

Relationship between Emotional Intelligence and Psychological Well-being in College Students

Ms. Jyoti Shukla

Research Scholar, Department of Psychology, Sant Tulsidas PG College Kadipur, Sultanpur

Dr. Shailendra Prasad Pandey

Department of Psychology, Sant Tulsidas PG College Kadipur, Sultanpur

ABSTRACT

The present study was aimed to investigate the emotional intelligence in relation to psychological well-being among students. The sample comprised 200 students (males =150 & females =50), who were randomly selected from various UG and PG college of Lucknow belonging to 20-25 years age. The mean age of students was 22 years. Psychological Well Being scale by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012) and Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) was used to assess psychological well-being and emotional intelligence. T-test was used to analyze the data. Results indicate that females scored significantly higher (Mean= 118.54) as compared to males (Mean= 109.96; $p < .01$) on emotional intelligence scores and well-being domains. Also, there was a significant difference between male and female adolescents on emotional intelligence and psychological well-being.

Keywords: Emotional intelligence, Psychological Well-being, college, students, mental health, India.

INTRODUCTION

The study of happiness and emotional well-being in young people has expanded exponentially in recent years. Psychology has traditionally focused on unhappiness and paid little attention to positive aspects of human potential. This approach has been evident when studying adolescence, since this period of life implies many changes and it has been long described as a moment of stress and difficulties. This conception of adolescence is currently fairly different for studies do not only describe the adolescent as a source of problems but also as a valuable asset in a development process. This change took place with the arrival of positive psychology,

as one of its objectives is to promote psychological research and practice in such areas as positive traits (strengths), positive emotions, and their contribution to well-being.

EMOTIONAL INTELLIGENCE

Emotional and social competencies are currently viewed within the domain of “emotional intelligence” (EI) as different from cognitive intelligence and personality traits. Salovey and Mayer (1990) initially described emotional intelligence as part of social intelligence, based on Thorndike’s (1920) definition of the construct, which implies the ability to understand one’s and others’ emotions and to use this information to guide one’s thoughts, decisions and actions

The emotional and social competencies and skills referred to as “emotional intelligence” seemingly play an important role in thinking, learning and various other mental activities that, in the past, were regarded as being cognitive

There are two relevant models of emotional intelligence: Mixed Models and Ability Model. Mixed Models state that emotional intelligence is a compendium of stable personality features, socio-emotional competences, motivational aspects, and different cognitive abilities

It is widely accepted that there is a strong link between effective emotional regulation and well-developed emotional intelligence skills. According to Tugade and Fredrickson (2001), emotional regulation is thought to be closely associated with emotion management and emotional adaptation. They argue that people who experience positive emotions are able to successfully regulate their negative emotions and this, in turn, produces beneficial consequences for their psychological and physiological well-being. Additionally, they suggest that individual differences might exist in the use of positive emotions for being more effective and more resilient in stressful situations.

Based on the above discussion, it is indeed possible that individual differences exist in the use of regulation strategies. For example, certain individuals have a greater tendency to draw on positive emotions in times of stress and are able to understand and use positive emotions to their advantage more than others. As such, emotional regulation would appear to be an

important factor in differentiating between those individuals who are able to successfully cope with stressful situations and those who can- not effectively deal with such situations

PSYCHOLOGICAL WELL-BEING

Psychological well-being manifests itself in all aspects of human activity and is essential to understanding whether young people experience life satisfaction and whether, as they mature, well-being can be associated with different levels of personal autonomy.

Psychological well-being has been defined within the eudaimonic perspective as the development of one's true potential. This is in contrast to the subjective well-being view. Psychological well-being is viewed as the result of a life well-lived and is an important factor in students successfully adapting to college/university life. For this reason, this construct usually includes dimensions such as self-acceptance, positive relationships, autonomy, environmental mastery, personal growth and purpose-in-life. Students attending university have to adjust to a new learning context and are under increased academic pressure. This stage is considered to be one of the highest anxiety and lowest psychological well-being phases in the life cycle, with high levels of psychological distress compared with the general population

REVIEW OF LITERATURE

Schutte et al, (1998) and Martinez-Pons (1997) claimed that low and sad mood, which is the important structural component of depression, is highly associated with better level of emotional intelligence. These people have healthier coping skills and capabilities of manage their psychopathological symptoms and dysfunctions. Highly emotional intelligent people have ability to repair their negative thing and mood state (Schutte et al, 2002).

Gardner, 2006 found that Interpersonal relational difficulties, poor impulse control, stress, loneliness, depression, anxiety, low self-esteem, aggressive behaviors, suicidal thoughts, drug and alcohol consumption seem to be significantly linked with poor emotional intelligence, however positive subjective well, high satisfaction level and increased happiness considered to be due to high level of emotional intelligence. Sparrow in 2005 discussed emotional

intelligence in his article. He found the association of emotional intelligence with other psychological symptoms, concepts and approaches. He discovered the link of emotional intelligence with self-esteem and confidence levels of a person. He explained the connection of emotional intelligence in this way that with increment in emotional intelligence, self-esteem, self-confidence and self-regard also runs parallel in same directions as emotional intelligence. High Emotional intelligence significantly associated with not only emotional and psychological health but physical health also.

Hollander, 2002 inspected the association among emotional intelligence and other mental health aspects e.g. self-esteem and mood state. He found that elevated trend in emotional intelligence is significantly related to higher levels of self-esteem and positive mood. Extemera and Berrocal (2006) examined the relationship between emotional intelligence and other psychological, social and physical aspects e.g. anxiety, depression, social and physical health, social adjustment and social functioning in university students.

METHODS

Aim

To study the relationship between emotional intelligence and psychological well-being among college students.

Objectives:

The following objectives are formulated for the present study:

1. To find out the relationship between emotional intelligence and psychological well-being among college students.
2. To find out the significant difference between male and female college students on emotional intelligence and psychological well-being.

Hypothesis:

H1: Emotional intelligence will be positively related to psychological well-being among college students

H2: There will be significant difference in Emotional intelligence and psychological well-being among college students

Sample

Participants for present study were 150 adult students (males= 100 & females=50), they were randomly selected from various UG and PG colleges from Lucknow. The age of the participants was ranged between 20 to 25 years, and the average age was 22 years.

Tools

1. **Psychological Well Being scale** by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary in 2012. The scale has high reliability (0.86) and validity (0.70).

2. **Emotional Intelligence Scale** by Anukool Hyde, Sanjyot Pethe and Upinder Dhar in (2002). The scale has high reliability (0.88) and validity (0.93).

Procedure

For collecting the data investigator met the subjects in the classroom setting. After established a rapport and getting consent with the subject, the investigator administered a demographic sheet and two questionnaires i.e. emotional intelligence, and psychological well-being. When all respondents filled their questionnaires, they were thanked by the investigator for their kind cooperation. Scoring of the responses was done according to the manual described for each questionnaire, and tabulation of the data was making carefully for its analysis. SPSS 22.0 was used for analysis of data.

RESULT AND DISCUSSION

Table 1 shows the means and standard deviations (SD) for the variables:

	Entire sample		Male		Female		t
	Mean	SD	Mean	SD	Mean	SD	
Life satisfaction	37.41	6.01	36.65	5.92	38.17	6.03	1.80
Efficiency	40.34	4.97	41.00	4.61	39.68	5.24	1.89
Sociability	39.42	5.02	39.41	5.24	39.43	4.81	0.03
Mental health	35.43	6.38	36.61	6.01	34.25	6.56	2.65**

Interpersonal relations	42.75	4.46	42.23	4.89	43.28	3.93	1.67
Total PWB	195.36	19.83	195.90	20.55	194.81	19.16	0.39
Optimistic attitude	30.99	3.16	30.75	3.66	31.23	2.57	1.07

** p < .01 , df = 198.

Table 2 shows the Mean and SD of males and females on psychological well-being and emotional intelligence

Variables	Gender	Mean	SD	t-value
Well-Being Total	Male	87.86	13.63	-.083
	Female	91.08	12.82	
Self-Esteem	Male	14.70	3.27	-.783
	Female	15.20	3.11	
Mental Balance	Male	14.84	3.26	.029
	Female	14.80	3.59	
Social Involvement	Male	14.65	2.90	.140
	Female	14.59	2.83	
Sociability	Male	14.38	2.58	-1.397
	Female	15.16	3.12	
Control of Self and Events	Male	13.54	3.35	1.038
	Female	12.88	2.99	
Happiness	Male	18.81	3.77	.445
	Female	18.54	3.41	
Emotional Intelligence	Male	109.96	11.71	-4.59**
	Females	118.54	11.58	

The above table shows mean and SD of males and females on psychological well-being and emotional intelligence. The t-values in the table indicate that there is no significant difference found between males and females on psychological well-being in total scores as well as in its any dimensions scores. When we observe emotional intelligence scores, it was found that females scored significantly higher (Mean= 118.54) as compared to males' (Mean= 109.96; p<.01) on emotional intelligence scores. So, the second hypothesis that there will be significant difference between male and female adolescents on emotional intelligence and psychological well-being was accepted.

Correlation of Psychological Well-being with Emotional Intelligence among College Students

Variables	N	Mean	Standard Deviation	df	Correlation	Sig. (2 tailed)
Psychological Well-being	200	188.58	20.37	199	0.647**	0.001
Emotional Intelligence	200	133.32	14.97			

Table 3 above shows the relationship of psychological well-being with emotional intelligence among college students. The mean value of psychological well-being and emotional intelligence was found to be 188.58 and 133.32 and S.D is 20.37 and 14.97 respectively. The p-value 0.001 is statistically significant at 0.01 level of significance. The correlation value (r value) 0.647** shows a positive correlation of psychological well-being and emotional intelligence among college students. Thus, the first hypothesis is accepted.

Results of the present findings supported by previous studies that a significant relationship exists between emotional intelligence and psychological well-being among students (Kaur, 2015; Mehmood & Gulzar, 2014).

CONCLUSION

From the findings of the present study on emotional intelligence in relation to psychological well-being among students, it was concluded that there is significant positive relationship between emotional intelligence and psychological well-being. Further it was also concluded that there is gender difference on emotional intelligence as females showed more emotional intelligence than males.

REFERENCE

- Akhter, S. (2015). Psychological well-being in student of gender difference. *The International Journal of Indian Psychology*, 2 (4).

- Armor, D. J. (1974). Theta reliability and factor scaling. In H. L. Costner (Ed.), *Sociological Methodology* (pp. 17-50). San Francisco: Jossey-Bass.
- Carver, C. S., Scheier, M. F., & Weintraub, J. k. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology* , 56 (2), 267-283.
- Cohen, J. (1992). A power primer. *Psychological Bulletin* , 112, 155-159.
- Cohen, S., & Willis, T. A. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin* , 98 (2), 310-357.
- Coulter, L. A. (1999). *Optimism, coping and psychological well-being among people with advanced cancer*. Dalhousie University, For the degree of Master of nursing, Halifax, Nova Scotia.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika* , 16, 297-334.
- Palmer, B.; Donaldson, C.; Stough, C. Emotional intelligence and life satisfaction. *Personal. Individ. Differ.* **2002**, 33, 1091–1100.
- Saklofske, D.H.; Austin, E.J.; Minski, P.S. Factor structure and validity of a trait emotional intelligence measure. *Personal. Individ. Differ.* **2003**, 34, 707–721.
- Berrios, M.P.; Augusto-Landa, J.M.; Aguilar-Luzón, M.C. Perceived emotional intelligence and job satisfaction among nurse professionals. *Index Enferm* **2006**, 54, 30–34.
- Schutte, N.S.; Malouff, J.M.; Hall, L.E.; Haggerty, D.J.; Cooper, J.T.; Golden, C.J.; Dornheim, L. Development and validation of a measure of emotional intelligence. *Personal. Individ. Differ.* **1998**, 25, 167–177
- Salovey P, Bedell BT, Detweiler JB, et al. Coping intelligently: Emotional intelligence and the coping process. In: Snyder C, ed. Coping: The psychology of what works. New York: Oxford; 1999. pp. 141-164.
- Kenesh M, Hasbrook C, Lewthwaite R. Physical activity socialization: peer interactions and affective responses among a sample of sixth grade females. *Sociology of Sport Journal*. 1992; 9: 385-396.

-
- Theeboom M, DeKnop P, Weiss MR. Motivational climate, psychological responses, and motor skill development in children's sport: A field-based intervention study. *Journal of Sport and Exercise Psychology*. 1995; 17: 294-311.
 - Retzinger S, Schef T. Emotion, alienation, and narratives: Resolving intractable conflict. *Conflict Resolution Quarterly*. 2007; 18 (1): 71-85. 50. Shapiro DL. Negotiating Emotions. *Conflict Resolution Quarterly*. 2002; 20 (1): 67-82.