

Emotional intelligence and academic engagement in adolescents: The mediating role of self-esteem

Martín, A.B.B.

Pérez-Fuentes, M.C.

Jurado, M.M.M.

Martínez, Á.M.

Márquez, M.M.S.

Sisto, M.

Linares, J.J.G.

Abstract

Background: Academic engagement is a variable of vital importance in adolescence due to its relationship with academic adjustment and its protective role against risk behaviors. Therefore, the objective of this study was to find out the variables involved in its development. **Objective:** The specific objectives were to analyze the relationship between emotional intelligence, self-esteem and academic engagement, and determine the mediating role of self-esteem in the relationship between emotional intelligence and engagement in adolescence. **Methods:** The sample of 1287 high school students used for this filled in the Utrecht Work Engagement Scale Student, Brief Emotional Intelligence Inventory and the Rosenberg Self Esteem Scale. **Results:** The results showed the existence of positive relationships between vigor, dedication and absorption with the emotional intelligence factors and self-esteem. Furthermore, the mediation models showed the direct effect of emotional intelligence on engagement of youths. Self-esteem acted as a mediator in the relationship between intrapersonal factors, stress management and adaptability of emotional intelligence and engagement. **Conclusion:** Design of emotional intelligence intervention programs are recommended as a measure for promoting self-esteem and engagement in adolescence.

Author keywords

Adolescence

Emotional control

Evaluation of oneself

Mediation models