



## Emotional Intelligence Enhances Well Being

### KEYWORDS

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### INTRODUCTION

Adolescence is a critical period for human development. There are many new pressures and challenges for young people. They need to deal with considerable change in their lives at this time: growing academic expectations, changing social relationship with family and peers and physical and emotional changes associated with maturation. Nurmi (2001) viewed adolescence as a distinct period of adjustment or as a journey to adulthood where a teenager has to face rapid physical, cognitive and social changes. Call et al. (2002) viewed adolescence as one of the healthiest periods of the life span. Piaget (1972) characterized adolescence as a cognitive development phase where a teenager moves from concrete operations to formal operations. Ochse and Plug (1986) viewed that the psychosocial development of school students appeared to be related with well-being.

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live. Life skills have been viewed by the World Health Organization (1999) as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills include psychosocial abilities and interpersonal skills that help people take decisions, solve problems, think critically, communicate effectively, build healthy relationships, empathize with others and cope with the stress and strain of life in a healthy and productive manner.

In the recent years emotions are increasingly being viewed as signals that provide information, direct attention and facilitate attainment of goals and are seen as organizing processes that enable people to think and behave adaptively. Our emotions play a significant role in guiding and directing our behaviour and shaping our personality. Ashforth and Humphrey (1995) discussed emotions as a subjective feeling state that includes basic emotions such as joy, love and anger and social emotions, namely shame, guilt and jealousy.

Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. The ability to appropriately identify, recognize and manage one's emotions for one's own well-being as well as the well-being of people around is described as emotional intelligence. It becomes more and more important as people progress up the career ladder of their life. Bar-On (2003) found that there was a moderate yet significant relationship of emotional intelligence and social intelligence with psychological health.

Salovey and John (1990) viewed emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and others emotions, to discriminate among them and to use the information to guide one's thinking

and actions. Waddar (2010) investigated whether post-graduate student staying at home and hostel differ significantly from each other in some personality variables and emotional intelligence. The study was conducted on a sample of 200 post-graduate students of Karnataka University Dharwad. The results revealed that post-graduate students staying at home had significantly higher emotional intelligence compared to hostlers. Results also revealed that demographic variables such as age, gender, order of birth and caste significantly contributed to the emotional intelligence of post-graduate students staying at home and hostel.

Salami (2010) in his study examined how emotional intelligence, psychological well-being and self-efficacy contribute to students' behaviors and attitudes. 242 students from a college of education in Kwara State of Nigeria were participated. Results indicated that emotional intelligence, self-efficacy, happiness, life satisfaction and depression predicted students' behaviors and attitudes. It was also found that emotional intelligence moderated the relationship between psychological well-being and students' behaviors and attitudes.

Well-being is a very comprehensive concept which involves physical, psychological, social and economic betterment so that it enhances overall quality of life. We can also add environmental richness and equilibrium to be necessary to qualify any situation where in well-being of people can be ensured. Freedom is important to well-being, freedom from fear, worry, anger and freedom to pursue one's dreams and mission of life. Keys (2002) viewed well-being as the quality of life of an individual or other social unit.

Recognizing the interplay between health and well-being, the World Health Organization (1948) viewed personal health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Deci and Ryan (2008) stated that well-being is a contented state of being happy, healthy and prosperous and it refers optimal psychological experience and functioning. Ren (2009) explored well-being among regional college students and conducted a survey on college students from 5 regional colleges. The results revealed that there were obvious differences in regional college students' subject well-being in relation to location and gender while there was no obvious difference in arts or science students. Urban students had slightly higher well-being than rural ones and female students had higher well-being than that of male students.

Khan et al. (2010) studied the determinants affecting psychological well-being of 319 school students of Mysore district. Results indicated that there were no significant gender and locale differences in the psychological scores. Economic backwardness positively correlated with the psychological stress in school students.

### Objectives of the Study

The objectives of the study were framed as:

- To study emotional intelligence among school students.
- To study emotional intelligence among school students in relation to their gender.
- To study emotional intelligence among school students in relation to their locale.
- To study emotional intelligence of school students in relation to their well-being.

### Hypotheses of the Study

- There will be no significant difference in emotional intelligence of male and female school students.
- There will be no significant difference in emotional intelligence of rural and urban school students.
- There will be no significant relationship between emotional intelligence and well-being of school students.

### Delimitation

The study was delimited to eight class government school students of Punjab.

### Sample

The sample of the study included 300 school students from Fatehgarh Sahib district of Punjab that was selected by random sampling. The sample included 300 school students out of which 150 students were from rural and 150 were from urban background, both groups having 75 male and 75 female students.

### Tools Used

In order to collect the data for the present investigation, following tools were employed by the investigator:

- Mangal Emotional Intelligence Inventory (2004).
- Well-being Scale by Singh and Gupta (2001).

## RESULTS

The results of the study were as follows:

### EMOTIONAL INTELLIGENCE AMONG SCHOOL STUDENTS: A DESCRIPTION

Table 1

Variable	M	Median	Mode	SD	Range
Emotional intelligence	65	66	68	9.82	64

It is clear from the table 1 that mean scores on emotional intelligence inventory among school students came out to be 65. Range came out to be 64 (95-31). The median, mode and standard deviation values were 66, 68 and 9.82 respectively.

### EMOTIONAL INTELLIGENCE AMONG SCHOOL STUDENTS IN RELATION TO THEIR GENDER

The mean scores of emotional intelligence of male and female school students along with their SD and t-value are given in the table 2.

Table 2

#### Emotional Intelligence among School Students in Relation to Their Gender

Gender	N	Mean	SD	t-value
Male	150	66.42	9.2	0.38*
Female	150	66.85	10.5	

\*Not-Significant at 0.05 level.

It can be seen from the table 2 that mean score of emotional intelligence of male school students is 66.42 with SD 9.2 as compared to mean score of emotional intelligence of female school students which is 66.85 with SD 10.5. The t-value testing the significance of mean difference emotional intelligence of male and female school students came out to be 0.38 which is not significant at 0.05 level. This shows that male and female school students do not differ significantly in emotional intelligence. The first hypothesis that *there will be no significant difference in emotional intelligence of male and female school students* is accepted.

### EMOTIONAL INTELLIGENCE AMONG SCHOOL STUDENTS IN RELATION TO THEIR LOCALE

The mean scores of emotional intelligence of rural and urban school students along with SD and t-value are given in the table 3.

Table 3

#### Emotional Intelligence among School Students in Relation to Their Locale

Locale	N	Mean	SD	t-value
Rural	150	65.5	8.7	0.52*
Urban	150	64.9	10.9	

\*Not-significant at 0.05 level.

It can be seen from the table 3 that mean score of emotional intelligence of rural school students is 65.5 with SD 8.7 as compared to mean score of emotional intelligence of urban school students which is 64.9 with SD 10.9. The t-value testing the significance of mean difference emotional intelligence of rural and urban school students came out to be 0.52 which is not significant at 0.05 level. This shows that rural and urban school students do not differ significantly in emotional intelligence. The second hypothesis that *there will be no significant difference in emotional intelligence of rural and urban school students* is also accepted.

### RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND WELL-BEING OF SCHOOL STUDENTS

The relationship between emotional intelligence and well-being of school students is shown in table 4.

Table 4

#### Correlation of Emotional Intelligence with Well-being of School Students (N=300)

Variables	Coefficient of Correlation
Emotional Intelligence	0.41**
Well-being	

\*\*Significant at 0.01level

The coefficient of correlation is 0.41 which is significant at 0.01 level. This shows that there is significant relationship between emotional intelligence and well-being of school students. We can say higher the well-being; more will be the level of emotional intelligence of school students. The third hypothesis that *there will be no significant relationship between emotional intelligence and well-being of school students* is rejected.

## CONCLUSIONS

- Majority of school students had better level of emotional intelligence.
- There was no significant difference between emotional intelligence of male and female school students.
- There was no significant difference between emotional

intelligence of rural and urban school students.

- Well-being is significantly related to emotional intelligence of school students.

#### EDUCATIONAL IMPLICATIONS

- As per the results, well-being is significantly related to emotional intelligence. It can be enhanced with proper guidance and training. So it is recommended that different training programs, seminars or workshops should be organized in schools to enhance emotional intelligence of students which in turn will enhance their well-being.
- Teacher should make use of various tactics, methods, life situations and teaching techniques to improve well-being of school students.
- This study is very significant for teachers, administrators and principals as this study reveals how the development of emotional intelligence can lead to better well-being of children in society.
- More frequent experience should be provided to students in development of well-being and emotional intelligence as these factors help in the development of right attitude.

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