

## EMOTIONAL INTELLIGENCE AND EMOTIONAL REGULATION IN ADOLESCENTS FACING BULLYING: A CROSS SECTIONAL STUDY

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### ABSTRACT

Emotional intelligence in adolescents is one of the main keys to determining the success of controlling emotions in dealing with stressful events or occurrences such as bullying. The aim of this research is to determine the relationship between emotional intelligence and emotional regulation in adolescents facing bullying. The research design uses a cross-sectional method. The population of this study was all students at one junior high school, totaling 146 respondents using purposive sampling. The number of samples was obtained by screening according to the specified criteria, and 50 respondents were found. The variables in the research are emotional intelligence and emotional regulation. Data were collected using the Olweus bullying/victims scale questionnaire, emotional intelligence questionnaire, and emotion regulation questionnaire. For data analysis techniques, use the Spearman rank test. From the results of the data analysis, the p-value is 0.000 (p-value < 0.05), which means that there is a significant relationship between emotional intelligence and adolescent emotional regulation in dealing with bullying. Emotional intelligence in teenagers is important to train through training programs. The role of mental health nurses is very important in providing education and training to increase teenagers' emotional intelligence so that teenagers have the ability to regulate emotions.

Key words: Adolescent; Emotional Regulation; Emotional Intelligence; Mental Health

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### INTRODUCTION

Adolescence is a period of emotional development that is important to receive attention. Individuals experience various emotional changes during adolescence. (Bailen et al., 2019; Pekrun, 2017). Teenagers' emotions tend to be explosive and difficult to control, so if not handled well, they can cause a lot of problems for teenagers and the people around them. For this reason, teenagers need to be able to regulate their emotions. In order for teenagers to be able to regulate their emotions appropriately, emotional intelligence is needed so that they are able to face difficult events such as bullying (Hysing et al., 2021).

Teenagers' inability to regulate emotions when dealing with bullying behavior will cause them to feel prolonged negative

emotions (Balluerka et al., 2023; Hysing et al., 2021; Islam et al., 2020; Yang et al., 2021). Negative emotions in teenagers will cause changes in teenagers' attitudes and behaviors, such as shame, withdrawal, anger, revenge, anxiety, stress, depression, and other psychological disorders. Based on research results, teenagers who are unable to regulate emotions in the face of bullying tend to experience increased problems related to psychological well-being and life satisfaction (Baier et al., 2019; Barzilay et al., 2017; Huang, 2021; Oriol et al., 2020).

Other research explains that negative emotional reactions to bullying, such as negative emotions such as stress (20.5%), sadness (32.4%), anger (28.6%), frustration (27.8%), shame (40%), loneliness (30%), fear,

depression mild to moderate (52.3%), severe depression (24.2%), desire for revenge and thoughts of suicide (23.5%), attempted suicide (4.2%) (Peng et al., 2019; Tuyen, Dat, & Nhung, 2019; Cabrera & Larrañaga, 2020; Kashy-Rosenbaum & Aizenkot, 2020; Rey et al., 2020; L. Wang, 2021; Agustiningsih et al., 2023). Apart from that, the inability of teenagers to control their emotions causes them to have inappropriate responses when dealing with bullying, such as switching to playing online games, which actually creates new problems (Nursalam et al., 2023). Based on a preliminary study conducted at the research site, of the 5 teenagers who faced bullying, 3 people stated that they were afraid to go to school because they were embarrassed and sad when they were given hurtful and embarrassing words, and 2 people stated that apart from being embarrassed and sad, they also couldn't sleep. because they remembered hurtful or embarrassing words.

Emotional intelligence and emotion regulation are two conceptually related approaches to understanding the emotional experiences that individuals have (Bucich & MacCann, 2019). Emotional intelligence describes individual differences in the abilities and traits involved in understanding, using, and managing emotions (Mayer *et al.*, 2016) while emotional regulation describes the individual's process of controlling emotions (Gross, 1999). In carrying out emotional regulation to control negative emotions, each individual will be different. Adolescents who have emotional intelligence will experience fewer negative emotions. Based on these problems, in this research, the researcher wants to solve problems related to bullying by analyzing the relationship between emotional intelligence and emotional regulation in dealing with bullying behavior.

## METHOD

The research design used was cross-sectional. The research population was all teenagers in junior high school in one of the schools

in the Malang district, totaling 146. The sample consisted of 50 teenagers taken through purposive sampling in accordance with the specified sample criteria without using a sample calculation formula because the number of respondents was limited. The research variables are emotional intelligence and emotional regulation. The instruments used were the Olweus bullying/victims scale, the emotional intelligence questionnaire, and the emotion regulation questionnaire. All instruments have been tested for validity with calculated results greater than 0,514. All instruments were declared reliable with Chronbach's alpha 0.908 (Olweus bully/victims questionnaire), 0.912 (emotional intelligence questionnaire), 0.908 (emotional regulation questionnaire). Data analysis uses spearman rank. Informed consent was given to respondents along with the questionnaire to be signed by the parents. This research has been declared ethically appropriate by the health research ethics commission number 483/S.Ket/KEPK /STIKesKPJ/III/2023.

## RESULTS

This section will explain the characteristics of the respondents.

**Table 1 General Characteristics of Respondents (n=50)**

Characteristics of responden	n	%
Age		
12 – 13 Years	23	46%
14 – 15 years	27	54%
Gender		
Girl	16	32%
Boy	34	68%
Total	50	100

**Table 2 Characteristics of Emotional Intelligence**

Emotional Intelligence	Frequency	Persentase (%)
Rendah	0	00
Sedang	40	80
Tinggi	10	20
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 3 Characteristics of Emotion Regulation**

Emotion regulation	n	%
Low	3	6
Medium	31	62
High	16	32
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 4 Relationship between emotional intelligence and emotion regulation**

		Emotion regulation
Emotional intelligence	r	0.690
	p	0.000
	N	50

Based on Table 1, it is known that the majority of respondents were in the age range of 14–15 years, namely 27 people (54%), and the majority were men, namely 34 people (68%). In tables 2 and 3, it can be explained that the majority of respondents, namely 40 people (80%), have emotional intelligence in the medium category and 31 people (62%) have emotional regulation in the medium category. Table 4 explains that based on a p-value of 0.000 (p-value <0.05), there is a relationship between emotional intelligence and emotional regulation, and the nature of the relationship is positive, meaning that the better the emotional intelligence, the better the emotional regulation of teenagers facing bullying behavior.

## DISCUSSION

Emotional intelligence and emotion regulation are two conceptually related approaches to understanding the emotional experiences that individuals have (Bucich & MacCann, 2019). Emotional intelligence describes individual differences in the abilities and traits involved in understanding, using, and managing emotions (Mayer *et al.*, 2016) while emotional regulation describes the individual's process of controlling emotions (Gross, 1999).

In carrying out emotional regulation to control negative emotions, each individual will be different. People who have emotional intelligence will experience a few negative emotions. Emotional intelligence in adolescent victims of bullying will be

related to the ability to carry out each stage of emotional regulation. Emotionally intelligent teenagers are better able to detect emotional pressure that may arise in class or from their peers, emotional pressure in cyberspace, and are able to overcome the difference between their own emotions and the emotions of their peers, having enough self-control not to fall into behavior. self-destructive (Sanchez-sanchez *et al.*, 2020). In dealing with bullying, teenagers with high emotional intelligence will do their best to prevent negative situations from occurring but will not avoid negative or stressful situations if they want to bring long-term benefits, so they will struggle to face situations that occur positively. (Peña-Sarrionandia *et al.*, 2015).

Based on the research results, it is clear that adolescent victims of bullying who have high emotional intelligence tend not to carry out aggressive actions and are more likely to be grateful for facing bullying to reduce aggressive actions and take revenge on the perpetrator, have an optimistic, realistic, flexible attitude, and are able to solve problems. and deal with stress and be able to control yourself. (Chamizo-Nieto *et al.*, 2020; Delgado & Garc, 2019; Fteiha & Awwad, 2020; Méndez *et al.*, 2019; Rey *et al.*, 2019; Segura *et al.*, 2020). This means that teenagers with emotional intelligence will have self-compassion, which is used as a basis for regulating emotions. Self-compassion is a coping strategy that can reduce the harmful effects of stressful life events on the mental health and behavior of adolescents. (Geng & Lei, 2021). Self-compassion, as an important internal resource, has an important protective effect to help adolescents experiencing stressful events to reduce psychosocial adjustment difficulties (Chu *et al.*, 2018; Ferrari *et al.*, 2019; Lathren *et al.*, 2019; López *et al.*, 2018; Phillips, 2019; Zeng *et al.*, 2020; H. Zhang *et al.*, 2019). Emotional intelligence is one of the important things in successful emotional regulation. Emotional intelligence needs to be stimulated and needs to be trained in everyday life. The influence of emotional intelligence on emotional regulation abilities needs to be observed continuously through longitudinal studies, not just at one time (cross-sectional study).

## CONCLUSION

There is a relationship between emotional intelligence and emotional regulation in adolescents facing bullying behavior, so emotional intelligence in adolescents can be trained and improved by providing intervention through psychoeducation programs, therapy programs, and exercise or training programs.

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