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RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL WELL BEING AMONG YOUNG ADULTS

RAMYA S

Research work carried out for partial fulfillment of the requirements for awards of MSc Degree in Psychology under Bangalore University, Montfort College. 2012, April.

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Dedication

To

My Master Srigurudev Pushkara Purvajna

“Dear Master,

I travelled far lands with experiences in full hands

Never had I realized where this journey destined to

Unless I met You...

You brought Light in this Unwit,

And Wisdom to unlock the Secret

Now I see my path so clear

Treading towards Ultimate without fear.....

In this journey of mine, this is a small piece of work done that I would like to dedicate to You solely. Many more to come in near future with your Holy Blessings... Jai Gurudev”

-Ramya S

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Relationship between Emotional Intelligence and Psychological Well Being among Young Adults

ABSTRACT

The aim of the study was to examine if there is any relationship between emotional intelligence and Psychological Well Being among Young Adults. It was conducted on a group of 60 subjects, where 30 subjects were female and 30 subjects were male. All the subjects were within the age range of 20-40. The Mangal's Emotional Intelligence Inventory (MEII) by Dr. S.K Mangal and Mrs. Shubra Mangal was given to examine the emotional intelligence of the subjects, and Ryff's Psychological Well Being Scale (RPWBS) by Mrs. Carol Ryff was given to examine the level of Psychological Well Being. The Data was coded for computer analysis and analyzed. Means and standard deviations were computed. Pearson's product moment correlation was used to examine the relationship between variables. Two tailed tests of significance were used and 0.05 levels of significance were set for interpreting the data. Figures have been rounded off to the nearest two decimal places. It was found that there is significant positive correlation between the Emotional Intelligence and Psychological Well being and gender differences were not significant in Emotional Intelligence and Psychological Well Being.

KEYWORDS:

Emotional Intelligence, Psychological Well Being, Gender Differences

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INTRODUCTION

One of the stages in life is the young adult, which suggests significant changes and an increase of responsibility. This stage of development is described as between twenty and forty years, where "...the potential for furtherance of intellectual, emotional and even physical development occurs". (Gething, 1995). The young adult according to Erikson's theory of personality should be progressing through the psychosocial crisis of intimacy versus isolation. The tasks for this stage of life consist of courting and selecting a "mate", marriage and associated choices, e.g. children and monogamous relationship, career choices and lifestyle changes and furthering intellectual abilities to accommodate choices (Turner & Helms, 1987). Some of the personal abilities that the young adult must employ include decision making, career planing, understanding nature of increased responsibility and being able to accommodate greater demands of self. This indicates the maturity of psychosocial development from the prior stage of crisis of adolescence. Erikson believes that "...the greater the task achievement, the healthier the personality of the person", (Kozier, et al, 1995) thus suggesting from his theory that failure to achieve these tasks, will result in the inability to proceed to the next task or crisis. Hence the experiences of positive emotion give the needed psychological lift to help them continue and move forward in the lives thereby uplifting the Psychological Well Being. According to the framework of emotional intelligence, one must be competent at understanding his/her emotions -- both positive and negative, be able to process emotional information accurately and efficiently, and have the insight to skilfully use one's emotions to solve problems, make plans, and achieve in one's life (Salovey & Mayer, 1989-90). Hence positive emotions are related to each of these aspects in important ways.

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Defining Emotional Intelligence:

EMOTIONAL

Psychologists and philosophers have discussed the exact meaning of emotion for a long time. In oxford dictionary, it has been defined as: any sort of stimulation or disorder in mind, feeling, emotion, any sort of strong or stimulated mental state. Goleman refer to emotion as any feeling, thought, psychological or biological state unique to it and a part of personal tendency to act accordingly. Actually, all sorts of emotions are impulses for doing, ready schemes to keep the life the evolution has deposited in us based on a gradual order. The main meaning of emotion is “movere” which means “to move” and by adding the prefix “e”, it would implicate “to keep distance” indicating that in any emotion, there is a tendency to do. The situations in which emotions result in actions more often happen when we are watching animals or children, only in civilized adults, we see vice-versa, because in the latter, emotions that are fundamental impulses for doing have been separated from evident responses (Goleman, 1996). Emotion typically arises in response to an event, either internal or external, that has a positively or negatively valenced meaning for the individual. Emotions can be distinguished from the closely related concept of mood in that emotions are shorter and generally more intense (Salovey and Mayer, 1990).

INTELLIGENCE

Generally speaking, intelligence is a term that is used loosely when describing an individual’s learning style, preference, aptitude, traits, skills, and competencies. As defined in

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Webster's Dictionary, intelligence is viewed as the capacity to apprehend facts and propositions, and their relations, and to reason about them (Green et al, 2005). Perhaps the most often cited definition is Wechsler's statement that "intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment". Such a definition has the advantage of broadly encompassing what people think of as intelligence, as opposed to more restrictive definitions, such as those proposed by Terman and others. It includes the broad areas historically designated as involving intelligence, such as the distinction among Abstract (Verbal), Mechanical (Visual/Spatial), and Social intelligences, as well as those distinctions proposed by more contemporary theorists such as Gardner and Sternberg et al (Salovey and Mayer, 1990). Gardner (1983), a Harvard psychologist, disagreed with the use of intelligence as such a narrow, uni-dimensional description of an individual's capacity for knowledge. Subsequently, he created the MIM to suggest that intelligence is multidimensional. The MIM suggests that individuals learn information and express categorization of individuals' various talents, abilities, and preferences in a variety of contextual and naturalistic settings (Green et al, 2005).

EMOTIONAL INTELLIGENCE

Emotional intelligence is the non-cognitive psychological aspects intervening in human behaviour. Research along these lines has identified a significant correlation between the cognitive and emotional components of people's intelligence, and how that relationship matters in effectively accomplishing all sorts of goals in any area of human behaviour. The concept of EI related to social and personal intelligence may have highly significant applications in the social

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and organizational environment. In essence, EI is a psychological concept that seeks to describe the role and relevance of emotions for intellectual functions (Gabel et al, 2005). Emotional intelligence is rooted in early works on emotions and social intelligence. The foundation of emotional intelligence can be traced back to Thorndike (1920) (note that others have raised doubts as to whether Thorndike could be said to propose or support the concept of emotional intelligence), Moss and Hunt (1927), Guilford (1956), Vernon (1933) and Gardner's (1983) works on social intelligence. Thorndike (1920) proposed a three-facet construct of intelligence: abstract intelligence – pertaining to the ability understand and manage ideas, mechanical intelligence – indicating the ability to understand and manage concrete objects, social intelligence – referring to “the ability to understand and manage men and women, boys and girls – to act wisely in human relations” (Carmeli et al, 2007). Intra-individual intelligence is the similar ability which exists in human beings. The intelligence refers to the ability to form a precise and real pattern of the person himself/herself and the ability to employ this pattern effectively during life. Gardner also reminds that “the core of intra-individual intelligence consists of the ability to understand and respond appropriately to the others’ morale, temperament, motivations and requests”. He points out that in intra-individual intelligence, the key to auto gnosis is “to be aware of personal feelings and to be able to distinguish and employ them to direct our own behaviour” (Goleman, 1996). They hypothesized a framework describing a set of skills: relevant to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feeling to motivate, plan, and achieve in one’s life. Thus, they implied that the two distinct mental processes, thinking and feeling, actually work together (Kerr et al, 2005).

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This study focuses on the conceptualization suggested by Salovey and Mayer (1989-1990) and formulated in 1997 (Mayer and Salovey, 1997). Salovey and Mayer (1989-1990, p. 189) defined emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action so. Later on, they refined and defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to actively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 1997, p. 5). A key construct in their definition that we need to explain is a emotion so. According to Van Maanen and Kunda (1989, p. 53), emotions are a ineffable feelings of the self-referential sort o, and are comprehensively defined as a self-referential feelings an actor (employee) experiences or, at least, claims to experience in regard to the performances he or she brings off in the social world o. States of feeling refer to basic emotions (e.g. joy, love, anger) and social emotions (e.g. shame, guilt, jealousy, envy), as well as to related constructs as affect, sentiments and moods (Ashforth and Humphrey, 1995).

Salovey and Mayer (1989-1990) argued that there is a set of three conceptually related mental processes - appraising and expressing emotions in the self and others, regulating emotion in the self and others, and using emotions in adaptive ways - involving emotional information. The followings are brief descriptions of the content and importance of these mental processes:

(1) Appraising and expressing emotions in the self and others. Individuals differ in the degree to which they are aware of their emotions (appraisal) and the degree to which the latter are verbally and non-verbally being Emotional expressed (George, 2000). Individuals who accurately

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appraise and express (perceive and respond to) their emotions are likely to be better in intelligence understood by the people they work with, and they also have the potential to better lead and manage people when they are able to perceive the emotions of the people around them and to develop empathy - the ability to comprehend another's feelings and to re-experience them oneself (Salovey and Mayer, 1989-1990).

(2) Regulating emotion in the self and others. People differ in their ability to manage (monitor, evaluate, and adjust to changing moods) their emotions as well as in their ability to regulate and alter the affective reactions of others (Salovey and Mayer, 1989-1990). Regulation of one's own emotions and moods results in positive and negative affective states. Emotionally, intelligent individuals are adept at placing themselves in positive affective states, and are able to experience negative affective states that have insignificant destructive consequences. Emotionally astute people can induce a positive affect in others that result in a powerful social influence (charisma), an important component of leadership (Wasielowski, 1985).

(3) Using emotions in adaptive ways. Individuals also differ in the ways (functional vs. dysfunctional) in which they utilize their emotions. Emotions can:

- help in generating multiple future plans (flexible planning);
- improve the decision-making process due to a better understanding of one's emotional reaction (creative thinking);facilitate cognitive processes such as creativity on the one hand and
- Punctuality on the other hand (mood redirected attention); and enhance persistence regarding challenging tasks (motivating emotions) (Salovey and Mayer, 1989-1990).

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Individuals with higher emotional intelligence

From the literature on emotional intelligence, it is evident that the life of people who have higher emotional intelligence is safer, happier and more successful and also, they have more productivity in working environment (Tischeler et al, 2002). Altogether, people who are emotionally intelligent and optimistic have an attribute that enables them to focus on solution rather than cause (i.e who culpable). Since working in any organization has its unique problems and may lead to disillusionment and frustration, people with high emotional intelligence know that the organization would not be responsible for their all unpleasant feelings. When this group of people is in positive emotional state, they are capable of controlling negative emotional state that result in destructive consequence; therefore, they actually know how to control non-effective feelings and how to try to decrease it (Moghaddam et al, 2009). Both Wong and Low (2002) and Wong et al (2005) argued that life satisfaction was one important outcome of people with high EI. That is that a person with high EI is able to understand his/her own and others' emotions and to draw upon this understanding to improve behaviours and attitudes for positive results. As a result, she would be mire able to deal with the emotions generated from within and would be generally happier in and more satisfied with life (Wong and Law, 2008).

Models of emotional intelligence:

The variety of models purporting to represent emotional intelligence may be classified within

- 1) Mixed models (BarOn, 1997; Goleman, 1995) and
- 2) Mental ability models (Mayer, Salovey & Caruso, in press).

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Mixed models of emotional intelligence.

BarOn (1997) proposed a model of emotional intelligence which combines mental ability skills such as emotional self awareness with non-ability personality traits such as assertiveness, self-regard and mood. BarOn (1997) defines emotional intelligence as “an array of personal, emotional and social competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”.

In BarOn’s test of emotional intelligence, the EQi, emotional intelligence factors do not correlate with cognitive intelligence (Bar-On, 1997). BarOn’s operationalization of emotional intelligence yields an Emotional Intelligence Quotient (EQ) that is scored and standardized to compare with the Wechsler Adult Intelligence Scale (WAIS, 1958). The WAIS yields an intelligence quotient (IQ) with a mean of 100 and a standard deviation of 15. The fact that no correlations between IQ and EQ were reported (BarOn, 1997) is noteworthy, since a small but significant correlation with emotional intelligence and cognitive ability or academic achievement has been reported (Mayer, Salovey & Caruso, in press; Pelliteri, 1999; Schutte et al 1998). The EQi may be more similar to a personality inventory than a test of emotional intelligence since it is 1) based on self-report; 2) aimed at measuring coping ability and 3) uncorrelated with intelligence but highly correlated with personality measures of behaviour and attitude (EQi manual).

Goleman’s (1995) model of emotional intelligence includes several broad areas such as knowing one’s own emotions, managing emotions, delaying gratification, and the ability to enter

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flow states (Goleman, 1995). Goleman's operationalization of an emotional intelligence measure is based on self-report. Validity and reliability ratings were not reported.

Goleman (1995) proposed that individuals possessing emotional intelligence are emotionally stable and psychologically healthy. Men with high emotional intelligence are described as poised, outgoing and cheerful, free of anxiety, committed to people or causes, ethical, and sympathetic and caring. Emotionally intelligent women are described as assertive and expressive, extraverted, positive and well-adapted to stress.

The assumptions of BarOn and Goleman are couched in an invalid argument form of reasoning referred to in philosophy as "affirming the consequent" (Conway & Munson, 1990). An example of affirming the consequent is Goleman and BarOn's argument that people who possess particular attributes are assumed to possess the set of mental abilities associated with these attributes.

The consequent, i.e., emotional intelligence is affirmed by the manifestation of certain personality traits. People who possess these personality traits are assumed to possess the mental abilities of emotional intelligence. These assumptions of a direct relationship between emotional intelligence and psychological well-being have not been empirically examined and warrant further investigation. This study is designed to examine these assumptions.

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Mental ability models of emotional intelligence.

A mental ability model of emotional intelligence is “a set of abilities that accounts for how people’s emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in an individual’s emotional life” (Mayer, Salovey & Caruso, in press, p. 3). This model describes several discrete emotional abilities which are divided into four hierarchical classes or branches. The four branch theory begins with basic skills involving emotion perception and appraisal. The second branch involves integrating emotion into cognition and evaluating and comparing different emotions against sensations and thoughts, and trusting emotions to direct attention. The third branch involves understanding emotions sufficiently to recognize their effects and to use reasoning ability to restore emotional equilibrium. The fourth branch requires the highest level of skill in management and regulation of emotion in oneself and others. The mental ability model of emotional intelligence asserts that emotional intelligence is a subset of social intelligence, which is itself a subset of general intelligence. If emotional intelligence is an intelligence it must meet criteria of intelligence:

- 1) Mental problems must be correct or incorrect;
- 2) The set of mental abilities must be measurable and inter-correlated; and,
- 3) Skills must increase with age.

The **four branch mental ability model** of emotional intelligence appears to meet these criteria. Personality traits such as warmth, extraversion and empathy are not considered components of the mental ability model of emotional intelligence (Mayer, Salovey & Caruso, in press).

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PSYCHOLOGICAL WELL-BEING

Psychological well-being is defined as states that emerge from feeling of satisfaction with one's close interpersonal relationships and with one's occupation and financial situation (Bar-On, 2005). PWB is a multidimensional construct that includes both emotional and cognitive elements. Bradburn (1969) considered well-being in terms of positive affect as opposed to negative affect. According to Bradburn, an individual who scored higher on positive affect than on negative affect would score high on PWB and vice versa. Diener, Emmons, Larsen, and Griffin (1985) asserted that satisfaction with life refers to a global appraisal of well-being. Pavot, Fujita, and Diener (1997) pointed out that the experience of subjective well-being includes both the presence of positive affect and the absence of negative affect as well as the cognitive element of satisfaction with life. While the focus of earlier studies of well-being was on the absence of psychopathology, the emphasis of recent studies has been on optimal PWB (Bar-On, 2005; Huppert, Baylis, & Keverne, 2004). Huppert et al. describe subjective well-being as living life well.

Ryff (1989) offered an alternative multidimensional model of PWB that was derived from theoretical discussions of optimal aging, positive functioning, and normal human development. Ryff referred to this construct as positive mental health. Synthesizing ideas from the personality theories of Maslow, Jung, Rogers, Allport, Erikson, Buhler, Neurgartens, and Jahoda, she constructed a measure of well-being around six subscales: Autonomy, Environmental Mastery, Positive Relations with Others, Purpose in Life, Personal Growth, and Self-Acceptance. The strength of Ryff's measure of psychological well-being is also ironically its Achilles heels; to the extent that she integrates Western personality theorists, she also includes the cultural values and

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assumptions underlying their work. A hermeneutic analysis that draws on history and anthropology helps to situate Ryff's criteria of psychological well-being and raises questions about their universality.

Autonomy

Ryff equates autonomy with attributes such as self-determination, independence, internal locus of control, individuation, and internal regulation of behaviour. Underlying these attributes is the belief that one's thoughts and actions are one's own and should not be determined by agencies or causes outside one's control. This belief, although common in Western psychology, is also one of the main ideals and defining values of individualism (Lukes, 1973). It is related to the Western concepts of liberty and freedom, and, as Kant (1965/1781) theorized, it is our capacity for autonomy that brings us our dignity as human beings. Autonomy is a value that emerged in Western culture for historical reasons.

Environmental Mastery

Ryff (1989) defined environmental mastery as the ability to choose or create environments suitable to his or her psychic conditions (p. 1071). This criterion is also a central part of individualism. Environmental mastery presupposes a particular view of the world as, to use Weber's (1946) term, disenchanted without deeper purpose or telos. The mature individual from the Enlightenment onward is one who can rationally face this disenchanted world and calculate the most effective means of accomplishing self-chosen goals. The ability to manipulate, control or master the environment both confirms and proves this vision of the world as disenchanted (Taylor, 1975).

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Positive Relations with Others

Ryff (1989) defined positive relations with others as warm, trusting interpersonal relations and strong feelings of empathy and affection. At first glance this subscale/criterion seems most sympathetic to or compatible with collectivism. However, there is a significant difference between having relations with others and being psychologically constituted by one's location in a social network.

Purpose in Life

Ryff (1989) suggested that "having a clear comprehension of life's purpose, a sense of directedness, and intentionality are important parts of the feeling that there is purpose and meaning to life". This concern for purpose in life seems tightly linked to individualism with its stress on human freedom.

Personal Growth

Ryff (1989) defined personal growth as the continuing ability to develop one's potential, to grow and expand as a Person (p. 1071). This notion of self-growth has clear roots in both our Enlightenment and Romantic heritages. For example, Taylor (1988, 1989) pointed out how during the Enlightenment the notion was prevalent that self could be remade. In discussing personal growth Ryff never addresses certain key questions. For instance: growth in what direction? Is personal growth an asset in and of itself? Or are we implicitly requiring that such personal growth be along certain dimensions, in certain domains, and with respect to certain values?

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Self -Acceptance

Ryff (1989) maintained that “holding positive attitudes toward oneself emerges as a central characteristic of positive psychological functioning”. Yet Ryff did not specify what the nature of this self is.

EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL WELL-BEING

The expectation exists that emotionally intelligent individuals should be able to identify and attend to emotion fluctuations in themselves and others, be better informed about their own and others’ emotional states and more frequently engage in emotional self-regulation. The relationship between these two variables of interest may be more complex than a simple linear relationship.

In the review of psychological well-being research, Diener and colleagues (Diener, Suh, Lucas, & Smith, 1999) assert that, “personality is one of the strongest and most consistent predictors of subjective well-being” (p. 279). In this nexus, there are several reasons why EI may influence psychological distress. Research suggests that EI abilities and traits contribute to good physical and psychological health (Salovey, Bedell, Detweiler, & Mayer 1999; Salovey, Rothman, Detweiler, & Steward, 2000; Tsaousis, & Nikolaou, 2005). Emotionally intelligent individuals have good physical and psychological health because they are better able to cope with life’s challenges and can control their emotions more effectively (Taylor, 2001). In literature, various empirical studies have well documented the significant negative relationship between EI and psychological distress (e.g., Besharat, 2007; Dulewicz, Higgs, & Slaski, 2003; Tsaousis &

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Nikolaou, 2005) and between EI and sub dimensions of psychological distress, such as, depression and anxiety (Bauld & Brown, 2009; Extremera & Fernández-Berrocal, 2006; Fernandez-Berrocal, Alcaide, Extremera, & Pizarro, 2006).

An empirical exploration of these variables is warranted.

REVIEW OF LITERATURE

The review of literature is focused on the variables of Emotional Intelligence and Psychological Well Being. As the present study aims to study the relationship between Emotional Intelligence and Psychological Well Being in young adults, studies based on these two variables have been included in the review.

The studies are presented in chronological order. The focus has been to include studies done in the last decade. The need for the present study has been presented at the end of the chapter.

A study by Queroz, Nelma caires et.al (2003) on Emotional intelligence and psychological well-being among middle-aged and old men and women aimed at investigate relations between psychological well-being and emotional intelligence. There was a convenience sample with 60 middle aged (45-55) and 60 old (60-69) males and females. Measures used for the study were Self-development Scale and Scale of Emotional Intelligence. Results of the study are Male subjects scored higher than female on self motivation and self conscientiousness (MIE). There occurred significant relations between self motivation and self acceptance (MIE), and between self motivation and purpose, personal growing, mastery and generativity (maintenance and offering) (EDEP). Factorial analysis performed on EDEP resulted in five factors. Self

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development dimensions splited from others related to interpersonal relationships. They found out that Psychological well-being and emotional intelligence did not behave as independent constructs neither was consistently affected by gender and age.

Elizabeth J Austin (2005) conducted a study to identify the Personality, well-being and health correlates of trait emotional intelligence. Where the Emotional intelligence (EI), personality, alexithymia, life satisfaction, social support and health related measures were assessed in Canadian (N=500) and Scottish (N=204) groups. EI was found to be negatively associated with alexithymia and alcohol consumption and positively associated with life satisfaction and social network size and quality. The relative strengths of EI and personality as regression predictors of health-related outcomes were investigated for a subgroup of Scots (N range 99111). The results of the analyses showed that EI is more strongly associated than personality with social network size, but social network quality, life satisfaction, alcohol consumption; number of doctor consultations and health status are more strongly related to personality. More work is required to investigate the possible existence of other variables which, as with social network size are predicted better by trait EI than by personality.

Higgs, M.J. and Dulewicz, S.V. (2007) studied the Relationships between psychological well being, emotional intelligence and personality. Data were obtained from a sample of 150 in-work managers. The Well-Being scales employed covered the Subjective Well-Being and Psychological Well-Being (SWB and PWB) as well as a combined measure. Analyses of the data demonstrated significant relationships between EI and measures of Well-Being as well as a number of relationships between 'Big 5' personality factors and Well-Being measures. However, EI explained more variance in Well-Being measures than personality factors alone. This finding

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provides important evidence to support the validity of the EI construct. The paper concludes with a discussion of the implications of these findings together with limitations of the study. Areas for future research in order to explore and extend the findings are considered.

Stella Mavroveli et.al (2007) in a study explored the relationships between trait EI, psychological wellbeing and peer relations on a sample of Dutch adolescent pupils (N 282; 136 girls, 146 boys; mean age 13.75 years). As hypothesized, trait EI was positively associated with adaptive coping styles and negatively associated with depressive thoughts and frequency of somatic complaints. It was also negatively associated with maladaptive coping styles, in boys only. Adolescents with high trait EI scores received more nominations from their classmates for being co-operative and girls gave significantly more nominations to classmates with high trait EI scores for having leadership qualities. The discussion focuses on the operationalization of trait emotional self-efficacy in adolescents.

Adriane Arteché (2008) investigated the relationships among trait emotional intelligence (EI), personality, IQ and sex in a sample of 585 employees (478 males, 107 females). Participants completed the Watson–Glaser Critical Thinking Appraisal, the Bar-On Quotient Inventory (EQ-i) and the Neuroticism–Extraversion–Openness Personality Inventory Revised. Bivariate correlations revealed significant associations between overall EQ-i and Neuroticism (negative), Agreeableness, Extraversion, Openness and Conscientiousness (all positive). While there were no significant associations between overall EQ-i and sex or IQ, significant correlations were observed when EI components were considered. Male participants scored significantly higher on Adaptability and females scored significantly higher on the Interpersonal facet. Moreover, IQ

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correlated with the Interpersonal composite in the male' sample. Results were discussed in the context of trait EI structure and its implications for interpretation of sex and IQ effects.

M Singh, S A Woods(2008) examined the joint predictive effects of trait emotional intelligence (trait-EI), Extraversion, Conscientiousness, and Neuroticism on 2 facets of general well-being and job satisfaction. An employed community sample of 123 individuals from the Indian subcontinent participated in the study, and completed measures of the five-factor model of personality, trait-EI, job satisfaction, and general well-being facets worn-out and up-tight. Trait-EI was related but distinct from the 3 personality variables. Trait-EI demonstrated the strongest correlation with job satisfaction, but predicted general well-being no better than Neuroticism. In regression analyses, trait-EI predicted between 6% and 9% additional variance in the well-being criteria, beyond the 3 personality traits. It was concluded that trait-EI may be useful in examining dispositional influences on psychological well-being.

Abraham Carmeli, et al. (2009) examined the relationship between emotional intelligence and psychological wellbeing. Data were collected from employees through two different structured surveys administered at two points in time. The results of four hierarchical regression models provide, in general, support for the positive association between emotional intelligence and psychological wellbeing components – self-esteem, life satisfaction, and self-acceptance. Only marginal significant support was found for the negative relationship between emotional intelligence and somatic complaints. The study indicates that employees who experience a psychological state of wellbeing may function better than employees who experience emotional deficit.

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Trudie Burger (2009) conducted a study on Emotional intelligence and Well-being in teachers. The sample consisted of 31 teachers. EI Training programme was given to the teachers and Baseline measures were taken at two time intervals prior to the commencement of the EI training program. In addition, participants were assessed immediately after concluding the program. The findings of this study demonstrated limited effectiveness of the EI training program in terms of improving levels of EI, and decreasing levels of occupational stress. However, physical- and psychological health improvements were evident after completion of the program. In addition, no changes in job satisfaction or organizational commitment (as outcomes of stress) were evident after completion of the program. However, a significant decrease in work-family conflict scores emerged. The results should be interpreted in the light of a significant limitation (i.e. lack of control group data) of this study. Qualitative data (i.e. field notes of the small group facilitators) were also discussed in an attempt to elaborate on the context of the study and the subsequent results.

Rizki Auliandari et.al (2009) tested how much the contribution of emotional intelligence on psychological well being in dialysis patients. Respondents who obtained amounted to 60 people, is a dialysis patient in the kidney foundation located in Pondok Gede, East Jakarta. Of the 25 items tested was obtained 13 valid items with correlations ranging from 0.269 to 0.496. To test reliability, the reliability value of 0.720 was obtained. While for the measurement of psychological well being, obtained 18 valid items from the 30 items tested, with correlations ranging from 0.258 to 0.550. To test reliability obtained reliability value of 0.763. Participants have a high level of emotional intelligence. So also with the psychological well being, participants had levels of psychological well being high. Based on data analysis using simple regression, retrieved score F of 17.429 with a significance of 0.000 ($p < 0.05$), and obtained

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adjusted R Square of .218. Conclusions from the descriptive results of participants, it is known that single-status participants have emotional intelligence and psychological well being in the lowest when compared with participants who are married or a widow or widower status. In addition, participants who had undergone dialysis for 60-10 years have emotional intelligence and psychological well being is best compared with the participants of the old wash the blood from both participants 0-2 years old washing blood from 3-5 years.

A study by Samuel o. Salami (2010) examined how emotional intelligence, self-efficacy, and psychological well-being contribute to students' behaviors and attitudes. Two hundred and forty-two students from a college of education, in Kwara State, Nigeria responded to a set of questionnaires consisting of measures of emotional intelligence (EI), self-efficacy, psychological well-being (i.e. happiness, life satisfaction and depression) and students' behaviors and attitudes. Hierarchical regression analyses conducted for each dependent variable showed that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students' behaviors and attitudes. This research indicates the need to emphasize positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

Augusto Landa et.al (2010) analyzed the relationships among emotional intelligence (EI), personality traits, and psychological well-being in undergraduates. In addition, the predictive capacity of EI and personality traits was also analyzed. Results showed that low scores in neuroticism and high scores in extraversion are the dimensions of personality most related to all the psychological well-being scales, and also the best predictors of psychological well-being. Furthermore, high scores in clarity and emotional repair were found to be two consistent

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predictors for all the scales of psychological well-being, after controlling for personality factors. These results confirm the prognostic significance for EI on psychological well-being.

An article by Susan Turk Charles (2010) presents the theoretical model of strength and vulnerability integration (SAVI) to explain factors that influence emotion regulation and emotional well-being across adulthood. The model posits that trajectories of adult development are marked by age-related enhancement in the use of strategies that serve to avoid or limit exposure to negative stimuli but by age-related vulnerabilities in situations that elicit high levels of sustained emotional arousal. When older adults avoid or reduce exposure to emotional distress, they often respond better than younger adults; when they experience high levels of sustained emotional arousal, however, age-related advantages in emotional well-being are attenuated, and older adults are hypothesized to have greater difficulties returning to homeostasis. SAVI provides a testable model to understand the literature on emotion and aging and to predict trajectories of emotional experience across the adult life span.

Jahanvash Karim and Robert Weisz (2011) examined the relationships amongst emotional intelligence, emotional labor, work-family conflict, satisfaction with life, and psychological distress among a sample of employees working in three public sector organizations in Pakistan. After establishing the psychometric properties of the scales, hypotheses were tested using Partial Least Squares structural equation modeling. Results indicated that (a) emotional intelligence was positively related to deep acting and satisfaction with life and negatively to psychological distress; (b) deep acting was positively related to work-family conflict and psychological distress; (c) satisfaction with life was negatively related to psychological distress; and finally (e) work-family conflict was positively related to psychological distress.

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LIM TZE SHIN (2011) examined the gender differences in Emotional intelligence. The sample of the study comprised of 60 undergraduates' students (30 males and 30 females) from University Tunku Abdul Rahman. By using stratified random sampling under probability sampling, Trait Emotional Intelligence Questionnaire-Short Form (TEIQueSF) and qualitative survey questions were utilized to measure actual and self perceived EQ level in gender. Findings indicated that there is no significant gender difference in actual and self-estimated EQ level. However, both genders perceived males have higher EQ level compared to females where seven main themes (emotionality, cognition/mentality, personality/characteristic, biology, self-control, culture/belief, and research findings) of explanation have been clinched. Discussion focused on genders' perception differences and future study on implications and corollaries of such thinking pattern should be investigated.

Samuel O Salami (2011) examined the relationship between the Big Five personality factors and psychological well-being of adolescents and the moderating role of emotional intelligence in that relationship. Adolescents (N = 400) randomly selected from secondary schools in southwestern Nigeria completed the NEO Five-Factor Inventory (Costa & McCrae, 1992), and emotional intelligence (Law, Wong, & Song, 2004), and psychological well-being (Ruff & Keyes, 1995) scales. It was found that personality factors and emotional intelligence had significant correlations with psychological well-being. Emotional intelligence moderated the relationship between neuroticism, extraversion, and psychological well-being. Implications for counseling adolescents and directions for future research are suggested.

Augusto- Landa et.al (2011), examined the associations between perceived emotional intelligence, dispositional optimism/pessimism and psychological well-being. In addition to

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correlational analyses, they examined a model by structural equation modeling (SEM). Their study examined the possible role of optimism and PEI as possible predictors of the psychological well-being dimensions proposed by Ryff, with a specific pattern of relationships as a model. The results showed positive relationships between clarity and emotional regulation and the psychological well-being components. With regard to dispositional optimism versus pessimism, positive relationships were found between optimism and psychological well-being dimensions and negative relationships between pessimism and dimensions of psychological well-being. The model also includes some relationships, not initially raised, between the dimensions of perceived emotional intelligence and some dimensions of psychological well-being. Results suggest relationships between emotional attention and purpose in life as well as with personal growth dimensions of psychological well-being.

Need for the present study:

Emotional intelligence and Psychological Well Being are two very interesting concepts. It has been noticed that many times those who experience a good Psychological well Being have a very strong control over their emotions (i.e. high emotional intelligence). There have been studies conducted on adolescents but nothing much to do with adults and adults undergo a great pressure in this particular age(20-40), like settling in job, marriage, family and many other responsibilities tagged in which need emotional intelligence to deal with to balance psychological well being, which is why I felt the need to conduct this study especially with the population of adults to see if there is low emotional intelligence how would it affect person's psychological well being, if its high what would be his psychological well being, and if they are related or not. Moreover there have not been many studies in the Indian context.

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METHODOLOGY

Emotional intelligence is an emerging area of research. Of the few published studies in this area, those most relevant to the present study have been reviewed in Chapter Two. This chapter outlines the research methodology to be used in exploring the relationship between Emotional Intelligence and Psychological Well Being among young adults.

TITTLE:

Emotional Intelligence and Psychological Well Being among young adults

AIM:

To study the relationship between Emotional Intelligence and Psychological Well Being among Young Adults.

HYPOTHESES:

Null Hypotheses:

Null Hypothesis 1: There is no relationship between Emotional Intelligence and Psychological Well Being among Young Adults.

Null Hypothesis 2: There is no relationship between Emotional Intelligence and Psychological Well Being among Adult Men.

Null Hypothesis 3: There is no relationship between Emotional Intelligence and Psychological Well Being among Adult Women.

Null Hypothesis 4: There is no gender difference in Emotional Intelligence.

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Null Hypothesis 5: There is no gender difference in Psychological Well Being.

Alternate Hypotheses:

Alternate Hypothesis 1: There is a positive relationship between Emotional Intelligence and Psychological Well Being among Young Adults.

Alternate Hypothesis 2: There is a positive relationship between Emotional Intelligence and Psychological Well Being among Adult Men.

Alternate Hypothesis 3: There is a positive relationship between Emotional Intelligence and Psychological Well Being among Adult Women.

Alternate Hypothesis 4: There exists a gender difference in Emotional Intelligence.

Alternate Hypothesis 5: There exists a gender difference in Psychological Well Being.

OBJECTIVES:

To examine the following in young adults

- Emotional Intelligence
- Psychological Well Being
- Relationship between Emotional Intelligence and Psychological Well Being
- Gender Differences in Emotional Intelligence
- Gender Differences in Psychological Well Being

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OPERATIONAL DEFINATION

YOUNG ADULT:

One of the stages in life is the young adult, which suggests significant changes and an increase of responsibility. This stage of development is described as between twenty and forty years, where "...the potential for furtherance of intellectual, emotional and even physical development occurs"(Gething, 1995).

EMOTIONAL INTELLIGENCE

Emotional intelligence is the unitary ability (related to but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close co-operation with one's thinking process to behave in a proper way for the ultimate realize of the happiness and welfare of the self in tune with others." (Mangal, S.K., 2002)

PSYCHOLOGICAL WELL BEING:

Psychological well-being is defined as states that emerge from feeling of satisfaction with one's close interpersonal relationships and with one's occupation and financial situation (Bar-On, 2005)

Ryff operationally defined psychological well-being as: self-acceptance, autonomy, environmental mastery, purpose in life, positive relations with others, and personal growth (1989). Well-being is not composed simply of positive affect, negative affect, and life satisfaction; rather, well-being is best conceived as a multidimensional construct made up of life attitudes. (Ryff, 1989)

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PLAN

To administer Mangal's Emotional Intelligence Inventory and Psychological Well Being on same individual. Subject is presented with Mangal's emotional intelligence inventory first and then given the Ryff's Psychological Well Being Scale. The questionnaires are collected and results are analyzed.

DESIGN-

Correlational study

VARIABLES:

- Emotional intelligence
- Psychological Well Being.

SAMPLE

- Universe/Population: Universe comprises of normal Indian population who are Bangalore based and are in the age group of 20 to 40 years.
- Sampling techniques: Purposive sampling.
- Sampling size: Total of 60 Young Adults out of which 30 Men and 30 Women.

Inclusion criteria:

- All Young Adults between the age range of 20 to 40 years.
- Should be functionally active.
- Should be from Bangalore urban sector.
- Individual should know English.

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Exclusion criteria:

- Individual's having psychiatric illness and major physical illness.
- Uneducated population.

MATERIAL

- Mangal's Emotional Intelligence Inventory
- Ryff's Psychological Well Being Scale

DESCRIPTION

- **Mangal's Emotional Intelligence Inventory:**

It has 100 items, 25 each from the 4 areas to be answered as yes/no while constructing items for each of these areas due care was taken to make use of the simple language and provide well defined purposeful statement to the respondents for the assessment of their emotional intelligence.

In the beginning a list of 180 items was prepared. The list was presented to a group of 5 judges and only those items were retained about which the judges were unanimous on their retention. It led to the elimination of 30 items out of 180. The remaining 150 items were subjected to item analysis.

Reliability:

Reliability of the inventory was examined through three different methods namely

1. Split half method using Spearman- Brown formula.
2. K-R formula (20)
3. Test- retest method (after a period of 4 weeks)

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Validity:

The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion related approach.

The Ryff Psychological Well-Being Scale:

The Ryff Psychological Well-Being Scale 54- items, is a theoretically-grounded instrument that focuses on measuring six dimensions of psychological well-being: self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy (Ryff, 1989). Each dimensional scale contains 9 items equally split between positive and negative items. Items are scored on a 6-point scale ranging from strongly agree to strongly disagree.

Reliability and validity

The RPWBS has been found to have good reliability and validity based on several studies.

Ryff and Keyes (1995) examined the structure of Ryff's six factor model using Structural Equation Modeling. The model that best fitted the data was one of six primary factors joined together by a single higher order factor defined as well-being. Ryff (1989) also performed factor analysis on the six subscales of the SPWB and found highest factor correlation between self-acceptance and environmental mastery (0.76), self acceptance and purpose in life (0.72). Ryff's scales have been found to correlate positively with prior measures of well-being, such as the Affect Balance Scale and the Life Satisfaction Index. However, it is negatively correlated with measures of depression like Zung's Depression Scale. Internal consistency coefficients (alpha) for Ryff's six sub scales range from (0.82 to 0.90).

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ADMINISTRATION

A group of 60 young adults are given the Mangal's Emotional Intelligence Inventory and Ryff's Psychological Well Being Scale to determine the relationship between Emotional Intelligence and Psychological Well Being.

INSTRUCTIONS

Mangal's Emotional Intelligence Inventory

“The recent researcher and development in the field of education and psychology have revealed that emotional intelligence plays important role in our adjustment and progress in life. Naturally; at this moment, you may be inclined to know about the level of your emotional intelligence. For this purpose you have to respond to the question given ahead carefully by taking care of the following things”:

- You are provided with a test booklet and an answer sheet. What you are reading at present in the test booklet. The front back page of the booklet contains instructions and in the remaining pages of there are 100 test statement for being responded as ‘yes’ or ‘no’.
- All these statement are meant for knowing about level of your emotional intelligence. There is no right or wrong answer to the question given in the booklet. After reading a particular question and considering what is appropriate for you, you have to simply respond to it as ‘yes’ or ‘no’.
- It should be kept well in mind that you have not to write anything on the test booklet. It is simply a question paper. Answer/responses are to be written on the answer sheet by putting a ‘yes’ or ‘no’ given against the serial no. of the each statement.

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- Try to provide free and frank responses without any fear and hesitation. Your responses will remain quite secret and confidential and may be used for the research purposes.
- Be careful that no statement should be left unanswered; otherwise you will not be having a complete assessment of your emotional intelligence.
- There is no time limit for providing responses. However, you are requested to finish your work within 30 to 40 minutes.
- If you have any doubt please ask.

Ryff's Psychological Well Being Scale:

“The following set of statements deals with how you might feel about yourself and your life. Circle the number that best describes the degree to which you agree or disagree with each statement. Please remember that there are neither right nor wrong answers”.

CONTROLS

- The experimenter should make sure that the subject has understood the instruction clearly.
- Distraction of any kind should be avoided.

DATA COLLECTION

The study is conducted to see the relationship between Emotional Intelligence and Psychological Well Being among young adults. The study is conducted on 50 Bangalore based young adults aged between 20 to 40 years. Subjects are given informed consent form and socio-demographic datasheet to fill in the appropriate details and then are presented with Emotional Intelligence Inventory followed by Psychological Well Being Scale.

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SCORING

Mangal's Emotional Intelligence Inventory

Scoring can be done by hand or with the help of stencil.

The mode of response to each of the item of the inventory is in the form of forced choice i.e. either yes/no indicating complete agreement or disagreement with the proposed statement respectively in the present Emotional Intelligence Inventory thus there are items where the responses 'yes' is indicative of the presence of emotional Intelligence and 'no' for the lack of emotional intelligence. Similarly, there are items where 'no' response provide clue for the presence of emotional intelligence and 'yes' for its absence.

For scoring one (1) mark into the provided for the response indicates presence of emotional intelligence and 0 for the absence of emotional intelligence.

Interpretation of the subject's score: Interpretation of an individual score can be done using the percentile scores in the table 6 and 7 separately for male and female students. The subject's score denoting his level of emotional intelligence may also be interpreted (area wise as well as total) in terms of the 5 categories provided in table 8 and 9. Since the presence of emotional intelligence is scored on the positive side, a higher score (in the respective areas as well as total) here shows a higher level of emotional intelligence and lower score, a lower level of emotional intelligence. The higher percentile rank of the subject may provide a quite satisfactory position of his or her level of emotional intelligence in a group of the population tested.

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Ryff's Psychological Well Being Scale:

Participants respond using a six-point format: strongly disagree (1), moderately disagree (2), slightly disagree (3), slightly agree (4), moderately agree (5), strongly agree (6). Responses to negatively scored items (-) are reversed in the final scoring procedures so that high scores indicate high self-ratings on the dimension assessed. (Item numbers 4, 5, 7, 9, 10, 11, 13,14,15,17,18, 22, 23, 25, 26, 27, 29, 31, 34, 36, 38, 42, 43, 44, 45, 46, 52, 53 are reverse scored)

There are no definite cut-offs for interpretation. Higher the score higher the well being and lower the score lower the well being.

ANALYSIS OF THE DATA

- The Mangal's Emotional Intelligence Inventory is scored.
- Ryff's Psychological Well Being Scale is scored
- Data was coded for computer analysis and analyzed. Means and standard deviations were computed. Pearson's product moment correlation was used to examine the relationship between variables.

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ANALYSIS AND DISCUSSION

Table 1 showing the mean values overall EQ and PWB

	EQ	PWB
Men	68.3	240.9
Women	68.94	226.97
Both	68.6	233.92

Table 2 showing the Total, Mean, SD, Pearson's r, and t values for EQ and PWB in Young adults.

	EQ	PWB
Total	4116	14035
Mean	68.6	233.92
SD	12.03	29.16
Pearson's r	0.69	
t-ratio	0.83	0.06

Table-3 showing the Total, Mean, SD and Pearson's r for EQ and PWB in Male Adults.

	EQ	PWB
Total	2048	7226

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Mean	68.3	240.9
SD	13.92	24.9
Pearson's R	0.8	

Table 4 showing the Total, Mean, SD and Pearson's r for EQ and PWB in Adult Women.

	EQ	PWB
Total	2068	6809
Mean	68.94	226.97
SD	10.02	31.79
Pearson's R	0.69	

DISCUSSION

The aim of the study was to examine if there is a relationship between Emotional Intelligence and Psychological Well Being in young adults between the age group of 20-40. The tools used for the study were Mangal's Emotional Intelligence Inventory (MEII) and The Ryff Psychological Well-Being Scale (RPWBS). Mangal's Emotional Intelligence Inventory was administered to examine the level of Emotional Intelligence of the young adults. Ryff Psychological Well-Being Scale was given to know the Psychological Well-Being in the subjects. Using the MEII each subject's level of Emotional Intelligence was noted and also his/her level of Psychological Well-Being was recorded using RPWBS.

The relationship between Emotional Intelligence and Psychological Well-Being was examined using Pearson's product moment correlation (For group as whole, and for Men and Women

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separately). On examination of the results it was found that the correlation coefficients were significant (i.e. all the p values were above the 0.05 level).

There was a significant positive correlation ($r = 0.69$) between the overall Emotional Intelligence and Psychological Well-Being among Young adults which rejects the Null Hypothesis I and accepts the Alternate hypothesis I. This positive correlation means that high level of Emotional Intelligence is related to high level of Psychological Well-Being, which is supported by the studies reported in Chapter II by Queroz, Nelma caires et.al (2003), Abraham Carmeli, et al. (2009) and Augusto Landa et.al (2010). Emotionally intelligent individuals have good psychological health as they are better able to cope with life's challenges and can control their emotions more effectively.

There was a significant positive correlation ($r = 0.80$) between the overall Emotional Intelligence and Psychological Well-Being among Adult Men which rejects the Null Hypothesis II and accepts the Alternate hypothesis II. This positive correlation means that high level of Emotional Intelligence is related to high level of Psychological Well-Being. Men with high emotional intelligence are described as poised, outgoing and cheerful, free of anxiety, committed to people or causes, ethical, and sympathetic and caring resulting in good psychological well being (Goleman 1995).

There was a significant positive correlation ($r = 0.69$) between the overall Emotional Intelligence and Psychological Well-Being among Adult Women. This positive correlation means that high level of Emotional Intelligence is related to high level of Psychological Well-Being. Emotionally Intelligent Women are described as assertive and expressive, extraverted, positive and well-adapted to stress resulting in good psychological well being (Goleman 1995).

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The gender differences Emotional Intelligence and Psychological Well-Being were examined using Student t test (For overall EQ, its four areas and overall PWB). On examination of the results it was found that the t values were not significant (i.e. all the t values were below the 0.05 level).

The t value was not significant at 0.05 level ($t = 0.83$) which shows that there is no significant difference between the EQ values of Men and Women, thereby accepting the Null Hypothesis 4 which is supported by the study described in Chapter II by ADRIANE ARTECHE (2008) and LIM TZE SHIN (2011). As we see in Goleman's Mixed Model (Chapter I) emotional intelligence has different constructs related to awareness (self and others) and management, which depends on one's feelings and understanding which is devoid of gender roles.

The t value was not significant at 0.05 level ($t = 0.08$) which shows that there is no significant difference between the PWB values of Men and Women, thereby accepting the Null Hypothesis 5. Pavot, Fujita, and Diener (1997) pointed out that the experience of psychological well-being includes both the presence of positive affect and the absence of negative affect as well as the **cognitive element of satisfaction with life**. Huppert et al. describe psychological well-being as **living life well**. In this point of view psychological well being can be viewed as one's own way of life (perceiving) than the influence of gender, for instance, if a person has presence of positive affect and cognitively well aware of how to live life well, he/she will obviously be making the life happy and find contentment in the works they engage in resulting in good psychological well being, irrespective of gender differences.

SUMMARY & CONCLUSION

SUMMARY:

The research was conducted to study if there is a relationship between Emotional Intelligence and Psychological Well Being in young adults between the age group of 20-40. The tools used for the study were Mangal's Emotional Intelligence Inventory (MEII) and The Ryff Psychological Well-Being Scale (RPWBS). Mangal's Emotional Intelligence Inventory was administered to examine the level of Emotional Intelligence of the young adults. Ryff Psychological Well-Being Scale was given to know the Psychological Well-Being in the subjects.

CONCLUSION:

Results indicated that;

- There is significant positive correlation between the Emotional Intelligence and Psychological Well Being among young adults.
- There is significant positive correlation between the Emotional Intelligence and Psychological Well Being among adult men.
- There is significant positive correlation between the Emotional Intelligence and Psychological Well Being among adult women.
- There is no significant gender difference in EQ
- There is no significant gender difference in PWB

LIMITATIONS AND SUGGESTIONS

Limitations:

Limited to young adults (20-40).

Subject's knowledge of the study may affect the results.

Sample size was small. Result is always better when a large sample is taken, as then can generalize to general population.

The research is limited to Bangalore population.

Suggestions:

Random sampling can be done in order for the sample to represent the population more accurately and make the findings more generalizable.

The research can be done on larger sample size in order to have proper representation of the Relationship between the different areas of EQ and different areas of PWB can be explored.

Gender difference for the above can be examined.

Perceived EQ and PWB in Gender can be added as variable to determine the stereotypical thinking based on roles.

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About myself

I am post graduate in Clinical Psychology from Montfort College, Bangalore University with Graduation in Psychology from Bangalore University. I have completed add on courses to my subject which were out of curriculum like Course on Handwriting Analysis and Counseling Skills. I am learning Violin and ancient Indian Healing Techniques (Meditation, Energy Medicine)

I have experience in the entire gamut of Psychology related activities starting from Behavioral assessments to Employee counseling to conducting therapies to planning and organizing various programs for the challenged children and adults.

Worked in various types of Institutions varying across the value chain : from MNCs to Schools to Hospitals and have exposure about how psychology related activities can be applied in real depending on the context where I work.

Currently working in Cloudnine group of Hospital as Psychological Counselor where in I mainly deal with couples with issues ranging from adjustment problems to fertility issues as well as clients with anxiety disorders and depression.

In near future I would be enrolling myself for PhD to explore more in the horizons of Psychology. My ambition is to bring back ancient Indian Healing System into Psychotherapy and promote Psycho-Spirituality as a mainstream field in practice.

