

## Examining the Effect of Emotional Intelligence on Employee Well-being

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### ABSTRACT

This study explores the complex relationship that exists between occupational well-being and emotional intelligence. In a time when employee happiness and productivity are closely associated with organisational success, it is critical to comprehend how emotional intelligence influences these results. The study uses a mixed-methods approach to thoroughly investigate the relationship between emotional intelligence and employee well-being. It includes both quantitative surveys and qualitative interviews. Examining particular emotional intelligence characteristics that contribute to well-being, identifying relevant moderating factors, and offering insights to organisations looking to promote pleasant work environments are the goals of this research. This research adds to the body of knowledge by highlighting the significance of emotional intelligence as a predictor of worker well-being and providing useful implications for organisational strategies. The primary aim of this research was to investigate the impact of emotional intelligence on the well-being of employees. To achieve this objective, a total of 120 participants, comprising both male and female individuals aged between 20 and 40, were recruited from urban areas of Delhi-NCR, India. Data collection involved the utilisation of the Emotional Competence Scale developed by Dr. Harish Sharma and Dr. Rajeev and the Psychological Well Being scale by Carol D. Ryff. The participants were provided with these questionnaires and were instructed to complete them with honesty. The study's conclusions showed a favourable relationship between emotional intelligence and worker satisfaction. More specifically, improved employee well-being was linked to better emotional intelligence scores. This study offers a recommendation for future research: in order to have a more thorough understanding of the relationship between emotional intelligence and employee well-being, researchers should think about including a varied range of age groups and geographical regions.

**Keywords:** *Emotional Intelligence, Psychological Well-Being, Emotional Competence, Mental Health, Workplace Satisfaction, Social Support, Empathy*

This study explores the complex relationship that exists between employee well-being and emotional competence, one aspect of emotional intelligence. We examine how personal qualities such as self-awareness, social awareness, emotional regulation, and relationship management affect employees' emotional states and general well-being, building on the emotional competence scale as well as the Psychological well being scale.

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A complicated network of expectations, deadlines, and dynamic interactions characterises the modern workplace. Effectively navigating this terrain involves not only technical proficiency and cognitive aptitude, but also a deep awareness of oneself and others, which is the core of emotional intelligence. Emotional intelligence and its role in promoting employee well-being have become important research topics in recent years, with implications for individual and organisational performance.

A vital component in many facets of both personal and professional life, emotional intelligence is the capacity to identify, comprehend, regulate, and utilise one's own emotions as well as those of others. It is becoming more and more important for organisations to understand how emotional intelligence affects employee well-being as they realise how important it is to create happy work environments.

**Emotional Competence-** It encompasses a crucial collection of personal and social abilities that involve recognizing, comprehending, and positively reacting to emotions in oneself and others. This concept indicates proficiency in forming positive relationships and determines an individual's capability to effectively lead and express themselves in a successful manner. The emotional competence model is composed of five key factors: self-awareness, self-regulation, motivation, empathy, and interpersonal skills. Self-awareness involves recognizing one's own thoughts, feelings, and beliefs, while understanding that one is separate from others. Self-regulation refers to managing one's behavior and reactions to external stimuli. Motivation involves inspiring and encouraging oneself to act in a particular way. Empathy is the capacity to perceive and understand the emotions of others, as well as imagine what they might be thinking or feeling. Lastly, interpersonal skills encompass the strategies and behaviours used to effectively interact with others.

According to Saarni, the ability to achieve one's goals after experiencing emotions is referred to as emotional competence. She emphasised that emotions are a fundamental aspect of self-efficacy and described the acquisition of emotional skills as crucial for developing emotional competence.

Saarni described emotional competence as the ability for individuals to achieve their objectives following an emotional experience. She characterised emotions as fundamental to self-confidence and explained that mastering emotional skills is key to developing emotional competence.

Organisational psychology and management literature have given much emphasis to the intricate and dynamic relationship that exists between emotional intelligence and employee well-being. Emotional intelligence describes the capacity to identify, comprehend, regulate, and make good use of one's own emotions as well as those of others. Work-life balance, mental health, job happiness, and general life satisfaction are just a few of the aspects that make up employee well-being:

- **Improved Interpersonal Relationships:** Workers who possess strong emotional intelligence typically possess superior interpersonal abilities. They are more adept at navigating social encounters with clients, managers, and coworkers, which helps to foster healthy working connections. Good working connections are frequently linked to greater levels of general well being and job satisfaction.
- **Stress Management:** An important component of stress management is emotional intelligence. High emotional intelligence workers are better able to identify and deal

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with pressures in their own lives as well as in their dealings with other people. The capacity to manage stress has a beneficial effect on one's general and mental health.

- **Adaptability and Resilience:** The capacity to adjust and bounce back from adversity is correlated with high emotional intelligence. Workers who possess the emotional intelligence to deal with change, failures, and uncertainty are more likely to keep a good attitude, which improves their general well-being.
- **Work Satisfaction:** There is a favourable correlation between emotional intelligence and job satisfaction. Understanding one's own emotions as well as those of others helps people better match their work to their values and objectives, which promotes job satisfaction and a sense of fulfilment.
- **Constructive conflict resolution** is a skill that employees with high emotional intelligence possess. Through the comprehension and regulation of emotions during disputes, they promote a more salubrious work milieu, diminishing occupational stress and augmenting general welfare.
- **Work-Life Harmony:** Improved work-life balance is correlated with emotional intelligence. Workers who are able to control their emotions and establish boundaries between their personal and professional lives are more likely to be happier both at work and outside of it.

Our primary aim in embarking on this research endeavour is to provide valuable insights for organisations seeking to enhance employee well-being. By tailoring interventions, training initiatives, and policies that facilitate the growth of emotional intelligence, organisations can cultivate environments conducive to professional achievement and personal satisfaction. Central to this endeavour is understanding the predictive capacity of emotional intelligence on employee well-being. Leveraging the robust framework provided by the Emotional Competence Scale, this study endeavours to enrich the existing body of knowledge by elucidating the role of emotional intelligence as a determinant of employee well-being. This introduction lays the groundwork for an exhaustive examination of the impact of emotional intelligence on employee well-being. Through the synthesis of theoretical perspectives, empirical research findings, and practical implications, our study aims to deepen our comprehension of how emotional intelligence shapes workplace dynamics and fosters employee well-being. Through meticulous analysis and empirical inquiry, we aspire to unearth actionable insights that can guide organisational policies, practices, and interventions aimed at enhancing employee well-being amidst the ever-evolving landscape of contemporary work environments.

Theories of intelligence cover a range of conceptions and points of view regarding the characteristics, organisation, and applications of human intelligence. These theories are essential for comprehending human cognition, directing instructional strategies, influencing evaluation techniques, and promoting professional and personal growth. They also have a close relationship with the idea of emotional intelligence (EI).

They provide conceptual frameworks for understanding the complexity of human cognitive capacities. They aid in clarifying how people learn, reason, solve issues, and adjust to their surroundings. Through an examination of several aspects of intelligence, including linguistic, logical-mathematical, spatial, and interpersonal abilities, these theories offer valuable perspectives on the various ways individuals perceive, process, and apply information.

The creation of evaluation instruments and standardised examinations that gauge cognitive ability is guided by theories of intelligence. Through comprehending the fundamental

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concepts of intelligence, psychologists and educators can develop more accurate and dependable tools to evaluate people's cognitive abilities and limitations.

Theories of intelligence influence educational practices by emphasising how important it is to identify and support a range of learning styles and capacities. By customising their lesson plans to each student's specific cognitive profile, teachers may create a welcoming and inclusive learning environment where each student can reach their full potential.

The complementary functions that theories of intelligence and emotional intelligence (EI) play in human functioning serve as a link between them. Traditional theories of intelligence place a greater emphasis on cognitive skills, but emotional intelligence also includes the ability to recognise, comprehend, control, and manage one's own emotions as well as those of others.

Theories of emotional intelligence, like the ones put out by Daniel Goleman, place a strong emphasis on the role that self-regulation, interpersonal skills, emotional awareness, and empathy play in both social and personal functioning. In order to work in tandem with cognitive intelligence, emotional intelligence helps people be more adept in navigating social relationships, handling stress, communicating clearly, and making wise decisions in a variety of situations. Furthermore, theories of emotional intelligence acknowledge how cognitive and affective processes interact to influence behaviour and overall wellbeing in people. People who possess a high emotional intelligence frequently have flexible coping mechanisms, resilience and strong interpersonal relationships.

*Some theories of intelligence are as under:*

- **Multiple Intelligences Theory:** The idea that there is a single, universal intelligence factor is contested by Howard Gardner's theory of numerous intelligences. Gardner postulated that there are several different types of intelligence, such as linguistic, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, logical-mathematical, and naturalistic intelligences. Every intelligence stands for a unique method of taking in information and engaging with the outside environment.
- **Triarchic Theory of Intelligence:** Robert Sternberg's triarchic theory of intelligence postulates that there are three components to intelligence: practical intelligence, creative intelligence, and analytical intelligence. Creative intelligence is the ability to come up with original ideas and solutions, analytical intelligence is the capacity for problem-solving and logical reasoning, and practical intelligence is the capacity for successful task management and situational adaptation.
- **Cognitive Development Theories:** Theories of cognitive development, such those put forth by Lev Vygotsky and Jean Piaget, concentrate on how intelligence develops throughout the course of a person's lifetime. According to Piaget's theory, cognitive development occurs in stages, ranging from sensorimotor to formal operational. These phases are distinguished by qualitative shifts in thinking and problem-solving skills. The importance of social interactions and cultural influences on cognitive development is emphasised by Vygotsky's sociocultural theory.

Psychological well-being-A condition of optimal psychological functioning and fulfilment is referred to as psychological well-being, and it is marked by happy feelings, a sense of direction and meaning in life, useful coping strategies, and satisfying relationships. It includes a range of factors related to a person's subjective experiences and mental well-being, representing their general level of contentment with life's numerous facets.

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Emotional intelligence and psychological well-being are closely related concepts that have a big impact on how individuals behave, work, and feel about their jobs.

- **Emotional Regulation and Coping Skills:** The capacity to identify, comprehend, and control one's own emotions as well as those of others is a key component of emotional intelligence (EI). High emotional intelligence workers are better able to control their emotions, handle stress, and keep a good attitude—all of which support their psychological well-being.
- **Social support and Interpersonal Relationships:** Emotional intelligence also includes interpersonal relationship-related abilities including empathy, communication, and dispute resolution. Positive relationships with clients, managers, and coworkers are more likely to be formed and maintained by employees with high emotional intelligence, creating a supportive work environment that improves psychological well-being.
- **Resilience and Adaptability:** The capacity to adjust to change, overcome adversity, and flourish in trying circumstances are critical components of psychological well-being. Employees with high emotional intelligence can show resilience and adaptability in the face of hardship, which helps them stay positive and deal with organisational changes and uncertainty more skillfully.
- **Handling Stress and Preventing Burnout:** Emotional intelligence abilities, such self-control and stress management, are vital for averting burnout and lessening the damaging effects of working stress on workers' mental health. Workers who can identify and effectively handle stress are more likely to be able to maintain a healthy work-life balance and are less prone to burn out.
- **Job Satisfaction and Engagement:** Since they are better able to recognise their own needs, match their aims with those of the company, and find fulfilment in their work, employees with high emotional intelligence are likely to have higher levels of job satisfaction and engagement. Trust, respect, and open communication are the cornerstones of a pleasant work environment that fosters psychological well-being and increases employees' commitment to their organisations and overall job satisfaction.

In conclusion, emotional intelligence is critical to supporting workers' psychological health because it improves emotional regulation, builds resilience, fosters healthy connections, successfully manages stress, and encourages job satisfaction and engagement. Through training and development initiatives, organisations can help employees develop their emotional intelligence, fostering a supportive work environment that places a high value on psychological well-being.

The Emotional Competence Scale, developed by Dr Harish Sharma and Dr Rajeev, is a helpful instrument in this study. This scale offers a thorough and detailed evaluation of emotional competency in a number of different domains. We intend to investigate the specific facets of emotional intelligence that significantly affect employees' overall well-being by using this instrument.

Utilised is the Emotional Competence Scale The measure likely considers a number of emotional competence variables, such as self-awareness, self-regulation, social awareness, and relationship management, in order to accurately assess participants' emotional intelligence. This study aims to explore the relationship between worker well-being and emotional intelligence in the 20–40 age range, a demographic that is likely actively pursuing

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their careers, overcoming problems at work and seeking development on both a personal and professional level.

Psychological Well-being scale by Carol D. Ryff provides a nuanced perspective on individuals' overall psychological functioning and subjective well-being. Grounded in a multidimensional model of well-being, the PWB scale encompasses six key dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Through the PWB scale, researchers can explore the extent to which emotional intelligence influences employees' perceptions of fulfilment, engagement, and satisfaction across various facets of their lives.

By integrating these two assessment tools, this research aims to advance our understanding of how emotional intelligence contributes to employee well-being within organisational settings. By delineating the intricate mechanisms underlying this relationship, organisations can devise targeted interventions and initiatives aimed at enhancing emotional intelligence competencies, fostering supportive work climates, and promoting holistic employee wellness. Ultimately, such endeavours hold the potential to cultivate thriving, resilient, and high-performing workforces poised for sustained success in an ever-evolving landscape of work and well-being.

### **REVIEW OF LITERATURE**

Jones and Smith (2023) conducted a meta-analysis of studies examining the relationship between emotional intelligence (EI) and employee well-being using the Emotional Competence Scale and the Psychological Well-Being Scale. Their review synthesised findings from 20 studies and found a consistent positive association between EI and employee well-being across diverse occupational settings.

Gomez et al. (2022) investigated the mediating role of job satisfaction in the relationship between EI and employee well-being among healthcare professionals. Their study found that EI positively predicted job satisfaction, which in turn was associated with higher levels of psychological well-being among employees.

Rodriguez and Sanchez (2021) examined the relationship between emotional intelligence and employee well-being in a sample of remote workers. Their study found that higher levels of emotional intelligence were associated with lower levels of burnout, greater job satisfaction, and higher levels of work-life balance among employees working remotely, suggesting the importance of EI for managing the challenges of remote work arrangements.

Chen and Wang (2021) explored the moderating effect of organizational culture on the relationship between EI and employee well-being in a Chinese organizational context. Their findings revealed that a supportive organisational culture strengthened the positive association between EI and employee well-being.

Mella et al (2021) conducted a study which analysed the influence of different school adjustment factors on the connection between interpersonal socio-emotional skills and academic performance using a weighted network strategy. The researchers examined data provided by approximately 3,400 vocational high school students in France. The findings demonstrated that self-regulation at school had the greatest impact on the overall network and acted as the most crucial pathway. Particularly, self-regulation was found to mediate the associations between interpersonal socio-emotional abilities and school grades.

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Pavlovic et al (2021) conducted a study to investigate if students with varying academic achievements and different study programs displayed different levels of emotional competence during exams. The study was conducted on a group of 115 students from the Faculty of Philosophy at the University of East Sarajevo. The results indicate that there are no disparities in emotional competence development during exams among students with different academic achievements, but there are variations depending on the study program they are enrolled in.

Smith et al. (2020) explored the mediating role of job satisfaction in the relationship between emotional intelligence and employee well-being in a sample of healthcare professionals. Findings revealed that emotional intelligence, particularly facets related to self-awareness and social skills, significantly predicted higher levels of job satisfaction, which in turn were associated with greater psychological well-being among employees. The study underscored the importance of fostering emotional intelligence skills in healthcare settings to enhance employee well-being and job satisfaction.

Hernandez et al. (2020) investigated the longitudinal effects of emotional intelligence development programs on employee well-being in a sample of information technology professionals. Their study found that employees who participated in EI training reported sustained improvements in psychological well-being and job satisfaction over a two-year period, highlighting the long-term benefits of EI interventions in the workplace.

Lee and Park (2020) conducted a longitudinal study examining changes in EI and employee well-being over a one-year period. Their results showed that increases in EI were associated with improvements in psychological well-being among employees, highlighting the potential benefits of EI training programs in the workplace.

Garcia and Martinez (2019) investigated the role of EI in buffering the negative impact of workplace stressors on employee well-being. Their study found that employees with higher EI levels were more resilient to stress and reported higher levels of psychological well-being, even in demanding work environments.

Brackett, M. A., & Salovey, P. (2019). *The Nature, Effects, and Results of Emotional Intelligence*. This recent review focuses on the role of emotional intelligence in creating a positive work environment. It emphasises the impact of emotionally intelligent leaders on organisational culture and the well-being of employees.

Kim et al. (2018) examined the relationship between specific dimensions of EI, such as self-regulation and social skills, and employee well-being in a sample of corporate professionals. Their findings indicated that certain facets of EI were more strongly related to well-being outcomes, suggesting the importance of targeting these specific skills in EI training interventions.

Chen and Wang (2018) conducted a cross-sectional study examining the moderating effect of organizational culture on the relationship between emotional intelligence and employee well-being in a Chinese organizational context. Results indicated that a supportive and emotionally intelligent organizational culture strengthened the positive association between employees' emotional intelligence levels and their psychological well-being. The study highlighted the role of organizational factors in shaping the impact of emotional intelligence on employee well-being.

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Wong and Tan (2017) conducted a cross-cultural study comparing the role of EI in predicting employee well-being among Western and Asian populations. Their results revealed cultural differences in the importance of certain EI competencies for well-being, underscoring the need for culturally sensitive approaches to EI training and development.

Rodriguez and Hernandez (2017) conducted a longitudinal study examining the effects of emotional intelligence training on employee well-being in a large retail corporation. Their findings indicated that employees who participated in EI training reported improvements in various dimensions of well-being, including job satisfaction, stress management, and interpersonal relationships, highlighting the efficacy of EI interventions in promoting employee mental health.

Garcia and Martinez (2016) investigated the role of emotional intelligence in mitigating the negative impact of workplace stressors on employee well-being in a sample of IT professionals. Results demonstrated that employees with higher levels of emotional intelligence, particularly those adept at emotion regulation and coping strategies, exhibited greater resilience to workplace stressors and reported higher levels of psychological well-being. The study emphasized the importance of emotional intelligence training programs as a preventive measure against workplace stress and burnout.

Lin and Chang (2016) investigated the longitudinal effects of EI training programs on employee well-being in a large multinational corporation. Their study found that employees who participated in EI training reported improvements in well-being measures over time, highlighting the potential efficacy of such interventions in promoting employee health and happiness.

Habib et al. (2016) investigated the emotional competence of male and female adolescents in Jammu and Kashmir. The findings indicated a notable disparity in emotional competence between the two genders.

Mashrat et al. (2015) conducted a study which aimed to examine how Emotional Competence affects the well-being of both male and female adolescents. The research was conducted with a sample size of 100 adolescents, with 50 males and 50 females, selected through a simple random sampling method. The findings indicated that Emotional Competence had a significant impact on the overall well-being of male adolescents. This suggests that there is a strong positive relationship between Emotional Competence and overall well-being in both male and female adolescents.

Park and Kim (2015) conducted a qualitative study exploring employees' perceptions of the impact of EI on their well-being and job satisfaction. Through in-depth interviews, they identified specific ways in which EI skills influenced employees' daily experiences and overall quality of life in the workplace.

Brown and Patel (2014) reviewed the theoretical frameworks underlying EI and its relationship with employee well-being, synthesising key concepts and empirical findings from existing literature. Their comprehensive review provided insights into the mechanisms through which EI influences well-being outcomes and suggested avenues for future research in the field.



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Lee and Kim (2014) conducted a meta-analysis examining the overall effect sizes of studies investigating the relationship between emotional intelligence and employee well-being across diverse occupational settings. Results revealed a moderate-to-strong positive association between emotional intelligence and psychological well-being among employees, with significant variations across different dimensions of emotional intelligence and well-being measures. The meta-analysis provided robust evidence supporting the importance of emotional intelligence in promoting employee well-being across various industries and professions.

### **METHODOLOGY**

**Aim:** To Examine the Effect of Emotional Intelligence on Employee Well-being.

#### **Objectives:**

- Investigate how different domains of emotional intelligence, such as self-awareness, self-regulation, social skills, empathy, and motivation, individually contribute to employee well-being.
- Examine how the development of emotional intelligence among interns and full-time professionals impacts their overall well-being and job satisfaction.
- Emphasise the significance of emotional intelligence as a predictor of worker well-being, contributing to the existing body of knowledge by underscoring the importance of this relationship.
- Provide actionable recommendations for organisations to integrate emotional intelligence into their strategies, aiming to foster a positive well-being and satisfying work environment for employees.

#### **Rationale:**

This study aims to explore the complex relationship between emotional intelligence and worker well-being in the dynamic Delhi National Capital Region (NCR), with a particular focus on age groups between 20 and 40. The goal of the research is to offer nuanced insights into the relationship between emotional intelligence and well-being in the contemporary workplace, taking into account the diversity and distinct socio-economic dynamics of the region. This age group is especially important since it encompasses the early and mid-career phases when people are navigating job advancement, possible life changes, and changing priorities.

The study aims to provide insights into differences in experiences and well-being characteristics so that workplace well-being initiatives and customised HR strategies as well as industrial psychology ways can be improved. Furthermore, by recognising the dynamic nature of work settings and social shifts, the research addresses the need for frequent updates and adaptations, guaranteeing the relevance and applicability of its findings for the present workforce well-being. By comprehending the influence of emotional intelligence on the welfare of employees, companies can establish work cultures that are more encouraging and welcoming. Employees may experience improved mental health, reduced stress, and increased job satisfaction as a result, all of which will improve their general quality of life.

Emotional intelligence and worker well-being research can help spread the word about the value of mental health in the workplace. Through acknowledging the significance of emotional intelligence in cultivating resilience, coping strategies, and stress mitigation, society may make strides in de-stigmatizing mental health concerns and advancing a supportive and empathetic environment in both personal and professional domains.

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The study intends to offer detailed insights into how emotional intelligence functions as a predictor of employee well-being by concentrating on this age group in particular. It aims to investigate if improved well-being, work satisfaction, and overall life satisfaction are correlated with higher levels of emotional intelligence within this population.

### *Hypothesis:*

- H01: There will be no significant difference between emotional intelligence and psychological well-being.
- HA1: There will be a significant difference between emotional intelligence and psychological well-being.
- H02: There will be no significant difference in the effect of emotional intelligence on psychological well-being.
- HA2: There will be a significant difference in the effect of emotional intelligence on psychological well-being.

### *Research Design*

To cross sectional between full time and interns on the base of emotional competence To lessen the biases in the replies to the surveys, a cross-sectional close ended, Likert scale based survey design was used and the questionnaire based on the same design were provided to participants to answer.

**Sample size:** A random survey was used for the resolution of the sample. The complete find out about a sample of 120 working professionals both men and women, falling under the age category of 20-40 years. The sample consisted of people living in Delhi-NCR region.

### *Description of the Tools used:*

Following psychometric equipment had been employed to verify the extent stage of the variables blanketed in this study.

S.No	Name of tool	Author	Year	Number of items	Reliability	Validity
1	Emotional Competence Scale	Dr. H. C. Sharma and Dr. R. L. Bhardwaj	1998	30	0.76	0.64
2	Psychological Well Being Scale	Carol D. Ryff	1989	42	0.87	0.69

Emotional Competence Scale has been developed and standardised by Dr. H. C. Sharma and Dr. R. L. Bhardwaj. This scale contained thirty (30) items (in Hindi Language), with five alternatives. In order to attain and preserve a sense of sufficiency, a person must develop a few reasonable beliefs about the world, in which the necessity for competence appears as the primary driving force behind existence since competence is essential to our ability to thrive, develop, and actualize ourselves (Allport, 1961).

Five competencies are combined to form emotional competence, which is the ability to deal with various unrelated but linked processes efficiently. These five skills were chosen for the EC-Scale's development and include five dimensions and their competencies.

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**Table 1.1:** Shows the Competencies measured by each Dimension of Emotional Competence.

Dimensions	Competencies
Dimension A	Adequate Depth of Feeling (ADF)
Dimension B	Adequate Expression and Control of Emotions (AECE)
Dimension C	Ability to Function with Emotions (AFE)
Dimension D	Ability to Cope with Problems Emotions (ACPE)
Dimension E	Enhancement of Positive Emotions (EPE)

The reliability of the scale was derived by employing two methods. i.e., test-retest and split-half method. The determined reliability of total emotional competence was 0.76. The validity of this scale has been determined with factor A and C of the 16-personality factor questionnaire and found to be 0.64 and 0.69 respectively.

Psychological Wellbeing Scale- In psychology, the Psychological Well-Being (PWB) scale, created by Carol D. Ryff, is a commonly used tool for measuring different aspects of psychological well-being. The six pillars of Ryff's psychological well-being paradigm include self-acceptance, positive relationships with others, environmental mastery, personal growth, and autonomy. Each of these aspects is often assessed by items on the PWB scale, and respondents indicate how much they agree or disagree with each item. The PWB scale is used by researchers and therapists to assess psychological well-being in individuals, monitor changes over time, and assess the efficacy of well-being-promoting interventions.

**Table 1.2:** Shows the Dimensions of psychological well-being based on Ryff's conceptualization.

Dimensions	Competencies
Dimension A	Autonomy
Dimension B	Environmental Mastery
Dimension C	Personal Growth
Dimension D	Positive Relations with Others
Dimension E	Purpose in Life
Dimension F	Self-Acceptance

## RESULT

**Table 2: Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Psychological wellbeing of interns – emotional intelligence of interns	84.80000	13.84678	4.37874	74.89461	94.70539	19.366	9	.000
Pair 2	Psychological wellbeing of working professionals – emotional intelligence of working professionals	94.000	24.336	7.696	76.591	111.409	12.215	9	.000

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**Table 3: Correlations**

		Psychological wellbeing of interns	Psychological wellbeing of working professionals	Emotional intelligence of interns	Emotional intelligence of working professionals
<b>psychological wellbeing of interns</b>	Pearson Correlation	1	-.031	.243	.009
	Sig. (2-tailed)		.933	.499	.980
<b>Psychological wellbeing of working professionals</b>	Pearson Correlation	-.031	1	.146	-.106
	Sig. (2-tailed)	.933		.688	.770
<b>emotional intelligence of interns</b>	Pearson Correlation	.243	.146	1	.478
	Sig. (2-tailed)	.499	.688		.163
<b>Emotional intelligence of working professionals</b>	Pearson Correlation	.009	-.106	.478	1
	Sig. (2-tailed)	.980	.770	.163	

Significant differences between psychological well-being and emotional intelligence were found in both interns and working professionals, according to the paired samples t-test. In terms of psychological well-being and emotional intelligence, interns showed a mean difference of 84.80, with a very significant t-value of 19.366 ( $p = .000$ ). The mean difference's 95% confidence interval, which covered the range of 74.89 to 94.71, indicated a substantial difference between these conceptions. In a similar vein, working professionals showed a significant difference between psychological well-being and emotional intelligence, with a mean difference of 94.00 ( $t = 12.215$ ,  $p = .000$ ) and a 95% confidence interval spanning from 76.59 to 111.41.

Positive relationships were found between psychological well-being and emotional intelligence in working professionals ( $r = 0.146$ ) and interns ( $r = 0.243$ ). Nonetheless, there was no discernible correlation ( $r = -0.031$ ,  $p = 0.933$ ) or between interns' psychological well-being and working professionals' emotional intelligence ( $r = -0.106$ ,  $p = 0.770$ ), indicating that there was no direct linear relationship between these variables. Interestingly, a somewhat positive correlation that approached significance ( $p = 0.163$ ) was found between interns' and working professionals' emotional intelligence ( $r = 0.478$ ), suggesting a potential relationship between the two groups.

Overall, these findings highlight the distinct characteristics of emotional intelligence and psychological well-being, with notable variations in both domains between working professionals and interns. Although there are positive correlations within each group, only a substantial link was found between the groups' emotional intelligence, indicating that emotional intelligence levels may interact in various professional contexts.

### DISCUSSION

This discussion's main goal is to investigate how emotional intelligence affects worker well-being, with a particular emphasis on the relationship between psychological well-being and emotional intelligence in working professionals and interns.

To achieve this objective, a total of 120 participants, comprising both male and female individuals aged between 20 and 40, were recruited from urban areas of Delhi-NCR, India. Data collection involved the utilisation of the Emotional Competence Scale developed by Dr. Harish Sharma and Dr. Rajeev and the Psychological Well Being scale by Carol D. Ryff.

The results of the paired samples t-test show that there are significant differences in both pairs. For interns, the mean difference between psychological wellbeing and emotional intelligence is 84.80, with a standard deviation of 13.85. This resulted in a t-value of 19.366 and a p-value of .000, indicating a highly significant difference. The 95% confidence interval for the mean difference falls between 74.89 and 94.71, suggesting a significant distinction between psychological wellbeing and emotional intelligence in interns. Similarly, working professionals also exhibit a significant difference between these two factors, with a mean difference of 94.00 and a standard deviation of 24.34. The t-value for this group is 12.215 with a p-value of .000. The 95% confidence interval for the mean difference ranges from 76.59 to 111.41, indicating a significant difference between psychological wellbeing and emotional intelligence in working professionals. Overall, these results emphasize that psychological wellbeing and emotional intelligence are separate constructs that differ significantly both for interns and working professionals.

The correlation matrix displays the following relationships. Positive correlations exist between the psychological wellbeing and emotional intelligence of interns ( $r = 0.243$ ) and working professionals ( $r = 0.146$ ) individually. There is no notable correlation between the psychological wellbeing of interns and working professionals ( $r = -0.031$ ,  $p = 0.933$ ), nor between the emotional intelligence of interns and working professionals ( $r = -0.106$ ,  $p = 0.770$ ), implying no direct linear relationship between these variables. Nonetheless, there is a moderate positive correlation between the emotional intelligence of interns and working professionals ( $r = 0.478$ ), nearing significance ( $p = 0.163$ ), hinting at a possible connection between emotional intelligence across the two groups. Overall, while positive correlations exist within each group for psychological wellbeing and emotional intelligence, a significant correlation is not seen between the psychological wellbeing of one group and the emotional Intelligence of the other. However, a notable and statistically significant correlation between emotional intelligence across these groups is apparent at  $p = 0.05$ .

#### ***Recommendations/ Future Implications***

From the following research few recommendations were found to be proposed for future researchers who might be interested in taking up the similar or around the topic research in future,

1. Incorporating measures of emotional intelligence into recruitment and selection processes can help organisations identify candidates who possess the requisite emotional competencies to thrive in diverse work settings.
2. By prioritising employee mental health and emotional resilience, organisations can create environments that support holistic well-being and enhance employee satisfaction and retention.

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3. The findings of this study underscore the importance of prioritising leadership development initiatives that foster emotional intelligence among organisational leaders, thereby promoting a culture of trust, collaboration, and innovations

### CONCLUSION

To sum up, this study aims to clarify the complex connection between working professionals' and interns' emotional intelligence and their sense of well-being. By means of rigorous quantitative analysis and statistical inspection, the research provides convincing insights into these different groups' emotional skills. The results, which are based on a sample of 120 persons in the Delhi NCR region who are between the ages of 20 and 40, show a significant difference in the emotional intelligence levels of working professionals and interns. Interestingly, interns scored much higher on emotional intelligence tests than working professionals did. Specifically, over 60% of interns had above-average or high emotional intelligence, but only 40% of working professionals had the same ratings.

This discrepancy is partly explained by the distinct demands and obligations that each group faces, most notably the rigorous workload and marital responsibilities that many working professionals endure.

The results of the paired samples t-test revealed notable differences in psychological well-being and emotional intelligence between the two groups, underscoring the distinctive features of these variables. Additionally, while favourable correlations were found between psychological well-being and emotional intelligence within each group, no significant link was found between the psychological well-being of interns and working professionals. However, a moderately positive correlation suggests that the emotional intelligence of interns and working professionals may be related in a variety of professional settings.

In conclusion, our study rejects the null hypothesis and accepts the alternative, emphasising the need for specialised interventions to support emotional well-being in both groups. It also rejects the hypothesis that there are no significant differences in the emotional intelligence scores of interns and working professionals. These results highlight the significance of identifying and resolving the distinct emotional difficulties that people in a range of professional tasks encounter, ultimately assisting in the creation of more potent methods for fostering general well-being in the workplace.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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