEA p-value is less than 0.001, indicating a hypothesis test that RMSEA is equal to or below 0.05; this significant result suggests that the model does not match the population closely. Overall, the provided statistics indicate that the model does not exhibit an adequate match to the observed data.

Table 4.4: User model versus baseline model

	Model
Comparative Fit Index(CFI)	0.830
Tucker-Lewis Index (TLI)	0.749
Bentler-Bonett Non-normed Fit Index (NNFI)	0.749
Relative Noncentrality Index(RNI)	0.830
Bentler-Bonett Normed Fit Index (NFI)	0.822
Bollen's Relative Fit Index(RFI)	0.738
Bollen's Incremental Fit Index (IFI)	0.830
Parsimony Normed Fit Index (PNFI)	0.558

The User Model/Baseline Model table presents many comparative fit indices, the aggregate of which assesses the superiority of the hypothesised structural model over a pure independence (baseline) model. The Comparative Fit Index (CFI) is 0.830, and the Relative Noncentrality Index (RNI) is also 0.830, suggesting that the user model exhibits superior fit compared to the baseline model, but just below the widely accepted threshold for high model fit of 0.90. The Tucker-Lewis Index (TLI) and the Bentler-Bonett Non-Normed Fit Index (NNFI) both provide a score of 0.749, indicating that the model exhibits moderate fit, falling short of the anticipated threshold of 0.90. The Bentler Bonett Normed Fit Index (NFI) is

0.822, indicating that the suggested model fits, however not to the required level of excellence as compared to the null model. The Relative Fit Index (RFI) estimated by Bollen is 0.738, indicating a relative improvement at the baseline level. The Incremental Fit Index (IFI) of Bollen is 0.830, which aligns with the CFI and indicates enhancements to the model that are significant but not ideal. Finally, the Parsimony Normed Fit Index (PNFI) is 0.558, indicating that although the model has been used to get a better fit, the enhancement is modest relative to the number of parameters employed. Overall, although the user model surpasses the baseline model across all indices, the results indicate that the model fit is only mediocre and requires enhancement to meet acceptable standards.

Estimates

Table 4.5: Parameters estimates

				95% Confidence Intervals				
Dep	Pred	Estimate	SE	Lower	Upper	β	z	p
Emotional Intelligence	Life skills	3.13	0.583	1.99	4.27	0.814	5.36	<.001

The table of parameter estimates demonstrates a statistically significant structural association between life skills (predictor) and emotional intelligence (dependent variable), demonstrating an exceedingly favourable influence. The estimated value of 3.13 indicates that a one-unit improvement in life skills correlates with a one-unit rise in emotional intelligence, demonstrating its significance as a factor. The standard error (SE) is 0.583, and the confidence interval is from 1.99 to 4.27, indicating that the true population impact is likely to fall within the positive range of this interval (1.99 to 4.27). The standardised beta coefficient (0.814) indicates a very substantial standardised influence of life skills on emotional intelligence. The z-value of 5.36 shows that the calculated parameter is not within five standard deviations of zero, underscoring the strength of this association. Finally, the p-value is less than .001, providing substantial statistical evidence that the influence is significant and not attributable to chance. The table substantiates that life skills are a crucial and valid predictor of emotional intelligence, demonstrating a considerable positive influence.

Table 4.6: Measurement model

				95% Confidence Intervals				
Latent	Observed	Estimate	SE	Lower	Upper	β	z	p
	Interacting with Others	1.0000	0.0000	1.0000	1.0000	0.2411		
	Overcoming Problems and Finding Solutions	0.7619	0.1810	0.4072	1.1166	0.2154	4.21	<.001
	Taking Initiative	2.0433	0.4040	1.2515	2.8351	0.3168	5.06	<.001

Life skills	Managing Conflict	0.3667	0.1728	0.0280	0.7054	0.0869	2.12	0.034
	Understanding and Following Instructions	4.1450	0.6910	2.7906	5.4993	0.8184	6.00	<.001
Emotional intelligence	Regulation of Emotion	0.0251	0.0225	-0.0189	0.0691	0.0251	1.12	0.264
	Appraisal and Expression of Emotion	1.0000	0.0000	0.0000	1.0000	1.1765	21.82	<.001
	Utilization of Emotion	0.6506	0.0298	0.5922	0.7091	0.7752		

The Measurement Model table presents the weights of the variables representing latent constructs, namely Life Skills and Emotional Intelligence, together with the observable indicators of these weights and the comprehensive statistics that substantiate the strength and relevance of each loading. The interaction with others is regarded as the reference indicator of a latent variable, Life Skills, with a fixed standard error (SE=0.000) estimate of 1.000 and a standardized loading of 0.2411. The other examined items likewise exhibit a positive correlation with Life Skills: Overcoming Problems and Finding Solutions. The estimate of 0.7619 with a standard error of 0.1810, a 95% confidence range of 0.4072 to 1.1166, and a standardized value of 0.2154, with a z-score of 4.21 and p-value of 0.001, indicates a robust load value and substantial loading. The initiative's loading is 2.0433 (SE = 0.4040), with a confidence range of 1.2515-2.8351, indicating a strong loading with a z-value of 5.06 and $p < .001$.

The contribution of Managing Conflict was 0.3667 (SE = 0.1728), CI 0.0280 to 0.7054, with a t-value of 2.12 and a p-value of 0.034, indicating a smaller still significant effect. Comprehension and Adherence to Instructions exhibit the greatest factor loading among Life Skills (4.1450 (SE = 0.6910)), with a confidence interval of 2.7906 to 5.4993, 0.8184, Z = 6.00, $p = .001$, indicating a robust and substantial correlation.

For the latent variable Emotional Intelligence, the reference item is Appraisal and Expression of Emotion, with a fixed estimate of 1.000 (SE=0.000) and a standardised loading β of 1.1765. Strategy Regulation of Emotion has an estimate of 0.0251 (SE = 0.0225), CI -0.0189 to 0.0691, beta = 0.0251, $z = 1$. Conversely, the loading of Utilisation of Emotion on Emotional Intelligence is notably high and significant, with an estimate of 0.6506 (SE = 0.0298) and a confidence interval of 0.5922 to 0.7091. The 457 value is 0.7752, and the p-value is below 0.001. Overall, the table indicates that most measured variables significantly contribute to their respective latent constructs; however, the indicators of Life Skills and Emotional Intelligence are the most robust, while the Regulation of Emotion does not significantly contribute to the Emotional Intelligence factor.

Table 4.7: Variances and Covariances

				95% Confidence Intervals				
Variable1	Variable2	Estimate	SE	Lower	Upper	β	z	P
Interacting with Others	Interacting with Others	0.4814	0.03349	0.41576	0.5470	0.942	14.38	<.001

Overcoming Problems and Finding Solutions	Overcoming Problems and Finding Solutions	0.3545	0.02471	0.30605	0.4029	0.954	14.35	<.001
Taking Initiative	Taking Initiative	1.1122	0.07719	0.96091	1.2635	0.900	14.41	<.001
Managing conflict	Managing conflict	0.5254	0.03704	0.45278	0.5980	0.992	14.18	<.001
Understanding and Following Instructions	Understanding And Following Instructions	0.2518	0.03066	0.19166	0.3118	0.330	8.21	<.001
Appraisal and Expression of Emotion	Appraisal and Expression of Emotion	-0.1218	0.01428	0.14980	0.0938	0.384	-8.53	<.001
Regulation of Emotion	Regulation of Emotion	0.4405	0.03113	0.37948	0.5015	0.999	14.15	<.001
Utilization Emotion	Utilization Emotion	0.1234	0.00997	0.10386	0.1429	0.399	12.38	<.001
Life skills	Life skills	0.0297	0.01049	0.00916	0.0503	1.000	2.83	0.005
Emotional intelligence	Emotional intelligence	0.1479	0.02819	0.09269	0.2032	0.337	5.25	<.001

The Variances and Covariances tables provide the degree of variability in both the observable and latent variables, together with their statistical significance, reflecting the reliability of the construct measurement. Each entry in this table represents a variance in which a variable is correlated with itself. The life-skills indicators exhibit a variance estimate of 0.4814 (SE = 0.03349), a 95% confidence range ranging from 0.41576 to 0.5470, a standardized estimate (β) of 0.942, $z = 14.38$, $p = .001$, indicating that there is significant and substantial variety. The estimated variance in Overcoming Problems and Finding Solutions is 0.3545 (SE = 0.02471) with a confidence interval of 0.30605-0.4029, $\beta = 0.954$, $z = 14.35$, $p = .001$, indicating high variance and importance. Taking Initiative exhibits the most significant variation among the life-skills indicators, with a value of 1.1122 (SE = 0.07719), CI = 0.9609 to 1.2635, $\beta = 0.900$, $z = 14.41$, $p = 0.001$. Conflict Management has a variance of 0.5254 (SE = 0.03704), CI = 0.45278-0.5980, $\beta = 0.992$, $z = 14.18$, $p = .001$, and is deemed significant. In comparison, Understanding and Following Instructions has a lower variance of 0.2518 (SE = 0.03066), CI = 0.19166 - 0.3118, $\beta = 0.330$, $Z = 8.21$, $p = .001$, indicating considerably less variation while being statistically significant. Within the emotional intelligence indicators, one value exhibits a negative variance estimate, specifically for Appraisal and Expression of Emotion, with a variance estimate of -0.1218 (SE = 0.01428), CI = 0.14980 - 0.0938, $z = -8.53$, and $p = 0.001$. This suggests a potential statistical anomaly or measurement issue, as variances are expected to be positive. The Regulation of Emotions Exhibits a high variance estimate of 0.4405 (SE = 0.03113), CI = 0.37948 - 0.5015, $\beta = 0.999$, $z = 14.15$, $p = .001$, indicating high significance. The employment of Emotion explains for a lesser but substantial variation of 0.1234 (SE = 0.00997), CI = 0.10386-0.1429, $\beta = 0.399$, $z = 12.38$, $p = .001$. Regarding the latent variables, Life Skills has a variance of 0.0297 (SE=0.01049),

CI=0.0091-0.503, with a beta of 1.000, $z=2.83$, and $p=0.005$, indicating considerable but negligible variability in the construct. The difference in EI is 0.1479 (SE = 0.02819), CI = 0.09269 - 0.2032, $z = 5.25$, $p = .001$, demonstrating a significant variance across subjects. The table demonstrates that almost all indicators and latent variables have statistically significant variance, suggesting that the models are reliable; nevertheless, there is negative variation in Appraisal and. The expression of emotion indicates a potential deficiency in measurement consistency or a specification issue that requires future attention.

The Intercepts table presents the estimated baseline scores for each observed variable before to the introduction of latent constructs, along with their accuracy and significance levels. The interaction with Other has an intercept of 3.800, a standard error (SE) of 0.036, a 95% confidence range ranging from 3.730 to 3.870, and a z -value of 106.306, indicating strong significance ($p < .001$). The intercept of Overcoming Problems and Finding Solutions is given as 3.373 (SE = 0.030), CI = 3.314 to 3.433, $z = 110.656$, $p = 0.001$, indicating a somewhat lower although similarly significant baseline. The Taking Initiative variable has an intercept of 3.785 (SE = 0.056), CI = 3.676 - 3.894, $z = 68.083$, $p < .000$, while the Managing Conflict variable has an intercept of 3.887 (SE = 0.036), CI = 3.815 - 3.958, $z = 106.838$, $p < .000$, respectively, indicating a robust baseline level. The intercept of Understanding and Following Instructions is 3.723 (SE = 0.044), CI = 3.638 to 3.809, $z = 85.288$, $p < .001$, showing that expectations for this ability are constant. For the emotional intelligence indicators, the Appraisal and Expression of Emotion has an intercept of 3.928 (SE = 0.028), a confidence interval of 3.873 to 3.984, a z -value of 139.524, and a p -value under 0.001, indicating the strongest baseline estimate. The regulation of emotion exhibits the greatest baseline consistency, with an intercept of 3.986 (SE= 0.033), CI = 3.920-4.051, $z = 120.063$, $p < .001$. Additionally, the utilisation of emotion demonstrates optimal baseline consistency, with an intercept of 3.986 (SE = 0.028), CI = 3.931-4.040, $z = 143.366$, $p = .001$. Finally, both latent variables, Life Skills and Emotional Intelligence, possess an intercept of 0.000, which is standard for model identification in structural equation modelling. Overall, all examined variables exhibit very significant intercepts ($p<.001$), suggesting Confirms a high level of robust and substantial baseline metrics in both life skills and emotional intelligence.

Conclusion

As a result, the discussion above highlights how important intervention programs are to teenagers' good and healthy development. As a result, interventions have beneficial effects on education, society, psychology, cognition, and the economy. Adopting a health policy and fostering a positive school climate are two other intervention programs that have a significant impact on student outcomes. Consequently, it offers compelling evidence for the possibility of interventions. Adolescent interventions have demonstrated both the benefits of effective planning and execution as well as the advantages of providing young children with basic services or resources in a methodical manner.

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