

Research Paper

Influence of emotional quotient, intelligent quotient & social competency on psychological well-being of higher secondary school students

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ABSTRACT

Adolescence is the period from the beginning of sexual maturity (puberty) to the completion of physical growth, adolescence is also viewed as a period of “storm and stress”. The present study focuses on the influence of emotional quotient, intellectual quotient and social competence on the psychological well-being of the adolescents. The current research is descriptive in nature and explorative research design was used to test the hypotheses. The tools used for data collection were Mangal Emotional Intelligence Inventory (MEII) : Emotional Intelligence Inventory has been designed by Mangal and Mangal (2004) , Raven’s Progressive Matrices (J.C Raven 1956) , Social Competence scale by Child Trends for the Templeton Foundation, as part of the Flourishing Children Project (Stephen J. Blumberg et al (2008) , Psychological Well - Being Scale (Carol Ryff 1989) Pearson’s correlation coefficient was used to find the association among the variables EQ, IQ, SC and PWB. The data was analyzed using “t” test to find the differences in EQ, IQ, SC and PWB based on gender, family type. To find the differences with regard to family income the data was subjected to ANOVA. Regression analysis was used to find the predictors of psychological well-being. The findings revealed that there is a positive association among the variables, Emotional Quotient (EQ), Intelligence Quotient (IQ) and Psychological Well-being (PWB). Male and female adolescent students differ on Psychological well-being and not with respect to EQ, IQ and SC. There was a difference observed in EQ and IQ based on family income. There was a difference observed on SC & PWB with respect to family type. EQ and IQ predicted psychological well-being of higher secondary school students.

Keywords: *Adolescents, Psychological Well-being, Emotional and Social Quotient, Intelligence*

The significance of adolescents as a crucial “formative period” is being increasingly recognized. Youth in the present century are facing newer challenges. Current social, political and technological developments across the globe pose greater challenges for them. Moreover, for the current generation, the foundation has to be laid at secondary level

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itself as they are very smart and fast. They are expected not only to be independent but highly productive and competent within a specific social context and also to be technologically renowned to fit into the global society.

Adolescent maturation is a personal phase of development where children have to establish their own beliefs, values, and what they want to accomplish out of life. Because adolescents constantly and realistically appraise themselves, they are often characterized as being extremely self-conscious mainly due to the involvement of peer groups from schools or neighbourhoods in a “Never before” way. However, the self-evaluation process leads to the beginning of long-range goal setting, emotional and social independence that leads to the making of a mature adult. Adolescents need to make use of their newly acquired skills of logical thinking and ability to make judgments rationally. Adolescents loosen their ties with parents and their emotional and intellectual capacities increases at the age of fourteen and fifteen.

Psychological wellbeing is a complex and multidimensional construct and yet an extremely vital element with regard to human life. In its simplest form, psychological wellbeing represents “a generalized feeling of happiness” (Schmutte and Ryff, 1997). It represents wellness that is conceived as “progressions of continued growth across the life course” (Ryff, 1995). Theory suggests that emotionally intelligent individuals are likely to experience a higher level of psychological wellbeing and a lower level of emotional deficit than individuals who possess a low level of emotional intelligence (Salovey and Mayer, 1990). This is because emotionally intelligent individuals are able to maintain positive mental states due to their ability to effectively manage (by recognizing, understanding, generating, regulating and promoting) their emotions (Mayer and Salovey, 1997). Literature also mentions that high IQ leads to enhanced well-being due to sense of achievement and satisfaction. The current study is undertaken based on the above-mentioned theory that high emotional intelligence leads to higher level of psychological well-being. This paper also tries to examine the influence of SC and IQ on psychological well-being.

REVIEW OF LITERATURE

Longitudinal research by Terman (1947) concluded that gifted individuals were highly adjustable and had least chances of suffering from mental illness. In an extension of Terman’s work Holahan & Sears (1995) found that when individuals live up to their intellectual ability it positively influences psychological well-being. Fouladchanga, Kohgardb and Salah (2010) in their study on psychological well-being among gifted and non-gifted students found that gifted students had decreased anxiety than non-gifted students. Chan (2005) in his study found that emotional intelligence influenced psychological well-being through social coping mechanisms.

Adolescents who are emotionally intelligent possess high level of psychological well-being as concluded by Salami (2011). Schutte and colleagues (2002) found that higher emotional intelligence was characteristically related to positive moods and higher self-esteem. Emotional intelligence was positively related to social competence in the form of pro-social behaviour (Stella Mavroveli et al. 2007). Social competence was found to be a possible predictor of psychological well-being concluded by Holopainen, Lappalainen and Junttila (2012). Emotional intelligence and psychological well-being was positively correlated in the study on emotional intelligence and psychological well-being relationship among college

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students (Sing and Kaur 2019). Based on the preexisting literature the study was undertaken and the hypotheses were framed.

Problem and hypotheses

Aim: To find the influence of IQ, EQ and SC on psychological well-being of higher secondary school students

Objectives of the Study

1. To explore the relationship among the variables EQ, IQ, SC and Psychological well-being.
2. To find the differences between genders, family income and family type EQ, IQ, SC and psychological well-being among higher secondary school students.
3. To explore the influence of EQ, IQ, SC on psychological well-being of higher secondary school students.

Hypotheses

1. There will be a significant relationship among EQ, IQ, SC and psychological well-being of higher secondary school students.
2. There will be significant gender differences among higher Secondary School students on EQ, IQ, SC and psychological well-being.
3. There will be significant differences of family income on EQ, IQ, SC and psychological well-being among higher Secondary School students.
4. There will be significant differences between family type EQ, IQ, SC and psychological well-being among higher Secondary School students.
5. There will be a significant influence of EQ, IQ, and SC on psychological well-being among higher Secondary School students.

METHOD OF INVESTIGATION

Nature of Research Design

The current study is descriptive in nature and the researcher adopted an exploratory research design to test the hypotheses. The main purpose of the study is that of formulating a problem for more precise investigation or of developing the working hypothesis from an operational point of view. Such studies have in built flexibility to consider different aspects of problem under study (Kothari and Garg.G. 1985).

Selection criteria of sample

The following inclusion and exclusion criteria were adopted for selection of the sample,

1. **Inclusion criteria-** Good health status, Willing to participate, Students from higher secondary classes of private schools, Students of literate parents.
2. **Exclusion criteria-** Adolescent students who are studying in vernacular medium in Government schools, below 13 yrs and above 18 yrs. Adolescent Students studying in special schools.

Sampling technique

After defining the population based on inclusion and exclusion criteria, a two stage sampling design was followed. The researcher randomly selected 3 higher secondary schools, from these 1005 higher secondary school students were selected using convenient sampling technique out of which boys were 610 and girls were 395.

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Sample description

The samples for the current study were drawn from 3 private schools of Chennai city namely Chettinaad Vidhyasharam, Brotherhood Matriculation and MP Anandh Matriculation Higher Secondary School. The total sample consisted of 1005 students including boys (n-610) and girls (n-395). The samples were in the age group of 13 to 16.

Variables used for the present study

Independent Variables- Gender, family income, family type, Emotional Quotient, Intelligent Quotient and Social competence

Dependent Variables- Psychological well-being

Operational definition of the variables

Intelligent Quotient - It refers to an individual's global capacity to act purposefully, to think rationally, and to deal effectively with the environment.

Emotional Quotient-It refers to an individual's ability to nurture the Self-awareness, Self-management, Self-motivation, Empathy and Social skills to lead a successful life.

Social competence – It refers to the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings.

Psychological well-being- It refers to a state of well-being in which the individual realizes his or her own potential, could cope with the normal stress of life, can work productively and fruit fully, and is able to make a contribution to his or her community.

Tools used for study

The tools used were

1. Emotional Quotient- Mangal Emotional Intelligence Inventory (MEII): Mangal and Mangal (2004).
2. Intelligence Quotient - Raven's Progressive Matrices, (1938)
3. Social Competence - Social Competence scale (Stephen.J. Blumberg, 2008)
4. Psychological Well - Being – Psychological well-being Scale (Carol Ryff 1989)

Description of the tools

Personal data sheet: This personal data sheet gives information about the demographic details like age, gender, socio- economic status and family type.

Mangal Emotional Intelligence Inventory (MEII): Emotional Intelligence Inventory by Mangal and Mangal (2004) consists of 100 statements. The reliability of the inventory tested through split half is .89, test re- test is .92 and for correlation coefficient is .90. The validity of the inventory obtained through product moment correlation is 0.662 and 0.613. The responses for the inventory are “Yes” or “No”. The scoring is as follows, “Yes” Response is scored 1 and for no is 0, the reverse scoring for “Yes “is 0 and “No” is 1. The interpretation of the scores is as follows: Very Good, Good, Average, Poor and Very Poor.

Raven's Progressive Matrices. JC Raven (1938): Progressive matrices first published in 1938 is a booklet consisting of five sets (A to E) of 12 items each (e.g., A1 through A12), with items within a set becoming increasingly difficult, requiring ever greater cognitive

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capacity to encode and analyze information. All items are presented in black ink on a white background. The test re-test reliability is 0.60 and the validity through inter-test correlation is 0.58, criterion validity is 0.62 and predictive validity is 0.37. Scoring: A Person's score on the scale is the total number of problems he or she solves correctly. The administration is stopped after three consecutive failures. The discrepancy between the obtained score and the normally expected score is calculated by subtracting the difference between the obtained score and the expected score. The score is then located in the percentile table which is given in the manual.

The percentile is interpreted as follows ,

Grade	Intellectual ability	Percentile
I	Intellectually superior	Above 95
II	Above average	75-90
III	Average	25-75
IV	Below Average	Below 25
V	Intellectually impaired	Below 10

Psychological Well - Being Scale (Carol Ryff 1989): The scale developed by Ryff (1989) has six 14 item of psychological well-being, which measures the dimensions of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance, overall the scale consists of 84 items. The coefficient for autonomy is .83, for environmental mastery is .86, for personal growth is .85, for positive relation is .88 and for purpose in life is .88, for self acceptance coefficient alpha is .91. The items are responded as-Strongly disagree, Disagree somewhat, Disagree slightly, Agree slightly, Agree somewhat and Strongly agree. The responses are scored from 1 to 6 and for negative items it is reverse scored.

Social Competence scale (Stephen. J. Blumberg, 2008): The scale measures young people's skills in getting along with others, working well in a group and respecting others. It is suitable for programs working with young people delivering a variety of activities such as leadership, youth justice, education and work readiness. It is a Self-report questionnaire with 9 questions with responses - Not at all like me, A little like me, somewhat like me, A lot like me, exactly like me. The scorings are -0, 1, 2, 3 and 4. The scores can be summed up and higher scores indicate better social competence.

Procedure for data collection

The study samples were higher secondary school students aged 13- 16 from three private schools in Chennai, Tamil Nadu. The researcher cleared the ethical issues regarding the study to the principals of the school and a convenient date was fixed with the consent of the principals. The selected students were briefed about the objective and purpose of the study. The students were oriented to follow the instructions and complete the questionnaire. The filled questionnaires were collected back from them.

Ethical considerations

The participation in the study was voluntary and participant's confidentiality was ensured. The considerations of these ethical issues were necessary for the purpose of ensuring the privacy as well as safety of the participants. The respondents were advised that they could withdraw from the study even during the process.

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Statistical analysis used in the study

The data collected was subjected to analysis using statistical packages for social sciences (SPSS). The “t” test and ANOVA and regression analysis was carried out to find the differences and influence of EQ, IQ and SC on psychological well-being of higher secondary school students.

RESULTS AND DISCUSSION

Table-1 Description of the sample (n-1005)

Variables	Category	N	%
Gender	Male	610	60.7
	Female	395	39.3
Family Type	Nuclear	810	80.6
	Joint	195	19.4
Family Income	Low	407	40.5
	Medium	473	47.1
	High	125	12.4

The above table shows that there are 610 males 395 females. From the total sample 810 higher secondary school students are from nuclear family and 195 are from joint family. Further it is observed that 407 adolescents are from high income family, 473 from moderate income and 125 from high income families.

Table-2 shows correlation among EQ, IQ, SC and psychological well-being (n-1005)

Variables	EQ	IQ	SC	PWB
EQ	1			
IQ	.089**	1		
SC	-.003 ^{NS}	.036 ^{NS}	1	
PWB	.190**	.045 ^{NS}	.029 ^{NS}	1

** Significant at 0.01 level, NS-Not significant

It is observed from table-2 that there is a significant positive relation between IQ and EQ (r-.089, P< 0.01) and between EQ and psychological well-being (r-.190, P< 0.01) while there is no significant relation between IQ and SC. Hence it is concluded that EQ, IQ and psychological well-being is correlated. Thus, the hypothesis that “There will be significant relationship among EQ, IQ, SC and psychological well-being of higher secondary school students” is partially accepted except for SC.

Table-3 represents gender differences on EQ, IQ, SC and psychological well-being (n-1005)

Variables	Gender	N	Mean	SD	“t” value
EQ	Males	610	100	43.16	1.20 ^{NS}
	Females	395	103	41.89	
IQ	Males	610	29.70	14.26	.93 ^{NS}
	Females	395	30.56	14.36	
SC	Males	610	22.63	6.72	.442 ^{NS}
	Females	395	22.82	6.40	
PWB	Males	610	157	21.93	2.23**
	Females	395	153	23.82	

NS-Not significant ** Significant at 0.01 level

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Table-3 indicates that there is no significant difference between males and females on EQ, IQ and SC. There is a significant difference observed between males and females on psychological well-being ($t=2.23, P<0.01$). Thus the hypotheses that, “There will be gender differences among higher Secondary School students on EQ, IQ, SC and psychological well-being” is partially accepted except for EQ, IQ and SC.

Table-4 shows differences of family income on EQ, IQ, SC and psychological well-being

Variables	Category		Sum of Squares	Mean Squares	F value
EQ	Low	Between group	242768.306	121384.153	76.69**
	Moderate	Within group	1585898.675	1582.733	
	High	Total	1828666.981		
IQ	Low	Between group	1577.044	788.522	3.87*
	Moderate	Within group	204160.663	203.753	
	High	Total	205737.707		
SC	Low	Between group	60.698	30.349	.697 ^{NS}
	Moderate	Within group	43658.880	43.572	
	High	Total	43719.578		
PWB	Low	Between group	1746.464	873.232	1.69 ^{NS}
	Moderate	Within group	517408.189	516.375	
	High	Total	519154.653		

***Significant at 0.01 level, *Significant at 0.05 level, NS-Not significant*

The above table indicates that there is a significant difference of EQ ($F=76.69, P<0.01$) and IQ ($F=3.87, P<0.05$) with respect to family income. There is no significant difference observed on SC and psychological well-being based on family income. Thus the hypothesis that, “There will be significant differences of family income on EQ, IQ, SC and psychological well-being among higher Secondary School students” is partially accepted except for SC and psychological well-being.

Table-5 represents differences of family type on EQ, IQ, SC and psychological well-being

Variables	Family type	N	Mean	SD	“t” value
EQ	Joint	195	100.62	42.15	.295 ^{NS}
	Nuclear	810	101.62	42.82	
IQ	Joint	195	158.42	19.98	5.77 ^{NS}
	Nuclear	810	28.78	14.52	
SC	Joint	195	23.30	5.67	1.41**
	Nuclear	810	22.56	6.79	
PWB	Joint	195	158.42	19.98	1.70**
	Nuclear	810	155.34	28.32	

*NS-Not significant, **Significant at 0.01 level.*

The above table indicates that family type do not have any influence on EQ and IQ of higher secondary school students but family type significantly influences SC ($t=1.41, P<0.01$) and

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psychological well-being (t=1.70, P<0.01). Thus, the hypotheses that, "There will be significant difference between family type on EQ, IQ, SC and psychological well-being among higher Secondary School students" is partially accepted except for EQ and IQ.

Table-6 shows the influence of EQ, IQ and SC on Psychological well-being of higher secondary school students (n=1005)

Independent variable	Dependent variable	Un-standardized Coefficients		Beta	"t" Value	Model Summary
		B	S.E			
Constant		167.388	13.458		12.43**	
E.Q	Psychological well-being	-.069	.020	.130	3.55**	R ² =.080
I.Q		.107	.051	.068	2.09*	F=7.87**
S.Q		.091	.107	.026	.850 ^{NS}	P<0.01

* Significant at 0.05 level **Significant at 0.01 level NS-Not Significant

The above table shows the influence of psychological well-being on EQ, IQ and SC of higher secondary school students. The Beta value for EQ (.130) is greater than the Beta value for personality (.068). It suggests that EQ and IQ made the strongest unique contribution to psychological well-being whereas SC did not contribute to predicting psychological well-being. There is a significant difference observed in EQ (t=3.55, P< .01) and for IQ (t=2.09, P< .05) while there is no significant difference found in SC (t=.850, P>.05). The multiple regression Square (R²) value is (.08) which predicts that 8% of the variance in psychological well-being is accounted to independent variables EQ and IQ. This indicates that EQ has influenced psychological well-being to a greater level, IQ has influenced psychological well-being to a moderate level and SC has not exerted any influence on psychological well-being. Thus the hypothesis that, "There will be a significant influence of EQ, IQ and SC on psychological well-being among higher Secondary School students" is partially accepted except for SC.

DISCUSSION

The current study aimed to find the influence of EQ, IQ and SC on psychological well-being among higher secondary school students. The results indicate that there is a significant positive influence of EQ and IQ on psychological well-being whereas SC does not predict psychological well-being of higher secondary school students.

There is a positive significant relation observed among the variables EQ, IQ and psychological well-being but SC is not correlated with any other variables of study. The results confront with other studies which concludes that emotional intelligence is positively related to psychological well-being (Judge and Arora 2017; Palmer et al., 2002; Murphy, 2006). Carmi (2009) concluded that individuals with high EQ were able to experience a high sense of well-being as they were able to handle their emotions well and they implemented strategies to reduce the effect of challenges and failures in life. A significant positive correlation was observed between EQ and Psychological well-being and it was also observed that EQ predicted psychological well-being (Singh, Kaur 2019). Emotional intelligence is a significant factor that leads to decision making during stress which indirectly affects psychological well-being, Hence students with positive emotional intelligence were found to have better psychological well-being (George et al 2019;

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Mehmood and Gulzar (2014); Raina and Bakshi (2013); Urquijo, Extremera and Villa (2016).

There is a significant gender difference observed on psychological well-being but not on EQ, IQ and SC among higher secondary school students. This finding is in line with past literature where there was no difference observed between male and female adolescents on EQ (Rauf 2015), male and female leaders were found to exhibit similar emotional and social intelligence Hopkins and Bilimoria 2008). Mokhlesi and Patil Chidanand (2018) in their study on emotional intelligence and learning behaviour among adolescent students found no gender difference existed with respect to EQ. However, Meshkat and Nejati (2017) found that undergraduate females of Tehran, Iran scored higher on EQ than their male counterparts. Ahmad, Bangash and Khan (2009) concluded in their study on gender differences and EQ that males had higher EQ compared to females. These contradictory results may be due to variation in socialization process of male and female children, cultural differences in upbringing of both males and females.

Adolescents differ in EQ and IQ based on family income which is supported by various studies Lekaviciene, & Antiniene (2016) concluded that adolescents from higher income families had better EQ compared to those from nuclear families, similarly higher socio economic status influenced adolescents in their EQ and creativity, it was concluded that EQ and creativity was higher compared to those from lower socio economic status (Jamadar and Sindhu 2015). Students who were from higher family income had higher EQ and reading ability (Talebinejad and Fard 2012). Nursing students from higher socio-economic status scored higher on EQ (Namdar, H., Sahebihagh, M., Ebrahimi, H., & Rahmani, A. 2009). It was also found in the present study that family income does not exert any influence on SC and psychological well-being.

The present study observed that family type influences SC and psychological well-being of adolescents but family type did not influence EQ and IQ among higher secondary school students. The study results indicate that mean values of joint family is higher compared to mean values of nuclear family which suggests that adolescents from joint family have other family members apart from parents to look upon for sharing and getting guidance on various emotional and life challenges. This sharing among family members in extended family acts as a stress buster and enhances psychological well-being of adolescents whereas this emotional support is absent in nuclear family. The present study finding is in line with several studies like, Gul, Ghani, Alvi, Kazmi (2017) in their study on family system role on psychological well-being concluded that children from joint family system had better psychological well-being compared to those from nuclear family. Male and female adults from joint family had better subjective well-being than those from nuclear family (Mohi-Ud- Din, Barthwal 2015). The present study observed family type also influenced SC of higher secondary school students which is supported by other studies. Kurup, Geetha, Prasanth (2016) observed that students from joint family had better psychosocial adjustment and social skills compared to those from nuclear families. Adolescents from joint family had better social competence than those from nuclear families (Saleem and Gul 2016; Pant and Valentina 2014; Singh, Pant and Valentina 2014).

Family type did not influence EQ and IQ in the present study. The obtained results are contradictory to the study findings as many studies conclude that family system influences EQ and IQ. Following studies conclude that children belonging to joint family have better

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intelligence (Mathur and Vaishnav 2017). Adolescents from extended family had higher EQ compared to those in nuclear families (Lekaviciene, & Antiniene 2016). Adolescents from joint family were found to be intellectually more capable than those from nuclear families (Avan, Rahbar, and Raja 2007). These variations are scope for further investigated as the differences in study results may have occurred due to different culture, family pattern and educational background of the present study sample.

The results indicated that EQ and IQ predicted psychological well-being among higher secondary school students, which is confirmed by other study findings that EQ predicted eudemonic well-being (Raina & Bakshi 2013) and also that emotional intelligence is a strong predictor of psychological well-being (Hamachek 2000; Adeyemo 2008; Rathakrishnan et al 2019). Emotional intelligence has a significant positive influence on psychological well-being of employees (Ahmadi, Azhar, Sarchoghaeic, Nagahi 2014). High creative gifted children were experiencing high degree of psychological well-being (Kroesbergen 2014). A positive relationship was observed between intelligence and psychological well-being (Wigtil and Henriques 2015). Neihart Maureen (1998) in his study on giftedness and psychological well-being found that giftedness influences psychological well-being of individuals.

CONCLUSION

1. There is a significant positive relationship among EQ, IQ and psychological well-being except for SC among higher secondary school students.
2. Male and female adolescent students differ significantly on psychological well-being while there is no gender difference observed on EQ, IQ and SC.
3. Higher secondary school students differed on EQ and IQ with respect to family income while there was no difference of family income observed on SC and psychological well-being.
4. Higher secondary school students from nuclear and joint family differed on SC and Psychological well-being they did not differ on EQ and IQ with regard to family type.
5. EQ and IQ significantly predicted psychological well-being whereas SC doesn't contribute to predicting psychological well-being among higher secondary school students.

Implication

The study outcomes can be used as a guideline to frame modules and activities to train the adolescents in improving their EQ, SC psychological well-being. It can be recommended to policy makers to create training programs for parents, teachers which they can implement in parenting practices and in school to enhance EQ, SC and psychological well-being of adolescents.

Limitation

The study had samples from three schools only which cannot be considered as a representative of the entire adolescent population. As the assessment was self-inventory the responses can be biased.

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Conflict of Interest

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