

Exploring the Interplay of Emotional Intelligence, Relationship Satisfaction, and Well Being Across Generational Cohorts: A Comparison of Gen X, Gen Y, and Gen Z

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ABSTRACT

The study has been conducted to explore the interplay of emotional intelligence, well-being, and relationship satisfaction across generations. Three generational cohorts of Gen Z, Gen Y, and Gen X, were selected for the purpose of the study. A total of 214 participants from Urban Indian cities between the ages of 18 and 59 (n+214) were surveyed using the Schutte Self-Report Emotional Intelligence Test (SSEIT), the Flourishing Scale, and Burns Relationship Satisfaction Scale. The findings indicate that there is a positive and significant correlation between emotional intelligence, well-being, and relationship satisfaction. However, there are no significant variances in the levels of the three constructs across generations.

Keywords: *Emotional Intelligence, Relationship Satisfaction, Well Being*

Emotional Intelligence

John Mayer and Peter Salovey propose that emotional intelligence encompasses the capacity to accurately perceive the emotions of others, react to them in a suitable manner, self-motivate, be cognizant of one's own emotions, and manage and control one's emotional reactions (Mayer et al., 2004).

Though the concept of emotional intelligence was popularised by Daniel Goleman in 1995, it was first introduced by Peter Salovey and John Mayer in 1990. Although Goleman initially asserted that emotional intelligence had a greater impact on life success compared to traditional views of intelligence, subsequent usage of the term varied from the original proposal. Additionally, some claims lacked scientific evidence, as noted by Ciccarelli and White in 2021.

Moreover, it's important to note that emotional intelligence differs from having high self-esteem or being optimistic. An individual with emotional intelligence demonstrates self-regulation of emotions like anger, impulsivity, and anxiety. Empathy, the skill to comprehend others' emotions, is a key element, along with self-awareness, sensitivity,

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perseverance in challenging situations, and the capability to self-motivate, as highlighted by Mayer and Salovey in 1997 and Salovey and Mayer in 1990.

As outlined by Mayer and Salovey, emotional intelligence comprises four elements, or branches, which involve the recognition of emotions, utilizing emotions to enhance cognitive processes, comprehending emotions, and effectively handling emotions (Passer & Smith, 2009).

Advocates for emotional intelligence highlight its significant adaptive benefits in addressing the challenges of everyday life, asserting that the capacity to comprehend, respond to, and regulate emotions has evolutionary foundations. According to them, individuals with emotional intelligence forge stronger emotional connections, achieve greater success in various aspects like careers, marriage, and parenting, manage their emotions to avoid intense feelings of depression, anger, or anxiety, and work more efficiently toward long-term objectives by exercising control over impulsive desires for immediate gratification. Ultimately, those with high emotional intelligence may experience more success in life compared to individuals who surpass them in cognitive intelligence (Salovey & Pizzaro, 2003). Additionally, they are likely to use more effective coping strategies (Saklofske et al., 2007).

Psychologist Daniel Goleman acknowledged the crucial personal and interpersonal skills connected to emotional intelligence, highlighting its equal importance with intellectual intelligence (IQ) for success. The core components comprise self-awareness, motivation, self-regulation, social skills, and empathy.

Well Being

Psychological well-being is characterized by lives that are thriving, encompassing both the experience of positive emotions and the ability to navigate life effectively. Sustained well-being acknowledges that individuals need not feel positive at all times; encountering emotions like disappointment, failure, or grief is a normal aspect of life, and the capacity to manage such negative emotions is crucial for enduring well-being. However, psychological well-being is jeopardized when these negative emotions become excessively intense or prolonged, hindering a person's daily functioning.

The notion of feeling good extends beyond just happiness and contentment to include positive emotions like interest, engagement, confidence, and affection. Functioning effectively from a psychological standpoint entails realizing one's potential, maintaining some degree of control over one's life, fostering a sense of purpose by working towards valued goals, and fostering positive relationships (Huppert, 2009).

Psychological well-being stands as a fundamental aspect of mental health, encompassing both hedonic elements such as enjoyment and pleasure, and eudaimonic aspects like meaning and fulfillment. Additionally, resilience, which involves coping skills, emotion regulation, and healthy problem-solving, is integral to this construct. Enhancing psychological well-being involves gaining insight into the underlying mechanisms associated with it and subsequently devising focused and efficient training programs, as emphasized by Tang et al. in 2019.

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6 Factor Model of Psychological Well being

Professor Carol Ryff delved into the study of "Well-Being" long before it gained widespread attention, dedicating two decades of her efforts to the issue at the University of Wisconsin-Madison. She established one of the earliest systematic models of Psychological Well-Being, which stands out as one of the most scientifically validated and empirically robust frameworks today. What distinguishes Carol Ryff's model of Psychological Well-Being from earlier models is its crucial distinction: well-being is viewed as multidimensional, extending beyond mere happiness or positive emotions. According to this model, a fulfilling life is comprehensive and integrated, addressing various facets of well-being rather than being narrowly focused. Ryff anchors this principle in Aristotle's Nichomachean Ethics, where the ultimate aim of life is not merely experiencing pleasure but rather living virtuously.

Carol Ryff's well-being model encompasses six key categories. In the domain of self-acceptance, individuals may cultivate a positive attitude, embracing both positive and negative qualities, leading to contentment with their past. Conversely, low self-acceptance manifests as dissatisfaction, disappointment, unease about certain qualities, and a desire for change.

Personal growth, as defined by Ryff, involves continuous development, openness to new experiences, realization of potential, and an evolution marked by improved self-knowledge. On the flip side, weak personal growth is characterized by stagnation, a lack of improvement or interest, boredom, and an inability to foster new attitudes or behaviors. Purpose in life, a crucial dimension, signifies having goals, directedness, meaning in present and past life, and beliefs providing purpose for those with strong purpose in life. Conversely, weak purpose in life is marked by a lack of meaning, few goals or direction, no perceived purpose in the past, and an absence of beliefs giving life meaning.

Positive relations with others encompass warm, trusting relationships, empathy, affection, and an understanding of human relationship dynamics for those with strong positive relations. Weak relations are characterized by having few close relationships, difficulty being warm and open, feelings of isolation, and an unwillingness to compromise for sustaining important ties. Environmental mastery, another dimension, entails competence in managing the environment, controlling activities, effective use of opportunities, and creating contexts aligning with personal needs for those with high environmental mastery. In contrast, low environmental mastery involves struggling with everyday affairs, feeling unable to change surroundings, unawareness of opportunities, and a lack of control over the external world.

Lastly, autonomy is defined by self-determination, independence, resistance to social pressures, self-regulation, and self-evaluation based on personal standards for those with high autonomy. Conversely, low autonomy is characterized by concerns about external expectations, reliance on others' judgments, and conformity to social pressures in thinking and acting.

Relationship Satisfaction

Relationship satisfaction refers to an individual's personal overall assessment of their relationship and is characterized as a subjective perception of the quality of a relationship, stemming from assessments of both positive and negative dimensions within one's romantic

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relationship (Fallis et al., 2016, adapted from Lawrance & Byers, 1995). Relationship satisfaction refers to an individual's internal assessment of their partner's positive sentiments and the appeal of their relationship (Rusbult, 1983). It entails an individual's perception and appraisal of the present condition of romantic relationships (Collins and Read, 1990).

The quality of relationships serves as a notable predictor of personal well-being, happiness, and overall life satisfaction (Diener & Lucas, 2000; Myers, 1992).

In the realm of intimate relationships, satisfaction is defined by the subjective attitude (satisfaction) and emotional experience (happiness) when assessing one's relationship. Current research predominantly focuses on the factors linked to and predictors of satisfaction in marital couples within this domain. The individual perception of satisfaction serves as a crucial indicator of relationship quality, with notable implications for the longevity of the relationship. Relationships characterized by lower levels of satisfaction are more susceptible to termination.

Studies focusing on the factors that influence relationship satisfaction have concentrated on intrapersonal, interpersonal/interactional, and environmental aspects affecting marital contentment. When exploring intrapersonal determinants, researchers investigate how the personality traits of individuals impact happiness within the marriage.

Emotional Intelligence and Well Being

The scientific literature underscores the significant influence of emotional intelligence in determining individual happiness. Numerous studies have linked emotional intelligence to psychological constructs closely tied to happiness, such as subjective well-being, heightened rates of positive emotional states, and reduced negative emotional states. Additionally, emotional intelligence has shown associations with life satisfaction, improved psychological functioning, social competence, and enhanced social relations, while exhibiting negative associations with loneliness. Other investigations have specifically delved into the correlation between emotional intelligence and variables related to well-being in young individuals, encompassing aspects like physical and mental health and the perception of stress. Clear evidence suggests that capacities associated with emotional intelligence predict facets of personal well-being, establishing a positive relationship between life satisfaction and subjective happiness.

In light of these findings, Hills and Argyle developed the Oxford Happiness Questionnaire, designed to assess subjective happiness through psychological dimensions, incorporating items focusing on life satisfaction, positive emotions, physical and mental health, and social relationships.

Consequently, research indicates that the abilities linked to emotional intelligence serve as skills enabling adolescents to navigate their thoughts and reflect on their emotions, contributing to the enhancement of their well-being levels (Bustamante, et al., 2019).

Emotional Intelligence and Relationship Satisfaction

The relationship between emotional intelligence and general relationship satisfaction is well-established in research. Emotional intelligence, which involves recognizing, understanding, managing, and utilizing emotions effectively, plays a crucial role in fostering positive interactions and connections within relationships. Individuals with higher emotional

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intelligence tend to navigate conflicts more constructively, express empathy and understanding towards their partners, and effectively manage their own emotions. These abilities contribute to enhanced communication, mutual support, and overall relationship satisfaction. Therefore, a higher level of emotional intelligence is often associated with healthier and more fulfilling relationships.

Limited research has explored the correlation between emotional intelligence (EI) and relationship satisfaction, particularly within couples. Although some studies have identified a positive correlation between EI and relationship satisfaction in cohabiting couples (Smith et al., 2008), there remains a gap in understanding the longitudinal connections between EI and relationship satisfaction. Existing research in personality domains associated with EI may offer insights into potential relationships. Notably, neuroticism, or trait anxiety, has received considerable attention in investigating the impact of personality on changes in relationship satisfaction (Karney & Bradbury, 1995). Longitudinal studies indicate that while neuroticism predicts initial dissatisfaction levels in newlyweds, it does not contribute to changes in satisfaction over time (Caughlin, Huston, & Houts, 2000; Karney & Bradbury, 1997). Consequently, it has been argued that personality establishes the stable intrapersonal context of marriage, with a constant effect over time (Karney & Bradbury, 1995). The current study aims to assess whether EI exerts a consistent and positive influence on relationship satisfaction over time or whether it predicts changes in relationship satisfaction.

Relationship Satisfaction and Well being

The relationship between psychological well-being and relationship satisfaction is closely intertwined. Psychological well-being, encompassing positive emotions, life satisfaction, and effective functioning, influences how individuals perceive and engage in their relationships. Individuals with higher levels of psychological well-being often bring a positive mindset, resilience, and a sense of purpose into their relationships. This, in turn, fosters greater satisfaction in relationships as they can navigate challenges more effectively, experience higher levels of mutual support, and contribute positively to the overall dynamics of the relationship. Conversely, lower psychological well-being may impact one's ability to engage positively in relationships, potentially leading to dissatisfaction and challenges in interpersonal interactions.

REVIEW OF LITERATURE

In their 2022 study, Samad. S.M. and Mahmud. N. explored the correlation between emotional intelligence and marital as well as relationship satisfaction within the context of married couples in Johor Bahru. A total of 142 married individuals actively participated in the survey, providing responses to an online questionnaire. The survey instrument encompassed three components: emotional intelligence (33 items), relationship satisfaction (6 items), and marital satisfaction (15 items) (n=142). The findings indicated that married couples in Johor Bahru exhibited a heightened level of emotional intelligence and relationship satisfaction, coupled with a moderate level of marital satisfaction. The correlation analysis revealed a significant and positive association between emotional intelligence and both relationship and marital satisfaction.

Joshanloo (2019) designed a study to assess the temporal relationship between subjective well-being (SWB) and psychological well-being (PWB) during a period of 20 years. The study was conducted in 3 waves on 2731 American adults (N=2731). A cross-lagged panel

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analysis was conducted for the same. Results suggest a high degree of stability in SWB and PWB over time. Despite this, the levels of stability were higher for PWB than SWB.

In 2018, Dhillon. S.K. conducted a study to explore the influence of emotional intelligence with respect to age (adolescents and young adults) and gender (male and female). The study involved a sample of 60 students, comprising 15 adolescents, 15 young adults, 15 men, and 15 women (n=60). Participants were tasked with completing the Emotional Intelligence Scale by Schutte et al. The analysis, using a two-way analysis of variance, indicated a non-significant main effect for both variables but revealed a significant interaction effect between age and gender. The findings suggest that age and gender are pivotal and impactful variables that can influence emotional intelligence across an individual's lifespan.

Anhange et al. (2017) utilized a cross-sectional survey design to explore the relationships among emotional intelligence, happiness, hope, and marital satisfaction within the married population of Makurdi metropolis. The study involved 120 respondents, consisting of 65 males (54.2%), 44 females (36.7%), and 11 participants (9.2%) who did not specify their gender, selected through the Purposive sampling method (n=120). Data was collected using the Marital Satisfaction Scale, the Emotional Intelligence Scale, Adult Trait-Hope Scale, and Subjective-Happiness Scale. The findings revealed that emotional intelligence did not exhibit a significant impact on marital satisfaction among married individuals. However, happiness demonstrated a significant influence on marital satisfaction in this population. Furthermore, a notable joint influence of emotional intelligence, happiness, and hope on marital satisfaction was observed among married individuals.

Carbello et al. (2016) conducted a study aimed at examining ability emotional intelligence (EI) within a substantial cross-sectional sample of Spanish adults (N = 12,198; males, 56.56%) spanning ages 17 to 76 years. For this, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used. The study investigated the impact of gender on ability EI, along with the linear and quadratic effects of age. The findings indicate that gender has an influence on both the overall ability EI score and scores on the four EI branches, with women demonstrating higher ability EI than men. Furthermore, ability EI exhibited variations with age, following an inverted-U curve: younger and older adults scored lower on ability EI compared to middle-aged adults, except in the case of the understanding emotions branch. These results strongly affirm the notion that both gender and age play significant roles in shaping ability EI throughout the aging process.

Rationale for the Study

There is limited research on the relationship between emotional intelligence, relationship satisfaction, and well being and even few on how these constructs differ in different generational cohorts.

People are increasingly curious about how different age groups like Gen Z, Millennials (Gen Y), and Gen X compare and contrast. However, there aren't many studies that look at these generations together.

METHODOLOGY

Aim

To assess and compare the interplay of emotional intelligence, well being, and relationship satisfaction among different generational cohorts such as Gen Z, Gen Y, and Gen X.

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Research Objective

- To understand the correlation between emotional intelligence, well-being, and relationship satisfaction.
- To determine the variation in the levels of emotional intelligence, well-being, and relationship satisfaction in Gen Z, Gen Y, and Gen X.

Hypothesis

- H1 - There is no significant difference in the levels of emotional intelligence, relationship satisfaction, and overall well-being among individuals from Gen Z, Gen Y, and Gen X. The interplay of these variables does not vary across generational cohorts, and any observed differences are due to random chance.
- H2 - Significant differences can be seen in the levels of emotional intelligence, relationship satisfaction, and overall well-being among individuals across the different generational cohorts of Gen Z, Gen Y, and Gen X.

Sampling Design

A sample comprising 213 participants hailing from diverse regions across India, aged between 18 and 59, was selected utilizing the convenient sampling method. The sample encompassed individuals falling within the generational categories of Gen Z, Gen Y, and Gen X, with birth years spanning from 1965 to 2006. Additionally, as per the inclusion criteria, the participants were required to possess a proficient understanding of the English language to effectively comprehend and respond to the questionnaire, and to have completed education up to at least class 12. Consequently, individuals outside the specified age range (under 18 or over 59) or lacking formal education up to the stipulated level were excluded from participation in the study.

Research Design

For the quantitative cross-sectional survey on the interplay of emotional intelligence, relationship satisfaction, and well-being across different generational cohorts (Gen Z, Millennials, and Gen X), the research method involves utilizing surveys and questionnaires. The study will commence by identifying participants who belong to the specified generational cohorts. This will be accomplished through demographic screening, ensuring representation from each cohort. Participants will then be asked to complete a standardized questionnaire comprising the Schutte Self-Report Emotional Intelligence Test, the Relationship Satisfaction Scale, and the Flourishing Scale. This questionnaire is designed to assess emotional intelligence, relationship satisfaction, and well-being. Additionally, personal information such as age and gender will be collected to account for potential confounding variables.

Quantitative data collected from the questionnaire will be analyzed using statistical techniques such as One-Way ANOVA to examine interactions between generational cohorts and the studied variables. Correlation analysis will also be conducted to identify relationships between emotional intelligence, relationship satisfaction, and well-being. This comprehensive approach will provide a holistic understanding of the interplay between these factors across different generational cohorts.

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Research Instruments

- **Schutt's Emotional Intelligence Test (1998):** The SSEIT, based on Salovey and Mayer's EI model, assesses general EI across four dimensions: perception, utilization, self-relevant management, and management of others' emotions. Participants complete a 33-item self-report on a scale from 1 to 5. The reliability coefficient for the EI scale is 0.90, but the emotion utilization subscale shows poor reliability. There's a fair correlation between SSEIT and self-reported EI, Big Five EI scale (0.51), and life satisfaction.
- **The Flourishing Scale (2010):** The Flourishing Scale, developed by Diener and colleagues, is an 8-item questionnaire assessing psychological well-being across key life domains. Participants rate their agreement with each statement on a scale of 1 to 7, allowing for a nuanced exploration of attitudes. Factor analysis reveals a single dominant factor, demonstrating the scale's unidimensionality and internal consistency. The scale exhibits high reliability with a Cronbach's alpha of .87 and temporal stability over a month with a coefficient of .71.
- **Burns's Relationship Satisfaction Scale (1988):** The Relationship Satisfaction Scale (RSAT) is a concise tool for assessing satisfaction in intimate relationships, adaptable to various relationship types. With seven items covering communication, conflict resolution, and emotional connection, it provides a comprehensive evaluation. Robust reliability and validity indicators, including high internal consistency and test-retest reliability, ensure stability over time. The scale also demonstrates strong structural, convergent, and discriminant validity, making it suitable for diverse contexts. Its established measurement invariance across gender enhances its utility, while predictive validity forecasts future relationship outcomes.

Procedure Statistical Design

For the current investigation, a statistical design was employed, integrating Two-Way ANOVA and correlation analysis to scrutinize the interplay among emotional intelligence, well-being, and relationship satisfaction. Specifically, the primary objectives encompassed assessing the variance across three distinct generational cohorts, denoted as Gen Z, Gen Y, and Gen X, within the realms of emotional intelligence, well-being, and relationship satisfaction.

RESULTS AND DISCUSSION

Results

This chapter delves into the examination and interpretation of the gathered data to extract valuable insights that tackle the research inquiries. It outlines the techniques employed for data analysis, including statistical methods, and illustrates the findings with suitable tables and corroborating evidence. The significance of the results in relation to the research goals and existing literature is emphasized through their interpretation.

The purpose of this study was to investigate the potential correlations between 'emotional intelligence, relationship satisfaction, and well-being' across different generational cohorts, specifically Gen Z, Millennials, and Gen X. Additionally, the study sought to identify any significant differences in these variables among the three generational groups.

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Table 1 - Depicting Mean and Standard Deviation comparing "Emotional Intelligence, Relationship Satisfaction, and Well-Being."

Sl.No	Variables	Mean	Standard Deviation
1	Relationship satisfaction	30.32	.71
2	Flourishing	44.09	.46
3	Emotional intelligence	123.41	.76

Table 1 represents the descriptive statistics (mean and standard deviation) of all the study variables – relationship satisfaction, flourishing, emotional intelligence.

Table 2 - Correlation between "Emotional Intelligence, Relationship Satisfaction, and Well-Being".

		1	2	3
1	Relationship satisfaction	-	.35**	.30**
2	Flourishing	.35**	-	.54**
3	Emotional intelligence	.30**	.54**	-

**Correlation is significant at 0.01 level, *Correlation is significant at 0.05 level

Table 2 represents the coefficient of correlation between relationship satisfaction, flourishing, emotional intelligence using Pearson's correlation.

- The association between relationship satisfaction and flourishing is significant and positive.
- The association between emotional intelligence and flourishing is significant and positive.
- The association between emotional intelligence and relationship satisfaction is significant and positive.

Table 3 - One-Way ANOVA to identify the variance between "Emotional Intelligence, Relationship Satisfaction, and Well-Being in Generational Cohorts".

	Mean	SD	F	Sig. (2 tailed)	Result
Relationship satisfaction					
Gen X	30.87	10.74	.373	.689	NS
Gen Y	30.87	10.85			
Gen Z	29.62	10.06			
Flourishing					
Gen X	45.29	5.71	3.025	.051	NS
Gen Y	44.90	6.88			
Gen Z	42.81	7.13			
Emotional intelligence					
Gen X	122.85	10.24	.437	.647	NS
Gen Y	124.49	8.81			
Gen Z	123	12.97			

(NS- Not Significant)

Table three represents the F statistics between Gen X, Y, Z on relationship satisfaction, flourishing, emotional intelligence. Results indicated no significant difference in the relationship satisfaction, flourishing, emotional intelligence across three generations.

DISCUSSION

In this chapter, the research findings are thoroughly analyzed and interpreted in the context of the research objectives, literature review, and methodology. The focus is on a comprehensive evaluation of the findings, exploring the patterns, connections, and implications uncovered through the data analysis. The chapter highlights key findings, compares them to existing literature, and addresses any discrepancies or surprising results. Additionally, the discussion section delves into the theoretical and practical implications of the findings, offering insights into the broader significance of the study.

The current study explored the interplay of 'emotional intelligence, well-being, and relationship satisfaction across generational cohorts of Gen X, Gen Y, and Gen Z'. The study involved conducting surveys through various questionnaires. The sample size consisted of 214 adults between the ages of 18 and 59 from different states in India. Schutt's Emotional Intelligence Test, Diener's Flourishing Scale, and Burns's Relationship Satisfaction Scale were used to collect data. The obtained data was analyzed using inferential and descriptive statistics, and statistical techniques such as correlation and ANOVA were used to establish relationships and differences between the variables.

The results show that there is a positive correlation between the three variables of emotional intelligence, well-being, and relationship satisfaction. However, there is no variance in the levels of the three constructs across different generations.

A significant positive correlation was found between emotional intelligence and well-being ($r=0.54$), a significant positive correlation between well-being and relationship satisfaction ($r=0.35$), and a significant positive correlation between emotional intelligence and relationship satisfaction ($r=0.30$).

The correlation findings are in line with previous findings including the research conducted by Samad. S.M. and Mahmud. N (2022), which discovered that there is a significant and positive association between emotional intelligence and both marital and relationship satisfaction as indicated by a correlational analysis.

One-Way ANOVA was conducted to determine the variance in the levels of emotional intelligence, well-being, and relationship satisfaction across the generational cohorts of Gen Z, Gen Y, and Gen X. The results indicated that there are no significant differences in the levels of the three constructs across the three generations. These findings slightly contradict the study by Dhillon. S.K (2018) which said that age and gender are pivotal and impactful variables that can influence emotional intelligence across an individual's lifespan and also the study by Carbello et al. (2016) that strongly affirms the notion that both gender and age play significant roles in shaping ability EI throughout the aging process.

While gender variance was not recorded in the present study, age and generational variance were. The findings show that there is no significant age or generational variance in the levels of emotional intelligence among individuals.

Overall, the study concludes that emotional intelligence, well-being, and relationship satisfaction are important constructs that are positively related to each other. The study also highlights that their levels do not vary depending on age. These findings can help professionals develop interventions related to emotional intelligence, well-being, and

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relationship satisfaction which are interconnected and can target two or more of these constructs at once. The findings also suggest that targeting any one of these constructs might lead to a positive impact on the other two due to the significant correlation present between them.

The findings are consistent with the findings of previous research that mention a significant positive correlation between the different constructs. However, the findings contradict some research that mentions the age-based variance of one or more of these variables.

In conclusion, this study provides valuable insights into the interplay of emotional intelligence, well-being, and relationship satisfaction across generational cohorts. Through thorough analysis and interpretation of the data, it was found that these constructs are positively correlated with each other. Despite previous research suggesting age-based variances, this study did not find significant differences in the levels of emotional intelligence, well-being, and relationship satisfaction across different generations. These findings underscore the importance of addressing emotional intelligence, well-being, and relationship satisfaction collectively in interventions, as targeting one construct may positively impact the others. Overall, this study contributes to the existing literature by highlighting the interconnectedness of these constructs and their consistent positive correlation.

CONCLUSION

In the concluding chapter, the research study's main findings are thoroughly evaluated, focusing on their significance in contributing to existing knowledge. The study aimed to understand the correlation between emotional intelligence, well-being, and relationship satisfaction across generations, utilizing a survey among Gen Z, Gen Y, and Gen X individuals.

The findings revealed a positive correlation between emotional intelligence, well-being, and relationship satisfaction across all generational cohorts. However, no significant variance was observed in these constructs among the different generations.

This study emphasizes the importance of these psychological factors across all generations, highlighting their significance for overall psychological health and interpersonal relationships. It underscores the need for interventions aimed at promoting these constructs, especially among younger generations facing unique challenges.

While providing valuable insights, further research is warranted to explore additional influencing factors and the effectiveness of tailored interventions. Longitudinal studies could deepen our understanding of how these constructs evolve over time within each generational cohort.

In conclusion, this study contributes to the literature on emotional intelligence, well-being, and relationship satisfaction by examining their interplay across generations. By addressing the unique needs of each generation, it can promote healthier and more fulfilling lives for individuals across the lifespan.

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Practical Implications

This research sheds light on the disparities in emotional intelligence and well-being across generations, offering valuable insights for individuals and professionals alike. Family counselors, armed with these findings, can provide more personalized guidance to families consisting of members from diverse generational backgrounds.

Furthermore, the data can inform the development of targeted well-being enhancement programs, especially for cohorts experiencing lower levels of well-being. By focusing on the specific needs of these groups, such programs can effectively address their unique challenges and foster greater psychological resilience.

Additionally, mental health professionals can benefit from this research by gaining a deeper understanding of coping patterns among different age groups. Armed with this knowledge, they can develop more tailored coping strategies, thereby enhancing the effectiveness of mental health interventions across various demographics.

Limitations

- **Limited Generalizability:** The findings may not be applicable to other generations or cultural contexts beyond Gen Z, Millennials, and Gen X.
- **Sampling Bias:** Simple random sampling may not adequately represent the entire population of each generational cohort, potentially leading to biased results.
- **Self-Report Measures:** Reliance on self-report questionnaires can lead to response bias and social desirability bias, potentially affecting the accuracy of the data.
- **Limited Generational Focus:** Focusing solely on Gen Z, Millennials, and Gen X may overlook important differences within each cohort and exclude other generational groups.
- **Potential Confounding Variables:** The study may not have accounted for all relevant variables that could influence the relationships between emotional intelligence, relationship satisfaction, and well-being.

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Conflict of Interest

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