

Research Paper

Impact of emotional intelligence and self-efficacy on the psychological well-being of adolescents

Jyotsanaben M. Bhilota^{1*}, Dr. Rasik Meghnathi²

ABSTRACT

The aim of the present study was to evaluate the Emotional Intelligence and Self-efficacy on the psychological well-being of Adolescents. Total sample of 120 Adolescents (60 Low & 60 High Emotional Intelligence) and (60 Low & 60 High Self-Efficacy) were selected by applying random method sampling. Tools like Emotional Intelligence scale (Dr. Arun Kumar Singh and Dr. Shruti Narain, 2014), Self-efficacy Scale (Dr. G. P. Mathur and Dr. Raj Kumar Bhatnagar, 2014), and Psychological Well-Being Scale (Dr. Devendra Singh Sisodia and Pooja Choughary, 2012). The results were statistically analyzed using Mean, SD and t-test used. The findings result that the High Emotional Intelligence Adolescents have more Psychological Well-Being than Adolescents with Emotional Intelligence. High Self-Efficacy Adolescents have more Psychological Well-Being than Adolescents with Low Self-Efficacy.

Keywords: *Emotional Intelligence, Self-efficacy, Psychological Well-Being, Adolescents.*

Emotional intelligence (EI) refers to the ability to control, evaluate emotions, and perceive. Some researchers suggest that emotional intelligence can be erudite and supported, while others claim it's an inborn characteristic. The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Imagine a world in which you could not understand when a friend was sensation sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ in your overall success in life.

Self-efficacy is the belief in one's abilities to organize execute and information a course of action to navigate a prospective condition. According to social psychologist Albert Bandura, self-efficacy is a key component of the self-system, which consists of an individual's abilities, cognitive resources, and attitudes. High self-efficacy growths the likelihood of successfully achieving a given task.

Well-being is one of the most important goals which individuals as well as societies strive for. The term denotes that something is in a good state, it doesn't specify what the

¹Research Scholar, Department of Psychology, Gujarat University, Ahmedabad, Gujarat.

²Supervisor, Associate Professor of Psychology, Government Arts and Commerce College, Jagar, Gujarat

**Responding Author*

Received: June 29, 2020; Revision Received: August 06, 2020; Accepted: September 25, 2020

© 2020, J M. Bhilota & R Meghnathi; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

'something' is and what is meant by 'good'. Well-being can be specified in two ways: first by the specifying the 'what' and secondly by spelling out the criteria of wellness. Psychological well-being is the subjective feeling of happiness, contentment, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry, etc. These things are difficult to evaluate objectively, hence the emphasis is on the term "subjective" well-being. It may well be maintained in adverse circumstances and conversely, may be lost in favourable situation. It is related to but not dependent upon the physiological/ physical conditions. Thus, defined and conceptualized, the general well-being may show some degree of positive correlation with quality of life, satisfaction level, sense of achievement etc. and negatively related with neuroticism, psychoticism, and such variables. The term psychological well-being (PWB) connotes a wide range of meanings, usually associated with wellness. Most studies in the past defined well-being as free from illness, as an absence of anxiety, depression or other forms of mental problems. The PWB includes meaning in life, absence of somatic symptoms, positive affect, satisfaction, self-esteem, daily activities, absence of suicidal ideas, social support, personal control, absence of tension, and general efficiency (Bhogle and Prakash, 1995).

Easow, R. J., & Ghorpade, P. (2017) the findings of the present study indicated that majority of the adolescents had adequate psychological well-being but those in moderate level associated with some factors such as control of self and events, mental balance, social environment, self-esteem, and sociability. Singh, B., & Udaniya, R. (2009) Results revealed a significant effect of gender and type of family on self-efficacy. The interaction between gender and type of family was also found to be significant; however, neither family type nor gender had significant effect on the measure of well-being. Jain, S. A., & Desai, T. R. (2020) There is no significant difference of self-efficacy of adolescent boys and girls. There is no significant difference of general well-being of adolescent boys and girls. Results of Correlation revealed that Self-efficacy has impact on General well-being of adolescents. Alam, M. (2018) That secondary school students differed significantly in terms of the nature of school and gender on emotional intelligence. Result further revealed in relation to area students did not differ significantly in their emotional intelligence.

METHODS & MATERIALS

Objectives

1. To find out significant difference between Low Emotional Intelligence & High Emotional Intelligence in Adolescents with respect to the Psychological well-being.
2. To find out significant difference between Low Self-Efficacy & High Self-Efficacy in Adolescents with respect to the Psychological well-being.

Hypotheses

1. There is no significant difference between Low Emotional Intelligence & High Emotional Intelligence in Adolescents with respect to the Psychological well-being.
2. There is no significant difference between Low Self-Efficacy & High Self-Efficacy in Adolescents with respect to the Psychological Well-Being.

Selection of the Sample

Total number of sample 120 psychological well-being of Adolescents based on the Emotional Intelligence (low & high) and Self-Efficacy (low & high) were selected by purposive sampling technique from the various school of Ahmedabad city in the standard 11th and 12th students. The sample was equally distributed as thus: Emotional Intelligence

Impact of emotional intelligence and self-efficacy on the psychological well-being of adolescents

(60 Low and 60 High score Adolescents) and Self-Efficacy (60 Low and 60 High score Adolescents). The following table shows the distribution of the sample.

Self-Efficacy	Emotional Intelligence		Total
	Low Emotional Intelligence	High Emotional Intelligence	
Low Self- Efficacy	30	30	60
High Self- Efficacy	30	30	60
Total	60	60	N-120

Variables

Independent Variables:- Emotional Intelligence (Low and High), Self-Efficacy (Low and High)

Dependent Variables:- The scores of the Adolescents on Psychological Well-Being scale.

Tools

1. **Emotional Intelligence Scale** constructed and standardized by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). It consists of 31 items in total in the scale and all items are into four areas (1) Understanding Emotions, (2) Understanding Motivation, (3) Empathy, (4) Handling Relations. The scale can be administered on 12 years and above aged student. The reliability (test-retest method) of the scale is 0.86 alfa coefficient and it is significant at 0.01 level. The concurrent validity of the scale is 0.86 and significant at 0.01 level.
2. **Self-Efficacy Scale** (2014) by Arun Kumar Singh and Shruti Narain. There are 20 items in this 5-point rating scale which are further subdivided into four domains namely (1) self-confidence, (2) efficacy-expectation, (3) positive attitude and (4) outcome expectation. The test re-test reliability and split-half reliability was .82 and .74. All these values are significant at .01 level of significance. The concurrent validity of the scale is .92. The scale can be administered to the students in the age range of 12 years and above.
3. **Psychological Well-Being Scale** constructed and standardized by Dr. Devendra Singh Sisodia and Pooja Choughary (2012). The 50 items are rated on a five-point scale. The subjects were required to respond to each item in terms of Strongly disagree, Disagree, Undecided, Agree, strongly agree. Test retest reliability was 0.87 and the consistency value for the scale is 0.90. validity was 0.94. This scale was administered on any age group.

Data Collection

The researcher has visited different schools of Ahmedabad city, with the prior permission which was obtained from the concerned school authority or principle. After selecting a convenient group of Adolescents, the test was provided and self-information sheets were given for the assessment of the given test. The data has been obtained by using particular scoring pattern standardized test. Scoring was done as per the manual and the results were statistically analyzed.

Statistical Analysis

Keeping in view the objectives of the study the mean and standard deviation for scores on different variables under study were calculated for the selected sample. Further, the student's

't' test was used to find out the significance of difference in Psychological Well-Being of Adolescents with respect to the Emotional Intelligence (Low EI & High EI) and Self-Efficacy (Low SE and High SE).

RESULTS & DISCUSSION

Table – 1 Mean, Standard Deviation (SD) & 't' Value of Psychological Well-Being of Adolescents with respect to the Emotional Intelligence (Low EI & High EI).

Emotional Intelligence	N	Mean	SD	't' Value	Table Value	Level of Significance
Low EI	60	133.92	46.14	6.17	1.98	0.05
High EI	60	183.58	41.94			

As can be from table no.1 that the mean score of Psychological Well-Being of Adolescents having Low Emotional Intelligence is 133.92 with S.D. 46.14. The mean score of Psychological Well-Being of Adolescents having High Emotional Intelligence is 183.58 with S.D. 41.94. The t- value comes out to be 6.17 which is significant at 0.05 level. Thus, the null hypothesis stating, "There is no significant difference between Low Emotional Intelligence & High Emotional Intelligence in Adolescents with respect to the Psychological well-being.", is rejected. Therefore, it can be said that High Emotional Intelligence Adolescents have more Psychological Well-Being than Adolescents with Low Emotional Intelligence.

Table – 2 Mean, Standard Deviation (SD) & 't' Value of Psychological Well-Being of Adolescents with respect to the Self-Efficacy (Low SE and High SE).

Self-Efficacy	N	Mean	SD	't' Value	Table Value	Level of Significance
Low SE	60	141.98	47.88	3.84	1.98	0.05
High SE	60	175.52	47.72			

As can be from table no.1 that the mean score of Psychological Well-Being of Adolescents having Low Self- Efficacy is 141.98 with S.D. 47.88. The mean score of Psychological Well-Being of Adolescents having High Self-Efficacy is 178.52 with S.D. 47.72. The t-value comes out to be 3.84 which is significant at 0.05 level. Thus, the null hypothesis stating, "There is no significant difference between Low Self-Efficacy & High Self-Efficacy in Adolescents with respect to the Psychological Well-being.", is rejected. Therefore, it can be said that High Self-Efficacy Adolescents have more Psychological Well-Being than Adolescents with Low Self-Efficacy.

CONCLUSIONS

1. High Emotional Intelligence Adolescents have more Psychological Well-Being than Adolescents with Emotional Intelligence.
2. High Self-Efficacy Adolescents have more Psychological Well-Being than Adolescents with Low Self- Efficacy.

REFERENCES

- Alam, M. (2018). A study of emotional intelligence of adolescent students. *International Journal of Indian Psychology*, 6(3), 127-133.
- Coolican, H. (2014). *Research Methods and Statistics in Psychology* sixth Edition. Psychology Press, New York.

Impact of emotional intelligence and self-efficacy on the psychological well-being of adolescents

- Easow, R. J., & Ghorpade, P. (2017). Level of Psychological Well Being among Adolescents in a Selected High School at Tumkur. *IOSR Journal of Nursing and Health Science*, 6 (4), 74-78.
- Emotional intelligence. Retrieved from [<https://www.verywellmind.com/what-is-emotional-intelligence-2795423>]
- Howell, D., (2010). *Statistical Methods for Psychology*. Wadsworth, Cengage Learning, USA.
- Jain, S. A., & Desai, T. R. (2020). A study adolescent self-efficacy and general wellbeing. *International Journal of Indian Psychology*, 8(1), 713-717.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (Second Revised Edition). New Age International Publishers, India.
- Self-efficacy. Retrieved from [<https://gostrengths.com/what-is-self-efficacy/>]
- Singh, A. K. & Narain S. (2014). *Manual for Emotional Intelligence scale*. National Psychological Corporation, Agra, India.
- Singh, A. K., & Narain, S. (2014). *Manual for Self-Efficacy Scale*, National Psychological Corporation, Agra, India.
- Singh, B., & Udainiya, R. (2009). Self-Efficacy and Well-Being of Adolescents. *Journal of the Indian Academy of Applied Psychology*. 35 (2), 227-232.
- Sisodia D., S.& Choudhary, P (2012). *Manual for Psychological Well-Being Scale*, National Psychological Corporation, Agra, India.

Acknowledgements

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: J M. Bhilota & R Meghnathi (2020). Impact of emotional intelligence and self-efficacy on the psychological well-being of adolescents. *International Journal of Indian Psychology*, 8(3), 230-234. DIP:18.01.028/20200803, DOI:10.25215/0803.028