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DOMESTIC VIOLENCE EXPOSURE AND ADOLESCENT AGGRESSION: THE PREDICTIVE ROLE OF EMOTIONAL INTELLIGENCE IN A CROSS-SECTIONAL STUDY IN KERALA, INDIA

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ABSTRACT:

Domestic violence exposure is an important social and psychological concern that may influence adolescents' emotional development, interpersonal relationships, and behavioural adjustment. Adolescents exposed to violence within their households may experience difficulties in emotional regulation, conflict resolution, and anger management. Emotional intelligence may help individuals understand emotional experiences, regulate reactions, and respond constructively to interpersonal conflict. This study examines domestic violence exposure and adolescent aggression, focusing on the predictive role of emotional intelligence among adolescents in Kerala, India. A quantitative, cross-sectional research design was employed. Of the 250 adolescents recruited, 247 valid responses were retained for analysis, resulting in a valid response rate of 98.8%. The study was guided by three objectives: to compare aggression between adolescents exposed and not exposed to domestic violence, to examine the relationship between emotional intelligence and aggression, and to assess the predictive contribution of emotional intelligence after accounting for domestic violence exposure and selected demographic characteristics. The analysis employed descriptive statistics, Cronbach's alpha, an independent-samples t-test, Pearson's correlation, and multiple regression. The reported results indicate higher mean aggression among adolescents exposed to domestic violence ($M = 72.10$, $SD = 11.80$) than among those not classified as exposed ($M = 60.20$, $SD = 11.00$). Emotional intelligence was negatively correlated with aggression ($r = -.48$, $p < .001$). The regression model explained 31% of the variance in aggression, with emotional intelligence making a negative statistical contribution ($\beta = -.35$, $p < .001$). These findings highlight the importance of examining family environments and emotional competencies together when understanding adolescent aggression. The study has implications for adolescent support, school-based emotional learning, and domestic violence prevention.

Keywords: *domestic violence, adolescent aggression, emotional intelligence, emotional regulation, family violence, Kerala, India*

1. INTRODUCTION

Adolescence is a critical developmental stage characterised by changes in emotional functioning, cognitive abilities, social relationships, and personal identity. During this period, individuals increasingly encounter situations requiring independent decision-making, emotional control, interpersonal understanding, and appropriate responses to social expectations. The family environment remains an important influence on these developmental

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processes because it shapes adolescents' experiences of security, relationships, conflict, and behavioural expectations.

Domestic violence can expose children and adolescents to physical aggression, threats, intimidation, emotional abuse, or violence between family members. Even when adolescents are not directly targeted, witnessing violence within the household may create fear, insecurity, anger, and emotional distress. Repeated exposure may also influence how young people interpret interpersonal disagreements and respond to perceived threats. Previous research has associated domestic violence exposure with emotional and behavioural adjustment difficulties among children and adolescents (Evans et al., 2008; Holt et al., 2008; Kitzmann et al., 2003).

Aggression represents an important behavioural outcome in this context. It may involve physical actions, verbal hostility, anger, and hostile attitudes. Aggressive behaviour does not develop in every adolescent exposed to domestic violence, because individual characteristics, supportive relationships, school experiences, and wider social circumstances may influence behavioural adjustment. Understanding adolescent aggression therefore requires consideration of both environmental risk factors and individual psychological characteristics.

Emotional intelligence is one psychological characteristic that may be relevant to this relationship. It concerns the ability to recognise, understand, and regulate emotional information. Adolescents with stronger emotional competencies may be better equipped to identify anger, understand emotional triggers, manage frustration, and consider the consequences of their actions. Salovey and Mayer (1990) established an influential theoretical foundation for emotional intelligence, while Mayer et al. (2004) discussed its conceptual and empirical implications. Research has also examined the relationship between emotional intelligence and aggressive behaviour (García-Sancho et al., 2014).

The issue is relevant in the Indian context, where adolescents experience diverse family, educational, economic, and cultural circumstances. Kerala provides a specific regional setting in which to investigate the relationships among domestic violence exposure, emotional intelligence, and aggression. Context-specific evidence can contribute to a more informed understanding of adolescent behavioural adjustment, although findings from a particular sample should not automatically be generalised to the entire adolescent population.

Against this background, the present study investigates domestic violence exposure and adolescent aggression, with particular attention to the relationship between emotional intelligence and aggression. It also examines whether emotional intelligence contributes statistically to predicting aggression after accounting for domestic violence exposure and selected demographic characteristics. The study seeks to contribute to research on adolescent development and provide evidence relevant to family-sensitive and school-based support initiatives.

2. REVIEW OF LITERATURE

2.1 Domestic Violence Exposure and Behavioural Adjustment

Domestic violence exposure has received considerable attention in research on child and adolescent development. Evans et al. (2008), in a meta-analysis of child and adolescent outcomes, examined the relationship between exposure to domestic violence and developmental adjustment. Kitzmann et al. (2003) similarly reviewed evidence concerning children who witness domestic violence and identified associations with adjustment difficulties. Holt et al. (2008) discussed the emotional, behavioural, and social consequences of exposure to domestic violence.

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Margolin and Gordis (2000) explained that family and community violence may influence children's development through several pathways. These may include emotional distress, changes in perceptions of safety, difficulties in interpersonal relationships, and exposure to aggressive behavioural models. Such findings support the importance of investigating domestic violence exposure as a potential risk factor for adolescent aggression.

Social learning theory provides one explanation for the possible relationship. Bandura (1977) proposed that individuals can acquire behaviours by observing others and the consequences of their actions. When adolescents repeatedly observe aggression being used during family conflicts, they may come to perceive aggressive responses as acceptable or effective in certain situations. However, observational learning does not imply that exposure inevitably results in aggression. The outcome may depend on individual interpretation, reinforcement, alternative behavioural models, and the availability of supportive relationships. Davies and Cummings (1994), through the emotional security hypothesis, highlighted the importance of children's perceptions of safety within the family. Conflict between caregivers may undermine emotional security and influence adjustment. When family interactions are perceived as threatening or unpredictable, adolescents may experience difficulties managing emotional responses and interpersonal situations. Domestic violence exposure is not a uniform experience. Its association with aggression may vary according to the nature and frequency of violence, the adolescent's relationship with family members, the availability of supportive adults, and wider social circumstances. These considerations make it important to investigate the relationship empirically rather than assuming identical outcomes among all exposed adolescents.

2.2 Emotional Intelligence and Aggression

Emotional intelligence concerns the recognition, understanding, and regulation of emotional information. Salovey and Mayer (1990) conceptualised emotional intelligence as a set of abilities associated with emotional perception and management. Mayer et al. (2004) subsequently discussed its theoretical development and empirical implications. Aggression may be influenced by how individuals interpret emotionally charged situations and respond to frustration. Difficulties in identifying emotions, regulating anger, or considering the consequences of impulsive behaviour may contribute to aggressive reactions. Conversely, stronger emotional competencies may help adolescents recognise escalating anger, understand other people's perspectives, and select less confrontational responses.

García-Sancho et al. (2014) systematically reviewed research on emotional intelligence and aggression. Their work provides a foundation for investigating whether emotional competencies are associated with lower aggressive behaviour. Megías et al. (2018) also examined the relationship between aggression and ability emotional intelligence, including the role of negative affect. Emotional intelligence should not, however, be treated as a guaranteed protective factor. Its relationship with aggression may vary according to the instrument used, the type of aggression measured, and the social circumstances of the respondents. Furthermore, an observed association does not establish that increasing emotional intelligence will necessarily reduce aggression. The present study therefore examines the relationship between emotional intelligence and aggression and assesses whether emotional intelligence contributes statistically to predicting aggression after adjustment for domestic violence exposure and selected demographic characteristics.

2.3 Theoretical Explanation

The study draws on social learning theory and the emotional intelligence perspective. Social learning theory suggests that adolescents may acquire behavioural responses by observing

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family interactions, including the ways adults manage disagreement and conflict (Bandura, 1977). Repeated exposure to aggression may shape behavioural expectations and influence the responses adolescents consider appropriate. The emotional intelligence perspective focuses on the ability to recognise, understand, and regulate emotional experiences. Effective emotional regulation may support non-aggressive responses to frustration, provocation, and interpersonal disagreement. These perspectives are complementary: domestic violence exposure represents an environmental factor, whereas emotional intelligence represents an individual psychological characteristic associated with behavioural adjustment. The proposed framework examines domestic violence exposure and emotional intelligence in relation to aggression while accounting for gender and socioeconomic status. It does not assume that emotional intelligence necessarily mediates or moderates the relationship between domestic violence exposure and aggression; those possibilities would require separate analyses.

2.4 Research Gap

Previous research has examined domestic violence exposure as a risk factor for behavioural difficulties and investigated emotional intelligence in relation to aggression. However, further context-specific research is needed to examine these factors together among adolescents in particular regional settings. The present study addresses this issue by examining adolescents in Kerala and integrating group comparison, correlation, and multiple regression within a single analytical framework. It investigates whether aggression differs by domestic violence exposure, whether emotional intelligence is associated with aggression, and whether emotional intelligence contributes to predicting aggression after adjustment for selected demographic characteristics.

3. RESEARCH OBJECTIVES

1. To examine differences in aggression between adolescents exposed to domestic violence and those not exposed to domestic violence.
2. To investigate the relationship between emotional intelligence and aggression among adolescents.
3. To assess the predictive contribution of emotional intelligence to adolescent aggression after accounting for domestic violence exposure and selected demographic characteristics.

4. RESEARCH HYPOTHESES

- **H01:** There is no statistically significant difference in aggression scores between adolescents exposed to domestic violence and those not exposed to domestic violence.
- **H02:** There is no statistically significant relationship between emotional intelligence and aggression among adolescents.
- **H03:** Emotional intelligence does not make a statistically significant contribution to predicting aggression after accounting for domestic violence exposure and selected demographic characteristics.

5. RESEARCH METHODOLOGY

5.1 Research Design

The study adopted a quantitative, cross-sectional research design to examine the relationships among domestic violence exposure, emotional intelligence, and aggression. A quantitative approach enables the statistical examination of score differences, associations, and the predictive contribution of selected variables. The cross-sectional design involves analysing

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information collected during a defined period. Aggression was treated as the outcome variable. Emotional intelligence was the principal psychological predictor, while domestic violence exposure represented the main environmental variable. Gender and socioeconomic status were included as demographic covariates in the multiple regression model. The design permits the examination of statistical relationships among the measured variables but does not establish causal relationships or determine changes over time.

5.2 Population and Sample

The target population comprised adolescents in Kerala, India. A total of 250 respondents were recruited, of whom 247 valid responses were retained for analysis. Three responses were excluded, resulting in a valid response rate of 98.8%. The final sample consisted of 124 boys (50.2%) and 123 girls (49.8%). Regarding age, 121 participants (49.0%) were aged 13–14 years and 126 (51.0%) were aged 15–16 years. Based on the study's exposure classification, 95 adolescents (38.5%) were identified as exposed to domestic violence, while 152 (61.5%) were classified as not exposed. These classifications formed the basis for comparing aggression scores between the two groups.

5.3 Research Instruments

The study examined emotional intelligence, aggression, and domestic violence exposure using the measures administered during data collection. Internal consistency was assessed using Cronbach's alpha. The reported alpha coefficients were .86 for the emotional intelligence scale and .83 for the aggression scale, indicating good internal consistency for the two measures. Scale scores were analysed according to the scoring procedures used in the study. The exposure classification distinguished adolescents identified as exposed to domestic violence from those not classified as exposed.

5.4 Data Collection and Ethical Considerations

Data were collected from the recruited adolescent respondents, and 247 valid responses were retained for statistical analysis. Given the sensitive nature of domestic violence research involving minors, confidentiality, voluntary participation, and appropriate safeguarding are important considerations. Consent, assent, institutional approval, and procedures for responding to disclosures should be reported in accordance with the arrangements implemented during the study.

5.5 Statistical Techniques

The analysis employed frequencies and percentages to describe categorical characteristics and means and standard deviations to summarise continuous variables. Cronbach's alpha was used to assess internal consistency. An independent-samples t-test examined differences in aggression between exposure groups, while Pearson's correlation assessed the relationship between emotional intelligence and aggression.

Multiple regression was used to assess the predictive contribution of emotional intelligence after accounting for domestic violence exposure, gender, and socioeconomic status. Statistical significance was evaluated using the reported p-values, and the hypotheses were assessed in accordance with the corresponding statistical tests.

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6. DATA ANALYSIS AND INTERPRETATION

6.1 Response Status

Table 1. Response Status of Participants

Response status	Frequency	Percentage
Recruited respondents	250	100.0
Valid responses retained	247	98.8
Excluded responses	3	1.2

Table 1 shows that 247 of the 250 recruited respondents were retained for analysis, representing a valid response rate of 98.8%. Only three responses, accounting for 1.2% of the recruited sample, were excluded. This indicates a high retention rate and provides a substantial dataset for the planned statistical analysis.

6.2 Demographic Profile

Table 2. Demographic Characteristics of Respondents

S. No.	Age Group	Gender	Frequency (n)	Percentage (%)
1	13–14 years	Boys	62	25.1
2	13–14 years	Girls	59	23.9
	Subtotal	**13–14 years**	**121**	**49.0**
3	15–16 years	Boys	62	25.1
4	15–16 years	Girls	64	25.9
	Subtotal	**15–16 years**	**126**	**51.0**
	Grand Total	**All respondents**	**247**	**100.0**

Table 2 demonstrates that the sample was almost equally distributed by gender. Boys constituted 50.2% of respondents and girls 49.8%. The age distribution was also balanced, with 49.0% aged 13–14 years and 51.0% aged 15–16 years. This distribution provides representation of both age categories within the sample.

6.3 Domestic Violence Exposure

Table 3. Classification According to Domestic Violence Exposure

Exposure classification	Frequency	Percentage
Exposed to domestic violence	95	38.5
Not classified as exposed	152	61.5
Total	**247**	**100.0**

Table 3 indicates that 95 respondents (38.5%) were classified as exposed to domestic violence, while 152 respondents (61.5%) were not classified as exposed. This distribution establishes the two groups used for comparative analysis and provides the basis for examining differences in aggression according to exposure status.

6.4 Descriptive Statistics

Table 4. Descriptive Statistics for Emotional Intelligence and Aggression

Variable	N	Mean	Standard deviation
Emotional	247	96.40	13.20

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intelligence			
Aggression	247	64.80	12.50

Table 4 presents the descriptive statistics for the two principal psychological variables. The mean emotional intelligence score was 96.40, with a standard deviation of 13.20. The mean aggression score was 64.80, with a standard deviation of 12.50. These results summarise the average scores and the extent of variation among participants.

6.5 Reliability Analysis

Table 5. Internal Consistency of Research Scales

Measure	Cronbach's alpha	Interpretation
Emotional intelligence scale	.86	Good internal consistency
Aggression scale	.83	Good internal consistency

Table 5 reports Cronbach's alpha coefficients of .86 for emotional intelligence and .83 for aggression. Both values indicate good internal consistency, suggesting that the items within each scale demonstrate acceptable coherence for the present analysis. These results support the use of the scale scores in the subsequent statistical tests.

6.6 Aggression Differences by Domestic Violence Exposure

Table 6. Aggression Scores According to Exposure Status

Exposure group	N	Mean aggression	SD
Exposed	95	72.10	11.80
Not exposed	152	60.20	11.00

Table 6 shows that adolescents exposed to domestic violence had a mean aggression score of 72.10, compared with 60.20 among adolescents not classified as exposed. The mean difference was 11.90 points, indicating higher average aggression in the exposed group. This descriptive difference is consistent with the possibility that domestic violence exposure is associated with adolescent aggression.

6.7 Independent-Samples t-Test

Table 7. Comparison of Aggression Between Exposure Groups

Comparison	Mean difference	t	df	p
Exposed versus not exposed	11.90	8.08	245	< .001

Table 7 reports a statistically significant difference in aggression between the two exposure groups, $t(245) = 8.08$, $p < .001$. The result indicates that the observed difference in mean aggression scores is statistically significant at the conventional .05 level. Accordingly, the null hypothesis H01 is rejected. The findings indicate that adolescents exposed to domestic violence reported higher aggression scores than those not classified as exposed.

6.8 Correlation Between Emotional Intelligence and Aggression

Table 8. Pearson Correlation Between Emotional Intelligence and Aggression

Variables	Pearson's r	p-value
Emotional intelligence and aggression	−.48	< .001

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Table 8 demonstrates a statistically significant negative relationship between emotional intelligence and aggression, $r = -.48$, $p < .001$. This indicates that higher emotional intelligence scores are associated with lower aggression scores among the respondents. The finding supports the relevance of emotional competencies when examining adolescent behavioural adjustment. Accordingly, the null hypothesis H02 is rejected.

6.9 Regression Model Summary

Table 9. Multiple Regression Model Summary

Model statistic	Value
R	.56
R^2	.31
Adjusted R^2	.30
F-statistic	27.1
Model p-value	< .001

Table 9 presents the overall regression model. The R^2 value of .31 indicates that the predictors collectively account for approximately 31% of the variance in aggression scores. The adjusted R^2 of .30 indicates that approximately 30% of the variance remains explained after adjustment for the number of predictors. The reported model significance, $p < .001$, indicates that the predictors jointly make a statistically significant contribution to explaining variation in aggression.

6.10 Multiple Regression Coefficients

Table 10. Regression Coefficients Predicting Aggression

Predictor	Standardised β	p-value
Emotional intelligence	−.35	< .001
Domestic violence exposure	.25	< .001
Gender	.04	.48
Socioeconomic status	−.08	.14

Table 10 shows that emotional intelligence had a negative and statistically significant standardised regression coefficient ($\beta = -.35$, $p < .001$). This indicates that emotional intelligence was inversely associated with aggression after accounting for the other variables included in the model. Domestic violence exposure had a positive and statistically significant coefficient ($\beta = .25$, $p < .001$), suggesting that exposure remained positively associated with aggression after adjustment. Gender ($\beta = .04$, $p = .48$) and socioeconomic status ($\beta = -.08$, $p = .14$) were not statistically significant at the .05 level. These findings indicate that emotional intelligence and domestic violence exposure were the statistically significant predictors in the reported model.

6.11 Hypothesis Testing

Table 11. Summary of Hypothesis Testing

Hypothesis	Statistical test	Decision
H01: No difference in aggression by exposure status	Independent-samples t-test	Rejected
H02: No relationship between emotional intelligence and aggression	Pearson's correlation	Rejected
H03: Emotional intelligence does not	Multiple regression	Rejected

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predict aggression after adjustment		

Table 11 summarises the decisions for the three research hypotheses. The independent-samples t-test identified a significant difference in aggression according to domestic violence exposure. Pearson's correlation identified a significant negative relationship between emotional intelligence and aggression. Multiple regression indicated that emotional intelligence made a statistically significant contribution after accounting for domestic violence exposure and the selected demographic characteristics. Consequently, all three null hypotheses were rejected.

6.12 Summary of Analytical Findings

Table 12. Summary of Results by Research Objective

Research objective	Result	Implication
Compare aggression across exposure groups	Higher mean aggression in the exposed group	Domestic violence exposure was associated with higher aggression
Examine emotional intelligence–aggression relationship	Negative correlation	Higher emotional intelligence was associated with lower aggression

Table 12 demonstrates that the three objectives were addressed through complementary statistical techniques. The group comparison identified differences in aggression, correlation examined the association between emotional intelligence and aggression, and regression assessed the adjusted predictive contribution of the selected variables. Together, the findings indicate that domestic violence exposure and emotional intelligence are important variables for understanding aggression within the studied sample.

7. DISCUSSION

The present study examined domestic violence exposure, emotional intelligence, and aggression among adolescents in Kerala. The findings indicate higher aggression scores among adolescents exposed to domestic violence, a negative relationship between emotional intelligence and aggression, and a statistically significant contribution of emotional intelligence in the multiple regression model. The first objective concerned differences in aggression according to domestic violence exposure. The exposed group reported a mean aggression score of 72.10, compared with 60.20 among adolescents not classified as exposed. The independent-samples t-test indicated a statistically significant difference. This finding is consistent with previous research associating exposure to domestic violence with difficulties in child and adolescent adjustment (Evans et al., 2008; Holt et al., 2008; Kitzmann et al., 2003).

Social learning theory provides one possible explanation for this relationship. Adolescents who repeatedly observe aggression during family conflicts may learn behavioural patterns that influence how they respond to disagreements (Bandura, 1977). The emotional security perspective also suggests that family conflict can undermine perceptions of safety and affect emotional adjustment (Davies & Cummings, 1994). Nevertheless, the observed difference does not demonstrate that domestic violence exposure alone causes aggression. Other individual, family, and social factors may also contribute. The second objective examined the relationship between emotional intelligence and aggression. The correlation coefficient of −.48 indicates a statistically significant inverse association. This finding is consistent with literature examining emotional intelligence in relation to aggressive behaviour (García-

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Sancho et al., 2014; Megías et al., 2018). Adolescents who recognise and regulate emotions effectively may be better equipped to manage frustration and respond constructively to interpersonal conflict. However, the cross-sectional association cannot establish whether emotional intelligence reduces aggression, whether aggressive experiences affect emotional functioning, or whether other variables influence both.

The third objective assessed the predictive contribution of emotional intelligence after accounting for domestic violence exposure and selected demographic characteristics. The regression model explained 31% of the variance in aggression, and emotional intelligence had a negative standardised coefficient of −.35. Domestic violence exposure also remained a statistically significant positive predictor. These results indicate that emotional intelligence was associated with aggression beyond the measured covariates in the reported model. Gender and socioeconomic status were not statistically significant predictors in this analysis. These findings should be interpreted in relation to the particular sample and model rather than as evidence that demographic characteristics are universally irrelevant to adolescent aggression. The model explains a substantial proportion of variation, but the remaining variance suggests that additional factors may also be important. Overall, the findings support an integrated perspective in which adolescent aggression is examined in relation to both family environmental experiences and psychological characteristics. The results provide context-specific evidence from the studied sample in Kerala while highlighting the need for further research to establish temporal relationships and examine additional protective and risk factors.

8. IMPLICATIONS OF THE STUDY

8.1 Educational Implications

Schools may provide an important setting for promoting emotional awareness, anger management, empathy, and constructive conflict resolution. The negative association between emotional intelligence and aggression suggests that emotional competencies deserve consideration in adolescent support programmes. Age-appropriate social-emotional learning activities may help students recognise emotional triggers, manage frustration, and develop non-aggressive responses to disagreements.

8.2 Family and Community Implications

The higher aggression scores among adolescents exposed to domestic violence highlight the importance of safe and supportive family environments. Parent education, non-violent communication, and positive conflict-resolution practices may be relevant components of prevention initiatives. Community organisations and child-protection services also have an important role in helping families access appropriate support.

8.3 Psychological and Policy Implications

Mental health professionals may consider both environmental stressors and emotional competencies when supporting adolescents who exhibit aggression. Aggressive behaviour should not automatically be treated as evidence of domestic violence exposure; individual assessment must remain sensitive and confidential.

At the policy level, the study supports continued attention to adolescent well-being, domestic violence prevention, and access to appropriate school and community support. Intervention effectiveness, however, should be evaluated through further research rather than assumed from the associations identified in this study.

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9. LIMITATIONS OF THE STUDY

The study has several limitations. First, its cross-sectional design limits conclusions about temporal order and causality. Although domestic violence exposure and emotional intelligence were statistically associated with aggression, the design cannot establish that either variable caused the observed outcomes. Second, the sample comprised 247 adolescents from the study's recruitment context. Its representativeness depends on the sampling procedure and recruitment locations, and the findings should not automatically be generalised to all adolescents in Kerala.

Third, the results depend on the measures used to assess emotional intelligence, aggression, and domestic violence exposure. Self-report measures, where used, may be affected by recall difficulties, social-desirability bias, or reluctance to disclose sensitive experiences. The exposure classification also depends on the criteria used to identify participants as exposed or not exposed.

Fourth, the regression model included selected demographic characteristics but may not account for all relevant factors, including peer relationships, parental support, school climate, and psychological distress. Future studies could examine these variables and use longitudinal designs to investigate changes over time.

10. CONCLUSION

The study examined domestic violence exposure and adolescent aggression, with particular emphasis on the predictive role of emotional intelligence among adolescents in Kerala, India. The results indicate a statistically significant difference in aggression between adolescents exposed and not classified as exposed to domestic violence. Emotional intelligence was negatively associated with aggression and made a statistically significant contribution to the multiple regression model after adjustment for domestic violence exposure, gender, and socioeconomic status. The findings suggest that family environmental experiences and emotional competencies are both relevant to understanding adolescent aggression. The higher aggression scores observed among exposed adolescents underscore the importance of safe family environments, while the negative association between emotional intelligence and aggression highlights the relevance of emotional competencies in adolescent support. The study contributes evidence from a defined regional sample and provides a basis for further investigation of domestic violence exposure, emotional intelligence, and behavioural adjustment. Future research involving broader samples, longitudinal designs, and intervention evaluations could strengthen understanding of these relationships and help identify effective approaches to promoting adolescent well-being.

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