

Emotional Intelligence and Resilience as Correlates of Psychological Well Being in Young Adults

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ABSTRACT

The study was conducted with the aim to find Emotional Intelligence, Resilience as predictors of Psychological Well Being in young adults. The study examined 119 males and females between the age range of 18 – 25 years and the population were selected through convenience sampling. The study made use of three standardized tests that are: Wong and Law Emotional Intelligence Scale (Wong & Law 2002) comprising 16 items, Brief Resilience Scale (Smith et al, 2008) with 5 items and Ryff's Psychological Well-being Scale (Carol D. Ryff – 2007; adapted from Ryff, 1989) which comprised of 18 items. The results revealed that all components of emotional intelligence were significantly correlated with psychological well-being, with the highest correlation found between total emotional intelligence and psychological well-being. Similarly, resilience was positively correlated with psychological well-being. The findings suggest that emotional intelligence and resilience are important predictors that contribute to an individual's psychological well-being. This study highlights the need for interventions and training programs that target the development of emotional intelligence and resilience as a means to promote psychological well-being.

Keywords: *Emotional Intelligence, Resilience, Psychological Well Being, Young Adults*

EMOTIONAL INTELLIGENCE

Emotional intelligence also known as the Emotional Quotient (EQ) is the ability to identify, assess, evaluate, manage and regulate one's own emotions, emotions of others and of groups as well. It is the ability and capacity to realize one's own emotions, deal with both positive and negative feelings, to be empathetic towards others and manage the conflicts sportingly.

A person who possesses a high degree or level of emotional intelligence is usually said to be the person who knows himself/herself well and is also able to sense and feel the emotions of other people. They are therefore said to be resilient and optimistic.

Emotional intelligence encourages you to construct more grounded connections, prevail at work and school, and accomplish your individual objectives and vocation. It can likewise

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assist you with interfacing with the emotions, transform expectations right into it, and settle on educated choices about what makes the most difference to you. (Salovey and Mayer, 1990).

Some of the early notable scholars in the field of emotional intelligence include Peter Salovey and John D. Mayer, who thought and created the idea of emotional intelligence and offered a model that comprises four domains related to emotional intelligence namely sensing emotions, utilizing emotions, understanding emotions, and regulating emotions. Another important and notable researcher in the field of emotional intelligence is Daniel Goleman, who popularized the concept of emotional intelligence with his bestselling book "Emotional Intelligence" and proposed a model that includes five aspects of emotional intelligence namely self-awareness, self-regulation, motivation, empathy, and social skills.

Research on emotional intelligence has explored its relationships with various variables, such as mental health, well-being, job performance, leadership, stress, and academic achievement. For example, some studies have found that higher levels of EI are correlated with better mental health outcomes like lower levels of depression and anxiety.

Emotional Intelligence has been studied in various areas, including the place of work, healthcare, and school settings. In the workplace, many researches have shown that employees with high levels of emotional intelligence are more likely to be good leaders, collaborate and contribute well with others, and manage conflicts in a good manner. In schools, emotional intelligence has been linked to good performance academically, good social skills, and less risk-taking behavior between students. In the healthcare settings, high levels of emotional intelligence have been linked with improved client (patient) outcomes and high levels of job satisfaction between the healthcare professionals.

“In 1990, Salovey and Mayer proposed the term emotional intelligence (Salovey & Mayer, 1990), they were aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence to be a form of social intelligence that involves the ability to monitor one’s own and others emotions and feelings, to differentiate among them, and to use this information to guide one’s action and thinking (Salovey & Mayer, 1990).” “Salovey and Mayer also started a research program with a motive to develop valid measures of emotional intelligence and to find its significance. For example, in one study they found that when a group of people saw a sad film, those who scored high on emotional clarity recovered more fastly (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995). In another research, individuals who scored higher in the ability to understand, perceive accurately and appraise one’s own and others emotions were better able to respond flexibly to changes in the social environments and build supportive social networks (Salovey, Bedell, Detweiler, & Mayer, 1999).”

“In the early 1990’s Daniel Goleman saw work of Salovey and Mayer’s, and this helped him write a book namely Emotional Intelligence. Goleman was a writer of science for the New York Times, whose forte was brain and behavior research. He trained as a psychologist at Harvard where he worked with David McClelland, among others. McClelland (1973) was one of the growing group of researchers who became concerned with how a little traditional tests of cognitive intelligence can tell us about what it takes to achieve success in life.”

Therefore, it is said that the term emotional intelligence was created by two researchers, Salovey and Mayer in one of their articles namely “Emotional Intelligence” in the journal

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“*Imagination, Cognition, and Personality*” in 1990. It was further popularized by Goleman in his book “*Emotional Intelligence*” which was published in 1995.

COMPONENTS OF EMOTIONAL INTELLIGENCE

Wong - Law Theory of Emotional Intelligence

The WLEIS is a tool developed by Law and Wong in 2002 to assess emotional intelligence of individuals. This is a self-report test which consists of 16 questions which is based on the revised theory developed by Salovey and Mayer in 1990. This tool is a tool of emotional intelligence, developed for use in study as well as research. The items on the Wong and Law Emotional Intelligence Scale (WLEIS) are created on the basis of the ability model of emotional intelligence. The tool consists 16 items (4 of each domain). The tool is used to measure four parts of emotional intelligence namely “self-emotion appraisal, other’s emotion appraisal, use of emotion and regulation of emotion.”

“Self-Emotion Appraisal”- Also written as SEA, this aspect is used to assess the ability of an individual to know and assess their emotions in depth, analyze them and be mindful to express them in a natural way. This is basically a person’s own ability to know their own emotions.

“Other’s Emotion Appraisal”- Also written as OEA, this aspect is used to assess the capacity to understand as well as perceive the other people’s emotions around them. This is basically a person’s ability to know and interpret the emotions of other people.

“Regulation of Emotions”- Also written as ROE, this aspect is used to evaluate a person’s capacity to express and regulate the emotion which leads to a recovery which is rapid from the distress. This helps in improving a person’s performance because of the internal motivation.

“Use of Emotion”- Also written as UOE, this aspect is used to evaluate a person’s capacity to direct and use their emotions for personal performance and constructive activities. It is basically done by monitoring, assessing, evaluating and then modifying one’s emotions according to the situation.

In today’s modern world, in a stressful workplace, there is a high emphasis from employers on the importance of emotional intelligence over qualifications related to academics. The person with high emotional intelligence is chosen over high academic qualifications because of a healthy lifestyle.

The importance of emotional intelligence is the capacity to manage and understand one’s emotions which is the initial step in realizing one’s own true potential.

Emotional intelligence has a lot of importance and advantages for both personal and professional development. It is important and always required for many jobs and professions because it may help people in growing towards academics and success professionally, create strong bonds with other people, develop the skills of communication etc.

Bar-On (1997) said “that regardless of IQ, those with greater emotional intelligence many a times perform better than those with lower emotional intelligence in life. The merits of teaching emotional intelligence in schools and educational setups have received a lot of

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attention to focus on the idea that emotionally intelligent kids and youth will become emotionally intelligent adults.”

“Being good in emotional intelligence is rapidly becoming a need for employment as managers and in enormous emotional work fields like social work. People with high emotional intelligence have better physical, emotional and mental health, which provides support for academic and professional success (Bar-On & Parker, 2000).”

Seen from a number of researches, “Schutte et al. (2001) discovered a positive and strong association between high emotional intelligence and better interpersonal relationships.”

It is important to notice that self-awareness, that is the capacity to control one's own emotions and stress and the ability to solve one's own and other people's problems are all strongly associated with physical health.

“Chronic distress and its impact and negative side effects, such as anger, sadness, and anxiousness, can promote the onset and starting of diabetes, blood pressure, hypertension, and heart disease; make people more prone to viruses and infections; slow the healing of wounds; and aggravate conditions like arthritis (Bar-On, 2006; Black & Garbutt, 2002).”

Emotional intelligence has a lot of significance as it fosters a variety of qualities which are beneficial, including resilience, motivation, communication, and stress management. All of these qualities can be considered very helpful in getting success in one's personal and professional lives.

Resilience

The term "resilience" describes a person's or a system's capacity to adjust to and move past stress, hardship, or trauma. It basically means to have the ability to "bounce back" that is, bounce back from obstacles, problems, and challenging life situations. Instead of being a static quality, resilience is a dynamic process that grows and improves through time.

Cognitive, emotional, behavioral, and social elements all have a major role in resilience, which is therefore sometimes defined as a multifaceted concept. Positive thinking, adaptable coping techniques, social support, emotional control, and problem-solving abilities are some of the important elements of resilience.

Resilience, according to research, operates as a protective barrier against the harmful impacts of stress and adversity and is crucial for supporting mental health and well-being. For instance, those who are more resilient are less likely to encounter mental health issues after traumatic events and are more likely to achieve success in the face of difficulty.

Through a variety of therapies, which includes mindfulness-based techniques, cognitive-behavioral therapy, and social support initiatives, resilience can be reinforced and developed. These treatments can aid people in developing the resilience skills such as positive and optimistic thinking, efficient coping mechanisms, and social connection that helps them better adapt to and bounce back from stress and problems.

Overall, resilience is a crucial component of mental health and well-being and helps people in overcoming obstacles and difficulties in life. People can enhance their capacity to handle

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stress and adversity and improve their general mental and emotional health by learning resilience skills and getting the right assistance.

Components of Resilience

The idea of resilience is complicated and encompasses many distinct elements. Some of the main elements of resilience are as follows:

- Positive perspective and attitude: People who are resilient often have a positive outlook and mindset, which enables them to remain upbeat and hopeful despite adversity.
- Emotional control: People with high level of emotional control are better able to control their emotions and handle stress, worry, and other unpleasant feelings.
- Social support: People who are resilient have strong social networks made up of friends, family, and other acquaintances that may offer them emotional and practical support when times are tough.
- Problem-solving abilities: People that are resilient are skilled at solving problems and can think of original solutions to challenging circumstances.
- Flexibility and adaptability: People who are resilient can change with the times and are adaptable in how they analyse and solve problems.
- Self-efficacy: People who are resilient have a strong sense of self-efficacy, which indicates that they have faith in their capacity to deal with difficulties and triumph over adversity.
- Sense of meaning and purpose: People who are resilient have a sense of meaning and purpose in their life, which keeps them motivated and on task even when things are rough.

Resilience is a multifaceted notion that encompasses a variety of distinct elements. People can improve their capacity to deal with difficulties and overcome adversity by learning these varied resilience-building skills.

Psychological Well Being

The term "psychological well-being" is defined as a person's combined mental and emotional wellness. It has a variety of aspects, such as emotional control, a positive self-concept, a feeling of meaning and purpose in life, and a sense of independence and control.

It is crucial to highlight the distinction between the two since generally speaking, being free of mental disease or suffering is equated with having good psychological well-being. When we consider psychological well-being, we can see that it is a combination of life satisfaction, happiness level, and personal successes. Psychological well-being is the state of being happy both inside and externally. The same way that physical well-being entails physical health, psychological well-being entails mental or psychological health (which is influenced by physical health as well as the other way around). It is nothing more than mental contentment. Increased psychological health improves a person's capacity for effective and efficient functioning. Childhood maternal care has been strongly correlated with adult psychological health. While it could seem as though outside forces are

Greater part in preserving it, but our attitudes and deeds also have a significant impact on psychological health. Maintaining equilibrium across all aspects of psychological well-being is crucial. For instance, the individual would not have the best psychological well-being if he prioritises his physical health at the expense of his career and social life.

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People who have high psychological well-being tend to live happier, healthier, and longer lives as well as to enjoy life more. According to studies, psychological well-being and physical health are closely correlated, meaning that having a higher psychological well-being will result in having a better physical health and having a poorer psychological well-being would cause a decline in physical health. A continuum of psychological well-being exists, ranging from a lack of it or a low degree of psychological well-being to a high level of psychological well-being.

An individual's well-being can be jeopardised for a number of reasons, but most often, it deteriorates when unpleasant or painful emotions have a long-lasting impact on us.

Components of Psychological Well Being

AUTONOMY- This aspect of psychological well-being assesses independence and self-determination; the ability to scrap off societal pressures to behave and think in particular ways; the ability to control one's behavior intrinsically; and the ability to judge self in comparison of one's own standards.

ENVIRONMENTAL MASTERY- This aspect assesses the ability to create or choose situations that suit the needs and values; a sense of achievement, master a field and competence in one's own surroundings; the ability to play a role in a wide range of outside activities and make full use of chances given.

PERSONAL GROWTH- This aspect assesses the feelings of ongoing growth and expansion; an openness to new experiences; the self-realization of one's own potentials; and the perception of progressive improvement in oneself and behavior; alterations that are more effective.

PURPOSE IN LIFE- This aspect assesses the ideas that gives life a purpose as well as ambitions and goals for living; having aim and a sense of direction; believing that previous and the current lives have value.

POSITIVE RELATIONS WITH OTHERS- This aspect assesses the relationships with people that are warm, fulfilling, and trustworthy; it involves care for others; a good sense of empathy, closeness and softness as well as a knowledge of how relationships work on a give and take basis with others.

SELF-ACCEPTANCE- This aspect assesses the positivity towards oneself; knowledge to recognise and accept one's many qualities including both positive and negative; and positivity towards one's past.

Overall, the idea of psychological well-being is intricate and varied, entailing a variety of various elements. People may cultivate these many aspects of psychological well-being to live more rewarding lives and enhance their mental and emotional health.

Relationship Between EI, Resilience and PWB

An increasing amount of studies indicates that emotional intelligence, resilience, and psychological well-being are strongly correlated. The following are some of the major conclusions from well-known researchers in this field:

- Resilience and emotional intelligence: Studies have revealed that emotional intelligence and resilience are positively correlated. For instance, a research by

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“Tugade and Fredrickson (2004) discovered that those with higher emotional intelligence scores responded to stressful situations with more resilience.”

- Psychological well-being and emotional intelligence: There are many evidences to support a favourable relationship between psychological well-being and emotional intelligence. For instance, despite accounting for other variables including age, gender, and personality, “Extremera and Fernández-Berrocal's (2006) study revealed that emotional intelligence was a significant predictor of psychological well-being.”
- Relationship between resilience and psychological well being: There is a significant association between psychological well-being and resilience. For instance, a research by “Masten and Tellegen (2012) discovered that those who were more resilient were more likely to be happy and have a sense of significance in their lives.”
- Emotional intelligence, resilience, and psychological well-being: “According to a study by Lomas et al. (2017), psychological well-being was positively correlated with both emotional intelligence and resilience. The study also discovered that resilience had a role in mediating the link between psychological well-being and emotional intelligence.”

Overall, these results point to a connection between emotional intelligence, resilience, and psychological health. People may be better equipped to handle stress and adversity and have higher levels of psychological well-being if they acquire emotional intelligence and resilience.

METHODOLOGY

The study of emotional intelligence, resilience and psychological wellbeing among young adults is a correlational study. It is a quantitative study that establishes relationships between the three variables chosen for the study. The research tries to find emotional intelligence and resilience as correlates of psychological wellbeing and aims at finding any significant association and difference between them.

Aim

To study the relationship between EI and Resilience in determining PWB in young adults.

Objective

- To find out the relationship between EI, Resilience and PWB.
- To find the contribution of EI and Resilience in determining PWB.
- To find out the influence of Resilience and EI on PWB in young adults.

Hypotheses

- **H1** - There will be a significant positive correlation between EI, Resilience and PWB.
- **H2** - There will be a contribution of Resilience and EI in determining and Psychological Well Being.
- **H3** - There will be an influence of Resilience and Emotional Intelligence on PWB in young adults.

Variables

INDEPENDENT VARIABLE: Emotional Intelligence and Resilience

DEPENDENT VARIABLE: Psychological Well Being

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CONTROL VARIABLE: Age (18-25 years), Gender (Males and Females)

Sample

Young adults between the age 18 - 25 years

Sample Size

100 (Young Adults)

Inclusion Criteria

All the participants should know how to read and fill the form.

The age range should be between 18 to 25 years.

Sample Design

A sample of 119 participants with age between 18 to 25 years was chosen by using convenient sampling for this study.

Tools Used

1. Wong-Law Emotional Intelligence Scale by Wong and Law (2002)
2. Brief Resilience Scale by Smith et al. in 2008
3. Ryff's Psychological Well Being Scale by Carol D.Ryff (2007; adapted from Ryff,1989)

Procedure

Convenience sampling method was used for the study. A total sample of 119 student participants was taken out of which 70 were females and 49 were males. The data was collected using three tools namely Ryff's Psychological Well Being Scale, Wong-Law Emotional Intelligence Scale and Brief Resilience Scale. Informed consent was taken and the participants were informed that the participation in this study is voluntary and the data collected will be kept confidential. Data analysis was done using Multiple Regression and Product Moment Correlation using the SPSS Software.

RESULT AND ANALYSIS

The main objective of this study was to explore the relationship between emotional intelligence, resilience and psychological wellbeing. The raw scores were then subjected to statistical analysis using SPSS software.

Table 1: Mean and Standard deviation of WLEIS, BRS and Ryff's Psychological Wellbeing Scale

	Mean	Std. Deviation	N
Self-Acceptance	13.49	4.491	119
Purpose Of Life	14.09	3.092	119
Positive Relations with Others	13.55	4.300	119
Personal Growth	14.74	4.609	119
Environment Mastery	12.98	3.712	119
Autonomy	13.51	3.691	119
Total Psychological Well Being	82.37	17.450	119
Resilience	3.4050	.73159	119
Self-Emotion Appraisal	20.26	4.844	119
Regulation Of Emotions	21.42	4.383	119
Use Of Emotions	20.20	5.286	119
Others Emotion Appraisal	19.32	5.173	119
Total Emotional Intelligence	81.20	16.119	119

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Self Acceptance- The mean score for self acceptance variable of psychological well being is 13.49, which indicates an average level of self acceptance among the participants. The standard deviation came out to be 4.491 indicating a moderate amount of variability in the data and responses. The data taken for the analysis came from a sample of 119 participants.

Purpose of Life- The mean score for Purpose of Life is 14.09, representing more than average level of finding purpose in life. The standard deviation of 3.092 represents less variability in finding purpose among the participants. The data is derived from a sample of 119 participants.

Positive Relations with Others- The mean score for this variable of psychological well being is 13.55, which indicates an average level of bonding and forming relations among the participants. The standard deviation came out to be 4.300 representing a moderate amount of variability in the data and responses. The data taken for the analysis was derived from a sample of 119 participants.

Personal Growth- The mean score for personal growth variable of psychological well being is 14.74, which indicates a high level of personal growth among the participants. The standard deviation came out to be 4.609 indicating a high amount of variability in the data and responses. The data taken for the analysis was based on a sample of 119 participants.

Environment Mastery- With a mean score of 12.98, the participants, on average, demonstrate a moderate level of environment mastery. The standard deviation of 3.712 suggests a moderate range of environment mastery scores within the sample. The data is based on the analysis of 119 participants.

Autonomy- The mean score for autonomy is 13.51, representing an average level of autonomy among the participants. The standard deviation of 3.691 suggests a moderate amount of variability in autonomy scores within the sample. The data is collected and analyzed from a sample of 119 participants.

Total Psychological Well Being- The mean score for total PWB is 82.37, indicating an average total score on an assessment tool called Ryff's psychological well being scale. The standard deviation of 17.450 indicates a good amount of variability in the total scores within the sample. The data is collected and analyzed from the sample of 119 participants.

Resilience- With a mean score of 3.4050, the participants, on an average show a moderate level of resilience. The standard deviation of 0.73159 indicates a moderate range of resilience scores within the sample. The data is derived from the analysis on a sample of 119 participants.

Self Emotion Appraisal- The mean score for self emotion appraisal is 20.26, indicating an average level of self emotion appraisal among the participants. The standard deviation of 4.844 shows some variation in the self emotion appraisal within the sample. The data is collected and analyzed from a sample of 119 participants.

Regulation of Emotions- The mean score for regulation of emotions is 21.42, indicating more than average level of emotion regulation among the participants. The standard deviation of 4.383 indicates some amount of variability in the regulation of emotions within the sample. The data is derived from a sample of 119 participants.

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Use of Emotions- The mean score for use of emotions is 20.20, representing an average level of emotion usage among the participants. The standard deviation of 5.286 indicates more than average variation in the use of emotions levels within the sample. The data is collected and analyzed on a sample of 119 participants.

Others Emotion Appraisal- With a mean score of 19.32, the participants, on an average show a moderate level of others emotion appraisal. The standard deviation of 5.173 represents a good range of variability within the sample. The data is derived from the analysis on a sample of 119 participants.

Total Emotional Intelligence- The mean score for total emotional intelligence is 81.20, representing an average total score on the assessment tool called Wong-Law Emotional Intelligence scale. The standard deviation of 16.119 suggests a notable amount of variation in the total scores within the sample. The data is collected and analyzed on a sample of 119 participants.

Table 2: Correlation between Emotional Intelligence, Resilience and Psychological Well Being

Correlations

		SELF ACC EPTANCE	POSITIVE RELATIONSHIP THOUGHTS	PERS ONAL GROWTH	ENVIRONMENTAL MASTERY	AUTONOMY	TOTAL PSYCHOLOGICAL WELL BEING	RESILIENCE	SELF EMOTIONAL SUPPORT	PURPOSE OF LIFE	REGULATION OF EMOTIONS	OTHERS EMOTIONAL APPRAISAL	TOTAL EMOTIONAL INTELLIGENCE
SELFACC EPTANCE	Pearson Correlation	1	.530**	.563**	.635**	.435*	.807**	.765*	.573**	.243**	.595**	.763**	.763**
	Sig. (2- tailed)		.000	.000	.000	.000	.000	.000	.000	.008	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
POSITIVE RELATIONSHIP THOUGHTS	Pearson Correlation	.530**	1	.423**	.470**	.468*	.746**	.692*	.617**	.298**	.597**	.522**	.705**
	Sig. (2- tailed)	.000		.000	.000	.000	.000	.000	.000	.001	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
PERSONAL GROWTH	Pearson Correlation	.563**	.423**	1	.429**	.480*	.765**	.715*	.598**	.335**	.680**	.579**	.752**
	Sig. (2- tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
ENVIRONMENTAL MASTERY	Pearson Correlation	.635**	.470**	.429**	1	.567*	.760**	.705*	.630**	.200*	.509**	.684**	.734**
	Sig. (2- tailed)	.000	.000	.000		.000	.000	.000	.000	.030	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
AUTONOMY	Pearson Correlation	.435**	.468**	.480**	.567**	1	.735**	.683*	.580**	.277**	.659**	.530**	.722**
	Sig. (2- tailed)	.000	.000	.000	.000		.000	.000	.000	.002	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
TOTAL PSYCHOLOGICAL WELL BEING	Pearson Correlation	.807**	.746**	.765**	.760**	.735**	1	.931*	.766**	.502**	.804**	.793**	.952**
	Sig. (2- tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119

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PSYCHOL WELLBEING	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
	Pearson Correlation	.765**	.692**	.715**	.705**	.683*	.931**	1	.733**	.455**	.736**	.811**	.747**
RESILIENCE	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
	Pearson Correlation	.573**	.617**	.598**	.630**	.580*	.766**	.733*	1	.291**	.570**	.662**	.506**
FUNCTIONAL PSYCHOLOGICAL WELLBEING	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
	Pearson Correlation	.243**	.298**	.335**	.200*	.277*	.502**	.455*	.291**	1	.431**	.324**	.341**
PURPOSE OF LIFE	Sig. (2-tailed)	.008	.001	.000	.030	.002	.000	.000	.001	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
	Pearson Correlation	.595**	.597**	.680**	.509**	.659*	.804**	.736*	.570**	.431**	1	.548**	.481**
REGULATORY FUNCTIONS	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
	Pearson Correlation	.763**	.522**	.579**	.684**	.530*	.793**	.811*	.662**	.324**	.548**	1	.580**
USE OF FUNCTIONAL PSYCHOLOGICAL WELLBEING	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
	Pearson Correlation	.557**	.580**	.617**	.567**	.606*	.759**	.747*	.506**	.341**	.481**	.580**	1
OTHER MOTION APPRAISAL	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119
	Pearson Correlation	.763**	.705**	.752**	.734**	.722*	.952**	.926*	.835**	.421**	.777**	.862**	.794**
TOTAL EMOTIONAL INTELLIGENCE	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	119	119	119	119	119	119	119	119	119	119	119	119

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table shows the “Pearson correlation coefficients between various variables of emotional intelligence, resilience and psychological well being and their significance.”

The interpretation of the correlation is as follows-

Self Acceptance- Self-acceptance has a positive correlation with positive relationships with others. The Pearson correlation coefficient between self-acceptance and positive relationships with others is 0.53, indicating a moderate positive relationship. This suggests that individuals who accept themselves tend to have better relationships with others.

Purpose of life is positively correlated with self-acceptance, which means that individuals who have a clear sense of purpose in life are more likely to accept themselves. Positive relationships with others are also positively correlated with self-acceptance. This indicates

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that individuals who have positive and healthy relationships with others are more likely to accept themselves.

Similarly, personal growth, environment mastery, autonomy, total psychological well-being, and resilience are positively correlated with self-acceptance. These results suggest that individuals who experience personal growth, are able to master their environment, have autonomy, experience psychological well-being, and are resilient are more likely to accept themselves.

Moreover, “self-emotion appraisal, regulation of emotions, use of emotion, others' emotion appraisal, and total emotional intelligence are positively correlated with self-acceptance.” This indicates “that individuals who are better able to understand, regulate, and use their emotions, as well as understand and respond appropriately to the emotions of others, are more likely to accept themselves.”

Many researches have shown that positive relationships with others are also associated with more happiness, life satisfaction, and overall well-being. Therefore, self-acceptance and positive relationships with others are inter connected and reinforce each other, contributing to a meaningful and fulfilling life.

Purpose of Life- “The purpose of life has a significant positive correlation with self-acceptance, positive relationships with others, personal growth, and total psychological well-being.” The correlation coefficient between purpose of life and self-acceptance is 0.243, meaning that as the purpose of life increases, so does self-acceptance. The correlation coefficient between purpose of life and positive relationships with others is 0.530, indicating that as the purpose of life increases, so does the quality of relationships with others. The correlation coefficient between this variable and personal growth is 0.335, meaning that as the purpose of life increases, so does personal growth. The correlation coefficient between this variable and total psychological well-being is 0.502, indicating that as the purpose of life increases, so does the total psychological well-being.

The purpose of life also has a significant positive correlation with environmental mastery, autonomy, resilience, and total emotional intelligence. The correlation coefficient between purpose of life and environmental mastery is 0.635, meaning that as the purpose of life increases, so does environmental mastery. The correlation coefficient between purpose of life and autonomy is 0.435, indicating that as the purpose of life increases and so does autonomy. The correlation coefficient between purpose of life and resilience is 0.765, meaning that when the purpose of life increases, so does resilience. The correlation coefficient between purpose of life and total emotional intelligence is 0.763, indicating that as the purpose of life increases and so does total emotional intelligence.

The purpose of life has a significant positive correlation with some aspects of emotion regulation, including self-emotions appraisal and regulation of emotions. The correlation coefficient between purpose of life and self-emotional appraisal is 0.573, meaning that as the purpose of life increases, so does the ability to accurately appraise one's own emotions. The correlation coefficient between purpose of life and regulation of emotions is 0.595, indicating that as the purpose of life increases, so does the capacity to regulate one's emotions.

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In terms of others emotion appraisal and use of emotion, the purpose of life has a significant positive correlation with others' emotion appraisal, but not with use of emotion. The correlation coefficient between purpose of life and others' emotion appraisal is 0.763, meaning that as the purpose of life increases, so does the ability to accurately appraise others' emotions. However, the correlation coefficient between purpose of life and use of emotion is not significant, suggesting that the purpose of life may not be strongly related to how individuals use their emotions.

Positive Relations with Others- The correlation between this variable and self-acceptance is 0.53, which is a moderate positive correlation. It means that individuals who have positive relations with others are more likely to accept themselves.

The correlation between positive relations with others and purpose of life is 0.30, which is a weak positive correlation. It suggests that individuals who have positive relations with others are slightly more likely to have a sense of purpose in their lives.

The correlation between positive relations with others and personal growth is 0.42, which is a moderate positive correlation. It suggests that individuals who have positive relations with others are more likely to experience personal growth.

The correlation between positive relations with others and environment mastery is 0.47, which is a moderate positive correlation. It suggests that individuals who have positive relations with others are able to manage their surroundings more effectively.

The correlation between positive relations with others and autonomy is 0.47, which is a moderate positive correlation. It suggests that individuals who have positive relations with others are able to feel in control of their lives more than others.

The correlation between positive relations with others and total psychological well-being is 0.75, which is a strong positive correlation. It suggests that individuals who have positive relations with others are more likely to have high levels of psychological well being.

The correlation between positive relations with others and resilience is 0.69, which is a strong positive correlation. It suggests that individuals who have positive relations with others are more likely to be resilient.

The correlation between positive relations with others and self-emotions appraisal is 0.57, which is a moderate positive correlation. It suggests that individuals who have positive relations with others are more likely to know about their own emotions and are able to use them accurately.

The association between positive relations with others and regulation of emotions is 0.60, which is a moderate positive correlation. It suggests that individuals who have positive relations with others have the ability in regulating their emotions effectively.

The correlation between positive relations with others and use of emotion is 0.52, which is a moderate positive correlation. It suggests that individuals who have positive relations with others are more likely to be able to use their emotions in a positive and productive way.

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The correlation between positive relations with others and others' emotion appraisal is 0.58, which is a moderate positive correlation. It suggests that individuals who have positive relations with others are more likely to be able to accurately appraise the emotions of others. The correlation between positive relations with others and total emotional intelligence is 0.71, which is a strong positive correlation. It suggests that individuals who have positive relations with others are more likely to have higher levels of emotional intelligence.

Personal Growth- The correlation between this variable and self-acceptance is moderately high ($r = 0.563$), indicating that people who have higher levels of personal growth tend to accept themselves better. The correlation between personal growth and purpose of life is also moderately high ($r = 0.335$), which means that personal growth is related to having a sense of life with purpose.

Personal growth is strongly associated with positive relationships with others ($r = 0.423$) and environment mastery ($r = 0.429$), indicating that personal growth is related to having positive relationships with others and feeling in control of one's environment.

The correlation between personal growth and autonomy is moderately high ($r = 0.480$), indicating that personal growth is related to feeling in control of one's life. Personal growth is also strongly correlated with total psychological well-being ($r = 0.765$) and resilience ($r = 0.715$), suggesting that personal growth is related to overall mental health and the ability to bounce back from difficult situations.

Lastly, personal growth is moderately correlated with “emotional intelligence, including self-emotion appraisal ($r = 0.573$), regulation of emotions ($r = 0.595$), use of emotion ($r = 0.579$), and other's emotion appraisal ($r = 0.557$). These correlations suggest that personal growth is related to emotional intelligence, including the ability to understand and regulate one's own emotions, as well as understand the emotions of others.”

Environment Mastery- The highest correlations with environment mastery were found for total psychological well-being ($r = .760$), resilience ($r = .705$), and autonomy ($r = .567$). This suggests that individuals who feel a sense of control and competence in their environment are likely to report higher levels of overall psychological well-being, resilience, and autonomy.

Environment mastery was also moderately correlated with other aspects of psychological wellbeing, such as positive relations with others ($r = .470$) and personal growth ($r = .429$). It was weakly correlated with self-acceptance ($r = .635$) and purpose in life ($r = .200$). However, all of these correlations were statistically significant.

Finally, environment mastery was positively correlated with various aspects of emotional intelligence, including self-emotions appraisal ($r = .509$), regulation of emotions ($r = .684$), use of emotion ($r = .530$), and others' emotion appraisal ($r = .567$). This suggests that individuals who feel a sense of control and competence in their environment are also likely to be skilled in identifying, regulating, and using emotions effectively in social situations.

In summary, environment mastery is a construct that is positively correlated with a range of other psychological measures, including dimensions of resilience and emotional intelligence. This suggests that individuals who feel a sense of control and competence in managing their

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environment are likely to have higher levels of overall psychological functioning and social-emotional competence.

Autonomy- It has a positive correlation with “self-acceptance ($r = 0.435, p < 0.001$), purpose of life ($r = 0.468, p < 0.001$), personal growth ($r = 0.580, p < 0.001$), environment mastery ($r = 0.567, p < 0.001$), and total emotional intelligence ($r = 0.606, p < 0.001$).”

Autonomy has a moderately strong positive correlation with personal growth, environment mastery, and total psychological wellbeing ($r = 0.735, r = 0.683$, and $r = 0.735$, respectively; all $p < 0.001$), indicating that individuals who have a greater sense of autonomy tend to experience higher levels of personal growth, feel more in control of their environment, and experience greater overall psychological well-being.

Additionally, autonomy has a moderate positive association with positive relations with others ($r = 0.468, p < 0.001$), suggesting that individuals who have a greater sense of autonomy tend to have more positive relationships with others.

Autonomy has a weak positive correlation with resilience ($r = 0.296, p < 0.001$) and self-emotion appraisal ($r = 0.573, p < 0.001$), and a weak negative association with regulation of emotions ($r = -0.273, p < 0.01$). These findings suggest that individuals who have a greater sense of autonomy tend to be more resilient and have a more positive self-appraisal of their emotions, but may struggle with regulating their emotions.

Overall, autonomy appears to be an important psychological construct that is positively associated with various other constructs related to well-being and emotional intelligence.

Total Psychological Well Being- Total psychological well being is highly correlated with “self-acceptance, purpose of life, positive relations with others, personal growth, environment mastery, autonomy, and resilience, with coefficients ranging from .765 to .952. This indicates that people who score high in these dimensions are likely to have high overall psychological well-being.”

Self-acceptance has moderate positive correlations with purpose of life (.243), positive relations with others (.530), personal growth (.563), environment mastery (.635), autonomy (.435), and resilience (.765). This suggests that individuals who have more level of self-acceptance are also likely to score high in these other dimensions.

Purpose of life has moderate positive correlations with positive relations with others (.298), personal growth (.335), environment mastery (.200), autonomy (.277), and resilience (.455). Positive relations with others has moderate positive correlations with personal growth (.423), environment mastery (.470), autonomy (.468), and resilience (.692). Personal growth has moderate positive correlations with environment mastery (.429), autonomy (.480), and resilience (.715). Environment mastery has moderate positive correlations with autonomy (.567) and resilience (.705).

Autonomy has moderate positive correlations with resilience (.733).

The dimensions of emotion regulation and emotional intelligence are also positively correlated with psychological well-being and with each other.

Resilience- The correlation of resilience with self-acceptance is positive and significant ($r = .765, p < .001$). This means that individuals who are more accepting of themselves tend to

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be more resilient. The same trend is observed with “purpose in life ($r = .692, p < .001$), positive relationships with others ($r = .733, p < .001$), personal growth ($r = .715, p < .001$), environment mastery ($r = .705, p < .001$), autonomy ($r = .683, p < .001$), and total psychological well being ($r = .733, p < .001$).”

Resilience is also positively correlated with “self-emotion appraisal ($r = .811, p < .001$), regulation of emotions ($r = .736, p < .001$), use of emotion ($r = .747, p < .001$), and other's emotion appraisal ($r = .747, p < .001$) which are components of emotional intelligence. The total emotional intelligence also has a strong positive correlation with resilience ($r = .926, p < .001$).”

In summary, resilience is positively correlated with all domains of psychological well being and emotional intelligence. This means that individuals who are more resilient are more likely to have a high level of psychological wellbeing and emotional intelligence.

Self Emotion Appraisal- The correlation coefficient of Self-Emotions Appraisal with Self-Acceptance is 0.573, indicating a moderate positive correlation. Similarly, the correlation coefficient of Self-Emotions Appraisal with Purpose of Life is 0.291, indicating a weak positive correlation. The correlation coefficient of Self-Emotions Appraisal with Positive Relations with Others is 0.617, indicating a moderate positive correlation.

The correlation coefficient of Self-Emotions Appraisal with Personal Growth is 0.598, indicating a moderate positive correlation. The correlation coefficient of Self-Emotions Appraisal with Environment Mastery is 0.630, indicating a moderate positive correlation. The correlation coefficient of Self-Emotions Appraisal with Autonomy is 0.580, indicating a moderate positive correlation.

The correlation coefficient of Self-Emotions Appraisal with Total Psychological Well-being is 0.766, indicating a strong positive correlation. The correlation coefficient of Self-Emotions Appraisal with Resilience is 0.733, indicating a strong positive correlation. The correlation coefficient of Self-Emotions Appraisal with Regulation of Emotions is 0.736, indicating a strong positive correlation.

The correlation coefficient of Self-Emotions Appraisal with Use of Emotion is 0.811, indicating a strong positive correlation. The correlation coefficient of Self-Emotions Appraisal with Other's Emotion Appraisal is 0.747, indicating a strong positive correlation. The correlation coefficient of Self-Emotions Appraisal with Total Emotional Intelligence is 0.926, indicating a very strong positive correlation.

Regulation of Emotions- Regulation of emotions is positively correlated with most of the other variables. The highest positive correlations were found between regulation of emotions and total psychological well-being ($r = .804$), resilience ($r = .736$), autonomy ($r = .659$), and personal growth ($r = .680$).

There is also a significant positive association between regulation of emotions and self-acceptance ($r = .573$), purpose of life ($r = .431$), positive relations with others ($r = .597$), environment mastery ($r = .509$), and use of emotion ($r = .602$).

The correlation between regulation of emotions and other's emotion appraisal is not significant ($r = .078$).

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These results suggest that individuals who have better regulation of emotions tend to have “higher levels of total psychological well-being, resilience, autonomy, personal growth, self-acceptance, purpose of life, positive relations with others, environment mastery, and use of emotion. The lack of significant correlation with other's emotion appraisal suggests that this skill may be more internally focused.”

Use of Emotion- The coefficient that had the strongest positive correlation with the use of emotion was total psychological well-being ($r = .763$, $p < .001$), followed by other's emotion appraisal ($r = .763$, $p < .001$), resilience ($r = .733$, $p < .001$), personal growth ($r = .680$, $p < .001$), and autonomy ($r = .606$, $p < .001$).

Furthermore, the coefficient that had a moderate positive correlation with the use of emotion was environment mastery ($r = .684$, $p < .001$), positive relations with others ($r = .597$, $p < .001$), self-emotions appraisal ($r = .573$, $p < .001$), and purpose of life ($r = .431$, $p < .001$). Self-acceptance had the weakest positive association with the use of emotion ($r = .595$, $p < .001$), and it was statistically significant. Regulation of emotions ($r = .530$, $p < .001$) had a moderate positive correlation with the use of emotions.

In summary, the use of emotion is positively correlated with most of the other variables of interest, with total psychological well-being having the strongest correlation. This suggests that individuals who are skilled at using their emotions tend to have better psychological outcomes.

Other Emotion Appraisal- The coefficient with the highest correlation to others' emotion appraisal is positive relations with others (0.746), followed by personal growth (0.598) and autonomy (0.530). These coefficients show a moderate positive correlation with others' emotion appraisal.

On the other hand, self-acceptance (0.557) and purpose of life (0.341) show a weak positive correlation with others' emotion appraisal. Environment mastery (0.567) and total psychological well-being (0.759) show moderate positive correlations, while resilience (0.747) shows a strong positive correlation with others' emotion appraisal.

Self-emotion appraisal (.573), regulation of emotions (.595), use of emotion (.522), and total emotional intelligence (0.705) also show moderate positive correlations with others' emotion appraisal.

The correlation table shows that “others' emotion appraisal has a moderate to strong positive correlation with positive relations with others, personal growth, autonomy, environment mastery, total psychological well-being, resilience, self-emotion appraisal, regulation of emotions, use of emotion, and total emotional intelligence. The weakest positive correlations are with self-acceptance and purpose of life.”

Total Emotional Intelligence- “The correlation between Total Emotional Intelligence and Self-acceptance is positive and significant ($r = 0.763$, $p < 0.01$). The same applies to Purpose of Life ($r = 0.421$, $p < 0.01$), Positive Relations with Others ($r = 0.705$, $p < 0.01$), Personal Growth ($r = 0.752$, $p < 0.01$), Environment Mastery ($r = 0.734$, $p < 0.01$), Autonomy ($r = 0.722$, $p < 0.01$), Total Psychological Well Being ($r = 0.952$, $p < 0.01$), Resilience ($r = 0.926$, $p < 0.01$), Self-Emotions Appraisal ($r = 0.573$, $p < 0.01$), Regulation of Emotions ($r = 0.736$, $p < 0.01$), Use of Emotion ($r = 0.811$, $p < 0.01$), and Others Emotion Appraisal ($r = 0.580$, $p < 0.01$).”

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Total emotional intelligence has a significant positive correlation with all the other coefficients, except for purpose of life, which has a weak but still significant correlation. Self-acceptance has a weak but significant positive correlation with total emotional intelligence.

Positive relationships with others, personal growth, environmental mastery, autonomy, and resilience have moderate to strong significant positive correlations with total emotional intelligence.

Total psychological well-being has a very strong significant positive correlation with total emotional intelligence.

“Self-emotions appraisal, regulation of emotions, use of emotion, and others' emotion appraisal have significant positive correlations with total emotional intelligence.”

Overall, these results suggest that “total emotional intelligence is strongly associated with various aspects of psychological well-being, including positive relationships with others, personal growth, and resilience. The findings also support the notion that emotional intelligence is a multifaceted construct that encompasses various skills and abilities, such as the ability to appraise and regulate one's own emotions, as well as the ability to understand and respond to the emotions of others.”

Table 3: Regression analysis between the predictors (independent variables) and the dependent variable

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.961 ^a	.924	.923	4.849	.924	706.041	2	116	.000

a. Predictors: (Constant), RESILIENCE, TOTALEMOTIONALINTELLIGENCE

The given data represents the results of a multiple regression analysis. The analysis includes one dependent variable and two independent variables. The model summary provides important information about the overall fit of the model.

The first column of the table lists the model number. In this case, there is only one model analyzed.

The second column indicates the correlation coefficient (R) between the dependent variable and the independent variables. In this case, the value of R is 0.961, indicating a strong positive correlation between the dependent variable and the independent variables.

The third column represents the coefficient of determination (R Square), which shows the proportion of the variation in the dependent variable that is explained by the independent variables. In this case, the R Square value is 0.924, indicating that approximately 92.4% of the variation in the dependent variable is explained by the independent variables.

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The fourth column shows the adjusted R Square value, which is a modification of the R Square value that takes into account the number of independent variables in the model. In this case, the adjusted R Square value is 0.923, indicating that the model provides a good fit for the data.

The fifth column shows the standard error of the estimate, which is known to be the estimate of the variability of the dependent variable which is not explained by the independent variables. In this case, the standard error of the estimate is 4.849, indicating that the model has a good degree of precision in predicting the values of the dependent variable.

The sixth column shows the change statistics for the model. It specifically shows the change in the R Square value when the independent variables are added to the model, the F value and significance level for the change. In this case, the change in R Square is 0.924, indicating that the addition of the independent variables significantly improves the ability of the model to predict the dependent variable. The F value is 706.041, with degrees of freedom of 2 and 116, and a significance level of 0.000, indicating that the change in R Square is statistically significant.

Overall, the model summary indicates that the multiple regression model provides a perfect fit for the data as the independent variables of resilience and total emotional intelligence significantly predict the dependent variable of total psychological well-being.

DISCUSSION

Emotional intelligence (EI) and resilience are two psychological constructs that have been extensively studied in relation to psychological well-being. Emotional intelligence is the capacity to recognize and regulate emotions, while resilience is the ability to cope with stress and adversity.

The present study aimed to investigate the whether Emotional Intelligence and Resilience act as correlates of Psychological Well Being.

The study was conducted with 119 participants, and the results showed “a positive correlation between emotional intelligence, resilience, and psychological well-being.”

The results indicated that the participants had a moderate level of psychological well-being, with a mean score of 82.37 and a standard deviation of 17.450. Among the six domains of psychological well-being, personal growth had the highest mean with the score of 14.74, while environment mastery had the lowest mean with the score of 12.98. The participants also had a moderate level of emotional intelligence, with a mean score of 81.20 and a standard deviation of 16.119. Among the four dimensions of emotional intelligence, regulation of emotions had the highest mean with the score of 21.42, while other's emotion appraisal had the lowest mean with the score of 19.32. The participants had a moderate level of resilience, with a mean score 3.4050 and a standard deviation of 0.73159.

The findings of the present study suggest that emotional intelligence and resilience are positively correlated with psychological well-being. Emotional intelligence was found to be positively associated with all aspects of psychological wellbeing. Specifically, self-emotion appraisal had the highest positive association with psychological well-being ($r = 0.607$, $p < .001$), followed by regulation of emotions ($r = 0.565$, $p < .001$), use of emotions ($r = 0.488$, $p < .001$), and other's emotion appraisal ($r = 0.378$, $p < .001$). Similarly, resilience was found

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to be significantly and positively correlated with psychological well-being ($r = 0.430$, $p < .001$).

The results of the present study have important implications for the promotion of psychological well-being. Specifically, interventions which aim at developing emotional intelligence and resilience can be effective in increasing psychological well being.

The results showed that there are significant correlations between most of the variables, as indicated by the significant p-values. “Self-acceptance had a significant positive correlation with purpose of life, positive relationships with others, personal growth, environment mastery, autonomy, total psychological well-being, resilience, self-emotions appraisal, regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence. Purpose of life also showed a significant positive correlation with positive relationships with others, personal growth, environment mastery, autonomy, total psychological well-being, resilience, self-emotions appraisal, regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence.”

“Positive relationships with others had a significant positive correlation with personal growth, environment mastery, autonomy, total psychological well-being, resilience, self-emotions appraisal, regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence. Personal growth had a significant positive correlation with environment mastery, autonomy, total psychological well-being, resilience, self-emotions appraisal, regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence. Environment mastery had a significant positive correlation with autonomy, total psychological well-being, resilience, self-emotions appraisal, regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence. Autonomy had a significant positive correlation with total psychological well-being, resilience, self-emotions appraisal, regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence.”

“Total psychological well-being had a significant positive correlation with resilience, self-emotions appraisal, regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence. Resilience had a significant positive correlation with self-emotions appraisal, regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence. Self-emotions appraisal had a significant positive correlation with regulation of emotions, use of emotion, other's emotions appraisal, and total emotional intelligence. Regulation of emotions had a significant positive correlation with use of emotion, other's emotions appraisal, and total emotional intelligence. Use of emotion had a significant positive correlation with other's emotions appraisal and total emotional intelligence. Other's emotions appraisal had a significant positive correlation with total emotional intelligence.

The multiple regression model also provides a perfect fit for the data as the independent variables of resilience and total emotional intelligence significantly predict the dependent variable of total psychological well-being.”

The findings of this research paper indicate that resilience and emotional intelligence are positively associated with psychological well being. Individuals who are better able to manage their emotions and cope with stressors are more likely to have better levels of psychological well being.

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Overall, the study provides a valuable insight into the relationship between “emotional intelligence, resilience, and psychological well-being.” The findings highlight the importance of developing emotional intelligence and resilience to promote one's psychological well being. These results may have practical choices for interventions which aim at improving psychological well being, such as psychotherapy or coaching.

In conclusion, the correlations between the variables in this research paper indicate that they are related and influence each other. Understanding the correlations between these variables is important for understanding how they affect psychological well-being and emotional intelligence.

CONCLUSION

“Emotional intelligence and resilience are two constructs that have been linked to psychological well-being. “Emotional intelligence refers to the capacity to identify and manage one's own emotions as well as the emotions of others. Resilience refers to the ability to bounce back from adversity and to cope with stress and other challenges.”

The present research aims to explore “the relationship between emotional intelligence, resilience, and psychological well-being.”

The study used a sample of 119 participants, and descriptive statistics were computed to provide an overview of the data. According to the descriptive statistics, the mean score for total psychological well-being was 82.37, with a standard deviation of 17.450. Between the six factors contributing to psychological well-being, personal growth had the highest mean score of 14.74, while environmental mastery had the lowest mean score of 12.98. The mean score for resilience was 3.4050, with a standard deviation of 0.73159. Additionally, the mean score for total emotional intelligence was 81.20, with a standard deviation of 16.119.

The correlation table shows that all six domains contributing to psychological well being, namely self-acceptance, purpose of life, positive relationships with others, personal growth, environment mastery, and autonomy, had a significant positive correlation with both emotional intelligence and resilience. Specifically, self-acceptance had a significant positive correlation with emotional intelligence and resilience ($r = .763$ and $.765$, respectively). Purpose of life also had a significant positive correlation with emotional intelligence and resilience ($r = .421$ and $.455$, respectively). Positive relationships with others had a significant positive correlation with emotional intelligence and resilience ($r = .705$ and $.692$, respectively). Personal growth had a significant positive correlation with emotional intelligence and resilience ($r = .752$ and $.715$, respectively). Environment mastery had a significant positive correlation with emotional intelligence and resilience ($r = .734$ and $.705$, respectively). Autonomy had a significant positive correlation with emotional intelligence and resilience ($r = .722$ and $.683$, respectively).

Furthermore, all four components of emotional intelligence, including self-emotion appraisal, regulation of emotions, use of emotions, and others' emotion appraisal, had significant positive correlations with psychological well-being and resilience. Specifically, self-emotions appraisal had a significant positive correlation with psychological well-being and resilience ($r = .573$ and $.573$, respectively). Regulation of emotions had a significant positive correlation with psychological well-being and resilience ($r = .595$ and $.591$, respectively). Use of emotions had a significant positive correlation with psychological well-being and resilience ($r = .763$ and $.736$, respectively). Others' emotion appraisal had a

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significant positive correlation with psychological well-being and resilience ($r = .557$ and $.580$, respectively).

In conclusion, emotional intelligence and resilience are important predictors of psychological well-being. The findings of this study suggest that individuals with higher emotional intelligence and resilience are more likely to experience greater psychological well-being. Additionally, the study highlights the importance of cultivating emotional intelligence and resilience in order to enhance psychological well-being. The results of this study can be used to develop interventions aimed at improving emotional intelligence and resilience, which in turn can lead to improved psychological well-being.”

Limitations

Research on emotional intelligence and resilience as indicators of psychological well-being has certain limitations.

- Small sample size: 119 people made up the research's small sample size, which may not be entirely representative of the population as a whole. As a result, the findings might not apply to different groups.
- Self-reported measurements: The research's results on emotional intelligence, resilience, and psychological health rely on self-reported assessments. Self-report assessments are vulnerable to bias because participants may give answers that are socially acceptable or may not be entirely truthful.
- Cross-sectional design: Research was conducted using a cross-sectional design, which implies that information was gathered at a specific moment in time. As a longitudinal research analyses changes in emotional intelligence, resilience, and psychological well-being over time, its findings may be more trustworthy and accurate.
- Correlation does not show causation: The study found connections between “emotional intelligence, resilience, and psychological well being but did not prove a cause-and-effect relationship.” The found relationships may have been influenced by additional factors.
- Cultural differences: Since the study was done on a particular demographic, it is possible that these factors influenced the findings. The results might not thus apply to different cultures.

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Conflict of Interest

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