



ANGER EXPRESSION PATTERNS IN ADOLESCENCE: CORRELATES WITH SOCIAL-EMOTIONAL SKILLS, ACADEMIC PERFORMANCE, AND EMOTIONAL INTELLIGENCE

Florence Omumu

University of Delta, Agbor, Nigeria

<https://orcid.org/0000-0002-6393-1107>

florence.omumu@unidel.edu.ng; 234- 80371- 13941

ABSTRACT

The relationship between teenage anger management, social-emotional learning (SEL), and emotional intelligence (EI) is investigated in this integrative review. A thorough review of empirical research shows that SEL and Emotional Intelligence (EI) programs enhance academic performance, social skills, and emotional regulation while also dramatically reducing anger-related problems. Cognitive-behavioural therapy and mindfulness-based techniques are two counselling strategies that have been shown to be effective in reducing anger and aggressiveness. For EI and SEL to be implemented effectively, teacher preparation, parent-teacher collaborations, and continuous program assessment are essential. This review emphasizes the value of giving social-emotional learning a top priority and offers suggestions for further study, application, and legislative efforts. The results highlight how emotionally intelligent, socially adept, and resilient teenagers can be developed through EI and SEL programs.

Keywords: *anger management, emotional intelligence, social-emotional learning, counselling interventions, adolescents, emotional regulation.*

INTRODUCTION

Anger management is particularly difficult throughout adolescence, a crucial developmental stage characterized by profound physical, emotional, and social changes. Anger is a basic human emotion that, when misused, especially during this vulnerable time, can have serious repercussions. Adolescent anger is a complicated, normal emotional reaction brought on by injustice, frustration, or perceived dangers (Vega et al., 2021). Adolescents frequently experience rage at this time, which is marked by fast physical, emotional, and social growth in response to environmental obstacles, changing identities, and shifting peer connections. In its broadest sense, rage is a reaction that can cause physiological changes that prime the body for conflict or defence, such as elevated stress hormones, tense muscles, and an elevated heart rate (Castillo et al., 2013).

Teenagers must traverse a wider emotional terrain as they work toward independence and self-identity, and these reactions are a part of that terrain. According to research, rage is more noticeable during adolescence because of important changes in neurobiology. For example, the prefrontal cortex, which governs impulse control and decision-making, is still maturing, which could result in increased emotional reactions, such as rage (Nasir, 2014). According to studies, between 65 and 70 per cent of teenagers say they have had severe moments of anger, and these episodes are more common among those who have been exposed to stressors such as social instability, academic pressure, and family conflict. These outbursts of rage are frequently associated with both internal (inward) and exterior (outward) manifestations, which represent different behavioural patterns (Avci, 2015).

Aggression, passive aggression, denial, and, less frequently, forceful communication are common ways that teenagers express their anger. Frequently brought on by a lack of self-control, aggressive behaviours might take the form of verbal outbursts, physical altercations, or defiance of authority figures. Suppression, on the other hand, is the internalization of anger, which, over time, may result in anxiety, despair, or self-criticism. Another style of expression is passive aggressiveness, which is characterized by stubborn behaviour or sarcasm. It is concerning how common anger management problems are among teenagers. According to studies, 20% of teenagers struggle with anger management, and the prevalence is higher among boys than females (Castillo et al., 2013). Furthermore, adolescents' anger



expression styles have been linked to various negative outcomes, including aggression, delinquency, and mental health concerns (Vega et al., 2021).

Teenagers' capacity to adequately control their anger is greatly influenced by their social-emotional abilities, which include self-awareness, self-regulation, and interpersonal skills. Relationships and academic performance may be jeopardized by maladaptive rage expression brought on by deficiencies in these abilities (Castillo-Gualda et al., 2017). Anger expression patterns also affect academic performance, a crucial predictor of teenagers' future. According to research, students who are more adept at controlling their emotions and managing their anger typically do better academically (Nasir, 2014). Healthily express their feelings, standing up for themselves while honouring the rights of others. Emotional intelligence, which includes social skills, empathy, and self-awareness, acts as a buffer against inappropriate outbursts of rage. Better connections and more efficient anger management techniques are displayed by adolescents with higher emotional intelligence (Vega et al., 2021).

Violence and anger are serious and growing problems among young Nigerians, impacting their safety, mental health, and the stability of society as a whole. Youth populations in Nigeria have been found to have a high frequency of aggression, which is frequently made worse by challenging socioeconomic circumstances and restricted access to mental health facilities. According to studies, a significant percentage of Nigerian adolescents have regular episodes of anger and physical aggressiveness; up to 20.8% of secondary school pupils exhibit physical aggression (García-Sancho et al., 2014). Peer pressure, the socioeconomic stressors that many Nigerian youth experiences, and exposure to violence in both familial and communal contexts are some of the elements that contribute to this tendency. For example, children who witness or experience domestic violence are more likely to be aggressive and have trouble controlling their anger, which can lead to violent outbursts and antisocial conduct in social and educational settings (Fuentes et al., 2019).

Furthermore, studies on youth violence in Nigeria show a more extensive link between criminal activity and rage. Angry young people may commit violent crimes, especially in places with high levels of social inequality and little economic opportunity. Because it feeds a vicious cycle of instability and diminished human security, this tendency poses severe concerns to communities as well as the youth directly affected (Garaigordobil, 2015).

Adolescents in Nigeria suffer grave consequences when their anger is not controlled. Anger management issues are linked to subpar academic achievement, according to research (Vega et al., 2021), mental health concerns such as depression and anxiety (Lök et al., 2018), and strained relationships with peers and family members (Castillo-Gualda et al., 2017). Furthermore, among Nigerian teenagers, rage has been connected to substance addiction and misbehaviour (Polan et al., 2012).

These results highlight how urgent it is to help adolescents in Nigeria learn to control their anger. Academic performance is significantly impacted by social-emotional skills and emotional intelligence (EI), particularly throughout adolescence, a time of fast cognitive and emotional growth. Students who possess high social-emotional competencies—such as emotional control, empathy, self-awareness, and interpersonal communication—tend to do better academically, according to growing research. In addition to improving students' personal well-being, these abilities help them focus, handle stress, and interact with teachers and peers in productive ways, all of which foster a positive learning environment (Vega et al., 2021).

Emotional intelligence, which includes the ability to comprehend, control, and use emotions in positive ways, is also intimately related to the relationship between social-emotional skills and academic success. It has been demonstrated that higher EI levels improve academic performance by promoting greater self-motivation, resilience, and flexibility. In general, adolescents who possess high emotional intelligence are



better able to manage the demands of school and participate in goal-directed activities. These abilities, therefore, result in improved study practices, fewer cases of burnout, and more efficient problem-solving techniques—all of which are essential for sustaining solid academic success (Guo et al., 2023).

Academic performance also depends on a supportive learning environment and healthy peer interactions, both of which are facilitated by social-emotional and emotional intelligence (EI) skills. These skills aid teenagers in forming deep connections and overcoming social obstacles in the classroom, which enhances their mental well-being and fortitude in the face of stressors that could otherwise interfere with their ability to concentrate in class (MacCann et al., 2020). By fostering students' emotional and interpersonal growth, social-emotional learning (SEL) can be incorporated into educational programs to improve academic results greatly. Schools that fund SEL programs provide students with the abilities they need to control their emotions and build healthy relationships, setting the groundwork for both short-term academic performance and long-term life skills (Bustamante, 2019).

In order to break cycles of violence and promote healthier emotional regulation skills, it is crucial to address the anger and violence issues among young Nigerians. These issues call for focused interventions, such as better access to counselling, conflict resolution training, and community-based support systems. The purpose of this discussion is to investigate the relationships among teenagers' emotional intelligence, academic achievement, social-emotional abilities, and anger display patterns. This study looks at these connections in an effort to help create focused interventions that support social-emotional competency, academic achievement, and constructive anger expression (Droppert et al., 2019).

Theoretical Explanations of Key Concepts

The interdependence of cognitive, emotional, and social processes in determining an individual's development is highlighted by the Social-Emotional Development Theory (SED) (Chamizo-Nieto, 2021). According to this hypothesis, social-emotional abilities are critical for lifelong adaptive functioning (McEown, 2019). Self-awareness, self-regulation, motivation, empathy, and social skills are the five main facets of SED. Some of the theoretical frameworks that support SED are Erikson's Psychosocial Theory (1950, revised by Narvaez, 2014), Attachment Theory and Social Learning Theory. These models emphasize how social interactions, early connections, and observational learning influence social-emotional development (Guo et al., 2023).

Infancy (0–1 years), toddlerhood (1–3 years), early childhood (4–6 years), middle childhood (7–10 years), and adolescence (11–18 years) are the five stages that SED develops. Social-emotional abilities become more complicated and nuanced as each stage builds on the one before it. One of the most important aspects of SED is self-awareness, which is the ability to identify and comprehend one's own feelings, values, and strengths. Self-regulation allows people to control their feelings, inclinations, and actions. While empathy makes it easier to comprehend and value the opinions of others, motivation starts and maintains goal-directed activity. Family dynamics, parenting practices, peer interactions, cultural background, and socioeconomic level are some of the factors that affect SED (McEown, 2019). Supportive surroundings, safe attachment, and positive interactions promote healthy social-emotional development. On the other hand, negative events may hinder SED.

According to academic achievement theory, students' academic performance is influenced by the interaction of their cognitive, affective, and behavioural processes (Chamizo-Nieto, 2021). In order to succeed academically, this theory highlights the importance of drive, self-control, and emotional intelligence. According to research, academic success is a complicated and multidimensional concept (McCormick et al., 2015). Theoretical frameworks underpinning Academic Achievement Theory include Self-Determination Theory (SDT) (Ryan & Deci, 2019), Cognitive-Load Theory (CLT) and Social



Cognitive Theory (SCT). These theories emphasize the role that cognitive processing, observational learning, and intrinsic motivation play in determining academic success.

According to recent research, academic success is greatly impacted by emotional intelligence (Nelis et al., 2019). Better coping mechanisms, resilience, and academic achievement are all displayed by students with higher emotional intelligence. On the other hand, emotional challenges may hinder academic achievement (Castillo et al., 2013). According to academic achievement theory, students' effective (such as motivation and emotions) and cognitive (such as attention, memory, and problem-solving) processes interact (Vega et al., 2021). Additionally important are behavioural mechanisms like self-control and perseverance. Students who have good self-regulation are able to create goals, manage their time, and stay focused.

Academic attainment is greatly impacted by contextual factors, including peer interactions, school climate, and teacher assistance (Cejudo et al., 2018). It has been demonstrated that interactions between teachers and students, in particular, affect academic motivation and engagement (Vila et al., 2021). Academic Achievement Theory-based interventions include techniques to improve emotional intelligence, self-control, and motivation. Goal-setting, self-monitoring, and social-emotional learning initiatives are a few examples (Chamizo-Nieto, 2021). Academic achievement is also encouraged by effective teaching strategies like differentiated instruction and feedback. Academic achievement theory offers a thorough framework for comprehending the intricate interactions between behavioural, affective, and cognitive processes affecting academic performance. Teachers and legislators may create successful interventions that support academic performance and lifelong learning by acknowledging the crucial roles that motivation, self-regulation, and emotional intelligence play (Castillo et al., 2013).

According to the theory of emotional intelligence (EI), which has four branches—perceiving, using, comprehending, and managing emotions—EI is an essential part of human intellect (CERIT, 2021). Relationships, academic and professional success, and mental health are just a few of the areas of life that are greatly impacted by emotional intelligence. Studies show that emotional intelligence (EI) is associated with improved mental health outcomes, such as lower levels of stress, anxiety, and depression (Nelis et al., 2019). EI also enhances relationships, fostering empathy, communication, and conflict-resolution skills (Resurrección et al., 2014). In academic and professional settings, EI predicts success, job satisfaction, and leadership potential. Theoretical frameworks underpinning EI Theory include Goleman's Emotional Intelligence and Mayer's Ability EI Model. These frameworks stress the role that emotional intelligence (EI) plays in social skills, empathy, and emotion management.

Targeted interventions, such as emotional intelligence training and social-emotional learning programs, can help build and improve EI (CERIT, 2021). Self-awareness, self-control, motivation, empathy, and social skills are the main goals of these programs. Recent research emphasizes the importance of emotional intelligence (EI) in adolescence, as it predicts improved academic achievement, resilience, and coping mechanisms (Vega et al., 2021). Additionally, EI protects against cyberbullying, bullying, and other types of victimization. Social skills training, emotional labelling, and mindfulness are all effective EI development techniques. By fostering self-reflection, offering feedback on emotional regulation abilities, and establishing supportive environments, educators and practitioners can advance emotional intelligence (MacCann et al., 2020).

The theory of emotional intelligence offers a thorough framework for comprehending the intricate relationships that exist between social skills, emotions, and life outcomes. Practitioners and legislators may create successful interventions that support emotional intelligence, mental health, and lifetime well-being by acknowledging the crucial role that emotional intelligence plays.



Patterns of Anger Expression in Adolescents

Adolescents can exhibit their anger in four main ways: aggressively, passive-aggressively, assertively, and suppressively (Castillo et al., 2013). Anger suppression involves internalizing emotions, potentially leading to mental health concerns, such as anxiety and depression (Nelis et al., 2019). Maladjustment and social disputes can arise from aggressive rage expression, which is typified by physical or verbal antagonism. Indirect behaviours such as procrastination or pouting are examples of passive-aggressive rage expression, which can harm relationships and impede social growth (Kim et al., 2020). On the other hand, assertive communication promotes healthy relationships and emotional control by expressing anger politely and constructively (Wang et al., 2020).

According to research, individual variations like temperament and emotional intelligence have a big impact on how people show their anger (Mayer et al., 2020). Social elements, such as peer interactions, family dynamics, and cultural background, are also quite essential. Teenagers who grow up in violent or hostile situations, for example, are more inclined to vent their emotions aggressively. Unhealthy ways of expressing anger can have serious repercussions. Prolonged repression of rage has been connected to mental health issues and cardiovascular disease (Kessler et al., 2019). The likelihood of misbehaviour, substance misuse, and social isolation is increased by aggressive rage (Fazel et al., 2019). Cognitive-behavioural therapy, mindfulness-based therapies, and social-emotional learning programs are effective strategies for addressing adolescents' anger expression patterns (Jones et al., 2020). These courses emphasize the development of self-control, forceful communication, and emotional awareness.

Family relationships greatly influence adolescents' expressions of rage. According to research, experiencing parental conflict, strict parenting, and emotional maltreatment might encourage the display of aggressive anger (Fazel et al., 2019). On the other hand, loving and caring family settings encourage constructive anger management. Peer relationships are also very important in determining how people express their anger. Teenagers who experience bullying, aggressiveness from peers, or social marginalization are more prone to vent their anger aggressively (Huang et al., 2020). Assertive communication is encouraged by positive peer connections, which are marked by empathy and social support. Peer relationships are also very important in determining how people express their anger. Teenagers who experience bullying, aggressiveness from peers, or social marginalization are more prone to vent their anger aggressively (Arıcak, 2016). Assertive communication is encouraged by positive peer connections, which are marked by empathy and social support.

Social expectations, such as cultural and societal conventions, influence anger expression. Societies that encourage emotional expression may encourage aggressive communication, while cultural beliefs that place a strong emphasis on emotional control may cause people to suppress their anger (Iuso et al., 2022). Anger expression is influenced by an individual's temperament, which includes emotional reactivity and management. While adolescents with improved emotional regulation show more appropriate anger expression, individuals with high emotional reactivity may find it difficult to control their anger (Arıcak, 2016). Additionally, according to the social learning hypothesis, teenagers pick up anger management techniques by watching and copying peers, family members, and public figures (Özmen et al., 2015). Studies demonstrate how these elements interact. For example, the influence of peer interactions on the expression of rage might be mitigated by family dynamics (Nasir, 2014). In a similar vein, a person's temperament affects how well social support controls rage.

Correlates with Social-Emotional Skills

Effective anger management in adolescents depends on empathy, self-control, and impulse control. Young people who possess these social-emotional abilities are better able to comprehend and manage difficult emotional situations, which lowers the likelihood of impulsive or violent behaviour. Reduced



aggressive tendencies and improved anger control abilities are closely associated with empathy, or the capacity to recognize and comprehend the feelings of others (Vega et al., 2021). Teenagers who are able to empathize with others are more inclined to consider events from several angles, which can lessen their tendency to become angry. This sympathetic comprehension might lessen violent reactions and assist youth in managing conflict in a healthy way as opposed to impulsively. Understanding others' feelings might encourage prosocial reactions rather than reactive fury, which is why studies reveal a negative correlation between empathy and violent behaviours (Nasir, 2014).

A key element of self-regulation is impulse control, which is the capacity to postpone snap decisions in favour of deliberate ones. Impulse-controlled adolescents are less prone to react angrily or hostilely to events that make them angry. Anger problems can be made worse by impulse control disorders, which are problems controlling impulsive behaviour and result in uncontrollable emotional outbursts. Therefore, learning to control impulsive emotions promotes healthier anger management by enabling teenagers to think through the consequences of their actions before acting (Lök et al., 2018).

A wider range of abilities that assist people in managing their emotional reactions are included in self-regulation. Self-regulation in adolescents refers to the ability to control intense emotions, such as rage, without losing control or acting out. For positive social interactions and personal well-being, self-regulation abilities—such as the capacity to regulate anger and preserve emotional equilibrium—are crucial. Instead of using violent or passive-aggressive reactions, teenagers who are able to regulate their anger effectively might use it to solve problems or communicate assertively (Estévez et al., 2019).

Constructive anger management is based on self-regulation, empathy, and impulse control. These abilities enable teenagers to respond to difficult circumstances without jeopardizing their emotional well-being or social relationships, deal with interpersonal disagreements more maturely, and engage with their emotions in a deliberate manner. Effective anger management requires the interaction of empathy and self-control. Better anger management and more positive conflict resolution techniques are displayed by adolescents with high empathy and self-regulation levels (Vega et al., 2021). On the other hand, forceful rage expression is more likely when empathy and self-control are lacking. Studies demonstrate the value of social-emotional learning initiatives in fostering self-control and empathy. It has been demonstrated that programs combining self-awareness, self-regulation techniques, and empathy training lessen violent behaviour and enhance anger control (BOZYİĞİT, 2021).

Individual characteristics, including temperament and emotional intelligence, influence the development of empathy and self-regulation. Teenagers with greater emotional intelligence are more empathetic and have stronger self-control, which helps them control their anger (Chamizo-Nieto, 2021). Their social skills greatly influence teenagers' expressions of anger. Healthy emotional control can be promoted by reducing violent rage expression through positive peer interactions and social support networks (BOZYİĞİT, 2021). Strong social ties help adolescents resolve conflicts better and express their anger in more constructive ways. In order to develop social competence, peer relationships are essential. While negative social influences can worsen aggressive behaviour, supportive peers can serve as role models and reinforcers of healthy anger expression (Castillo-Gualda et al., 2017). Social-emotional learning initiatives can help schools and community groups foster strong peer connections.

Anger expression is also influenced by social support from mentors, instructors, and relatives. Teens who have supportive relationships are better able to control their emotions and resolve conflicts (Nasir, 2014). On the other hand, aggressive anger expression may rise in response to social rejection or isolation. Teenagers who possess strong conflict resolution abilities are able to vent their rage in healthy ways. Active listening, empathy, problem-solving, and effective communication are essential abilities (Feindler, 2011). These abilities lessen hostility and foster better relationships by facilitating positive conflict



resolution. Through experience and encouragement, adolescents can learn how to resolve conflicts. Initiatives for peer mediation, conflict resolution training, and social-emotional learning have shown promise (Lök et al., 2018). Teens who participate in these programs learn how to control their emotions, settle disputes amicably, and uphold healthy relationships. According to research, cultural sensitivity in conflict resolution training is crucial. Culturally sensitive programs recognize a range of communication styles, values, and

Relationship with Academic Performance and Effects of Anger on Concentration and Cognitive Function

Anger has been shown to have a substantial negative influence on academic achievement, especially in teenagers. Prolonged anger can impair cognitive function, resulting in diminished learning efficiency, memory loss, and attention (Estévez-Lower et al., 2019). Grades, less academic motivation, and a higher chance of academic failure can all arise from this. The effects of anger on cognitive performance are complex. The body's stress response, which releases cortisol and adrenaline, can be triggered by elevated anger levels. Prefrontal brain function, which is necessary for executive activities, including organizing, planning, and making decisions, may be hampered by these chemicals. As a result, furious teenagers may have trouble starting tasks, managing their time, and controlling their emotions (Bustamante, 2019).

Furthermore, working memory, a crucial aspect of cognitive function, might be harmed by anger. Teenagers' working memory capacity is diminished when they are upset, which makes it difficult for them to remember and retrieve information (Nelis et al., 2019). Academic performance may suffer as a result, especially in courses that call on sophisticated problem-solving and critical thinking. Anger can have a lasting impact on academic achievement. Prolonged anger has been connected to lower academic motivation, lower educational aspirations, and higher dropout rates (Wang et al., 2020).

Effective anger management techniques, on the other hand, like emotional control and mindfulness, can boost cognitive function and academic achievement. Norms, encouraging more successful dispute settlement (Nelis et al., 2019). Anger has a major negative influence on academic achievement because it interferes with learning, focus, and cognitive function. Teachers and legislators can create efficient treatments that enhance emotional control, anger management, and cognitive support by acknowledging the relationship between rage and academic success. This can support better academic achievement and long-term success by teaching them healthy coping mechanisms for their anger.

Uncontrolled rage has a substantial negative influence on academic performance, according to numerous studies. Chronic anger has been connected in studies to a lower level of academic motivation, worse grades, and a higher chance of academic failure (Trentacosta & Izard, 2019). Angry students frequently have trouble focusing, which affects their reading, writing, and math skills. Uncontrolled rage also leads to absenteeism since students may skip class out of annoyance or concern (Wang et al., 2020). Missed learning opportunities, less social connection, and worse academic interest can all arise from this. A study found that adolescents with high anger levels exhibited poorer academic performance, particularly in language arts and social studies. This implies that language arts and social studies courses ought to incorporate techniques for controlling anger. Uncontrolled rage can have a lasting effect on academic performance. Adolescents who experience persistent rage are more likely to have lower educational attainment and less employment opportunities, according to research (Mayer et al., 2020).

Reducing the detrimental impact of rage on academic performance requires the use of effective anger regulation techniques. Evidence-based initiatives that support social skills, conflict resolution, and emotional control can be implemented in schools. Anger that is not controlled seriously hinders academic success, resulting in subpar work and absences. Teachers can establish encouraging learning environments that promote academic performance by addressing anger moderation (Cejudo et al., 2018).



In educational contexts, behavioural and emotional interventions are essential for promoting anger management. Programs for social-emotional learning (SEL) have been demonstrated to improve academic performance, lessen aggressive behaviour, and regulate emotions better (Jones et al., 2020). An effective strategy for managing anger is cognitive-behavioural therapy or CBT. CBT assists students in managing their feelings, recognizing and disputing harmful thought patterns, and creating coping mechanisms (Nelis et al., 2019).

Interventions based on mindfulness also encourage controlling one's anger. Meditation and deep breathing are examples of mindfulness techniques that lower stress and raise emotional awareness (Zeman et al., 2020). School-wide positive behavioural interventions and supports offer a thorough framework for encouraging positive behaviours and reducing negative behaviours, or SWPBIS (Bradshaw et al., 2019). Relationships between teachers and students are essential for promoting anger management. To establish encouraging learning environments, educators might use empathy, active listening, and positive reinforcement (Wang et al., 2020). Sustained monitoring, assessment, and evaluation are necessary for anger management techniques to be effective. Schools should evaluate students' emotional needs on a regular basis, track the success of their programs, and modify their interventions as necessary.

Understanding and controlling emotions, especially anger, requires emotional intelligence (EI). People with high emotional intelligence (EI) are able to identify and acknowledge their feelings, including anger, and communicate them healthily and productively (Mayer et al., 2020). This helps individuals succeed academically and professionally, manage challenging social circumstances, and establish positive relationships.

Linkages to Emotional Intelligence (EI)

Self-awareness, or the ability to identify and comprehend one's own feelings, values, and motives, is one of the fundamental elements of emotional intelligence. With high self-awareness, people are able to recognize what makes them angry, accept their feelings, and take appropriate action to control them (Nelis et al., 2019). Additionally, by being self-aware, they are able to understand how their anger affects other people and modify their conduct accordingly. Emotional regulation, another essential component of emotional intelligence, is necessary for effective anger management. People with high emotional intelligence (EI) may control their emotions, including rage, by using practices like mindfulness, deep breathing, and relaxation (Zeman et al., 2020). Instead of acting aggressively or passive-aggressively, this helps people to control their anger healthily and productively.

Anger management is greatly aided by empathy, another crucial aspect of emotional intelligence. With high empathy, people are able to comprehend the feelings and viewpoints of others, which lessens conflict and rage (Martínez-Monteagudo, 2019). Additionally, empathy makes it possible for people to establish positive relationships, communicate clearly, and settle disputes amicably. Emotional intelligence (EI) has been repeatedly linked to improved anger management and decreased aggression. Teenagers with high emotional intelligence (EI) demonstrated improved emotional regulation abilities and reduced levels of hostility and rage, a study discovered a negative correlation between teenagers' EI and their levels of violence and fury. Understanding and controlling emotions, especially anger, requires emotional intelligence (EI) (Estévez et al., 2019).

People who have developed emotional intelligence (EI) are able to detect and acknowledge their feelings, control their anger, sympathize with others, and uphold wholesome relationships. To encourage emotional health, social skills, and academic achievement, educators and legislators should place a high priority on EI development in classrooms (Castillo-Gualda et al., 2017). Emotionally intelligent (EI) people



are more resilient and have better social connections, according to numerous studies. People with high EI are able to empathize with others, control their emotions, and preserve wholesome relationships (Bustamante, 2019).

Reduced conflicts resulting from rage are a major advantage of having a high EI. People with high EI are able to identify and control their anger, which reduces conflict and enhances relationships (Trentacosta & Izard, 2019). Better social abilities, such as communication, activity, and sustaining healthy relationships, are also displayed by high EI people (Droppert et al., 2019). Furthermore, resilience is associated with high EI. High EI people are better able to handle stress, hardship, and trauma, which lowers the possibility of disputes involving fury (Wang et al., 2020). Studies have shown that high EI is associated with reduced aggression and violence. A study by Huang et al. (2020) found that adolescents with high EI exhibited lower levels of aggression and anger.

One possible method for managing rage is emotional intelligence (EI) training. Emotional intelligence training has been demonstrated to increase social skills, regulate emotions better, both listening and resolving disputes and lessen aggressive behaviour (Cejudo et al., 2018). They can handle challenging social circumstances thanks to their abilities. The development of critical abilities such as self-awareness, emotional control, and empathy is the main goal of Emotional Intelligence training programs. These abilities help people identify and control their emotions, which lessens disputes resulting from rage (Chamizo-Nieto et al., 2021). A study found that EI training significantly reduced aggressive behaviour in adolescents. Similarly, a study found that EI training improved emotional regulation and reduced anger in adults.

A variety of modalities, such as workshops, group sessions, and individual coaching, can be used to give Emotional Intelligence training. Feedback, assistance, and experience learning are all components of successful EI training programs (Castillo et al., 2013). Programs for emotional intelligence training in schools have demonstrated the potential to lower aggressiveness and enhance social skills. These courses can be incorporated into the current curriculum to foster social and emotional intelligence (Cejudo et al., 2018). Emotional intelligence training is a useful strategy for fostering emotional intelligence and decreasing aggressive behaviour. People can succeed academically and professionally, maintain positive relationships, and effectively regulate their anger by honing their emotional intelligence (EI) skills.

Implications for Counseling and Educational Practice

In order to help adolescents regulate their anger, counselling treatments are essential. Training in emotional control, mindfulness-based therapies, and cognitive-behavioural therapy (CBT) are all successful strategies. These programs assist teenagers in managing their emotions, recognizing and combating harmful thought patterns, and acquiring coping mechanisms (Vega et al., 2021). The effectiveness of cognitive behavioural therapy (CBT) in lowering hostility and rage has been repeatedly shown by research. The problem-focused methodology of cognitive behavioural therapy (CBT) empowers teenagers to identify and confront maladaptive or detrimental thought habits.

Interventions based on mindfulness, such as mindfulness-based stress reduction (MBSR), have demonstrated the potential to lower anger and enhance emotional control. These therapies foster self-awareness, mindfulness, and relaxation techniques (MacCann et al., 2020).

Anger management requires emotional regulation training. In order to help adolescents healthily regulate their anger, this training includes techniques like deep breathing, relaxation, and self-monitoring.



Effective counselling requires a supportive relationship between the therapist and the client. Because of the trust, empathy, and open communication this relationship cultivates, teenagers are able to investigate and deal with underlying problems (García-Sancho, 2014).

Adolescents can practice anger control techniques, build social skills, and share experiences in a secure environment through group counselling. Group dynamics foster empathy, support, and social learning. In order to address the variables that contribute to teenage aggression, family therapy is essential. Consistency and support are guaranteed when parents are involved in anger management techniques.

School-based counselling programs lower obstacles to getting help by providing easy access to support for anger management. School counsellors can include teacher consulting, classroom assistance, and individual and group counselling.

Counselors must modify interventions to meet the needs of each client, taking into account variables such as learning style, socioeconomic level, and cultural background. Cultural sensitivity and competency are crucial.

Continuous assessment, monitoring, and evaluation are necessary for effective counselling treatments in order to guarantee the best possible results. Treatment modifications are informed by routine progress monitoring (Vega et al., 2021).

Implications for Educational Practice

There are many advantages to integrating social-emotional learning (SEL) and emotional intelligence (EI) into school curricula. While EI-focused programs increase academic performance and lessen aggressiveness, SEL programs promote social skills, emotional awareness, and self-regulation.

Conflict resolution, empathy, and self-awareness are among the abilities taught in EI-based educational programs. These abilities support emotional health, academic success, and healthy relationships (MacCann et al., 2020).

Programs that promote social-emotional learning (SEL), such as Positive Behavioral Interventions and Supports (PBIS), have proven to be effective in improving social-emotional abilities. Social competence, self-control, and emotional intelligence are all promoted by SEL programs.

Academic, social, and emotional development are all addressed when EI and SEL are incorporated into current curricula, supporting holistic education. Adolescents are prepared for successful jobs, relationships, and mental health with this integrated approach (Bustamante, 2019).

Teachers are essential to the implementation of SEL and EI programs, and they need assistance and training to do so successfully. Program efficacy and fidelity are increased by teacher training.

School-wide activities like EI-focused school culture and climate programs foster a conducive environment for social-emotional development. These programs promote a supportive school environment.

Partnerships between parents and teachers are crucial for maintaining uniformity between the home and school settings. Collaborative collaborations support adolescent social-emotional development.



Adolescents who participate in EI and SEL programs are better prepared for successful relationships, professions, and mental health in the long run. These courses foster social skills, emotional intelligence, and resilience (Arikan, 2020).

To guarantee long-lasting effects, successful EI and SEL initiatives need constant assessment, modification, and community involvement. Program efficacy is ensured by ongoing improvement.

Adolescents are prepared for a world that is becoming more complex and linked through educational programs that emphasize emotional intelligence and social skills. These programs develop resilient, socially adept, and emotionally savvy people.

Conclusion

This discussion emphasizes how important social-emotional skills and emotional intelligence are in reducing anger-related problems among teenagers. The connections among academic success, social competence, and emotional control underscore the need for all-encompassing therapies. Counselling techniques that reduce anger and violence include mindfulness-based methods and cognitive-behavioral therapy. Additionally, educational initiatives that incorporate socio-emotional learning and emotional intelligence promote holistic development by improving social skills, self-regulation, and emotional awareness. In order to guarantee successful program implementation, the study highlights the significance of teacher preparation, parent-teacher collaborations, and continuous assessment. In the end, encouraging resilient, emotionally intelligent, and socially competent people requires giving emotional intelligence and social-emotional development in teenagers a top priority. This has long-term effects on mental health, academic performance, and interpersonal relationships.

Recommendation

Based on the findings of this discourse, the following recommendations are proposed:

- To encourage holistic development and lessen anger-related problems, schools should implement evidence-based EI and SEL initiatives. In order to effectively implement EI and SEL programs, educators need professional development opportunities. Thus, they should also offer training and support to teachers.
- Teachers should encourage parent-teacher collaborations because these cooperative connections are crucial for maintaining stability and promoting the social-emotional development of adolescents.
- Cognitive-behavioural therapy and mindfulness-based approaches should be integrated into school counselling programs to address anger management.
- Policymakers should acknowledge the significance of SEL and EI in educational reform programs. Additionally, they ought to finance programs, research projects, and teacher training that are centered on SEL and EI.



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