

Research Paper

A Study of Emotional Intelligence and Psychological Well-being

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ABSTRACT

Emotional intelligence (EI) plays a crucial role in shaping adolescents' psychological well-being by influencing their emotional regulation, interpersonal relationships, and resilience. This study examines the impact of gender and place of residence on emotional intelligence and psychological well-being among adolescents in the West Singhbhum district, Jharkhand, India. A sample of 80 adolescents was selected using stratified random sampling. Emotional intelligence was measured using the Mangal Emotional Intelligence Inventory, while psychological well-being was assessed using the Psychological Well-being Scale by Sisodia and Choudhary. A t-test was applied to analyze the differences between groups. The results indicate a significant impact of gender on both emotional intelligence and psychological well-being, with female adolescents scoring higher than males ($p < 0.01$). However, no significant differences were found based on place of residence, suggesting that urban and rural adolescents experience similar levels of emotional intelligence and psychological well-being. These findings align with previous research highlighting the influence of gender on emotional development but challenge assumptions about geographical differences. The study underscores the importance of gender-sensitive interventions to foster emotional intelligence and mental well-being among adolescents. Future research should explore additional socio-cultural factors contributing to these psychological constructs.

Keywords: *Emotional Intelligence, Psychological Well-Being, Adolescents, Gender Differences, Urban Vs. Rural, Mental Health*

Emotional intelligence (EI) has emerged as a significant psychological construct in understanding individual differences in emotional regulation, interpersonal relationships, and overall mental health. Defined as the ability to recognize, understand, manage, and influence emotions in oneself and others (Salovey & Mayer, 1990), EI plays a crucial role in shaping adolescents' psychological well-being. Adolescence, a transitional stage of life characterized by rapid physical, emotional, and social changes, often presents challenges that can impact mental health outcomes (Erikson, 1968).

Psychological well-being, encompassing dimensions such as self-acceptance, positive relations with others, autonomy, and personal growth, is essential for adolescents to navigate these challenges effectively (Ryff, 1989). Numerous studies highlight the interconnection between emotional intelligence and psychological well-being, suggesting that higher levels

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of EI are associated with better stress management, reduced risk of depression, and enhanced life satisfaction (Mayer et al., 2004; Petrides et al., 2007).

The relationship between emotional intelligence and psychological well-being has been well-documented in psychological literature. Adolescents with higher emotional intelligence are better equipped to understand and manage their emotions, which allows them to cope more effectively with stress and adverse situations (Goleman, 1995). This emotional competence fosters resilience, enhances interpersonal relationships, and contributes to a positive self-concept, all of which are vital components of psychological well-being. Moreover, emotionally intelligent individuals tend to exhibit greater empathy, which strengthens their social support networks and mitigates feelings of isolation or loneliness (Bar-On, 2006). Conversely, deficits in emotional intelligence are often linked to poor emotional regulation, heightened vulnerability to mental health disorders, and difficulties in maintaining fulfilling relationships (Schutte et al., 2001). These findings underscore the importance of fostering EI to promote mental health and well-being, particularly during adolescence, a critical developmental period.

The West Singhbhum district in Jharkhand, India, provides a unique socio-cultural and economic context to examine these constructs. With its predominantly tribal population and rural setting, the district offers a distinct backdrop where traditional lifestyles intersect with modern educational and societal challenges. Adolescents in this region face multifaceted stressors, including socio-economic constraints, limited access to mental health resources, and the pressures of academic performance, making the study of their emotional intelligence and psychological well-being particularly relevant.

This research aims to explore the relationship between emotional intelligence and psychological well-being among adolescents in the West Singhbhum district. By shedding light on this relationship, the study seeks to contribute to the development of targeted interventions that enhance mental health outcomes and emotional resilience in this vulnerable population.

REVIEW OF LITERATURE

Moreno et al. (2024), conducted a study on the role of family functionality and its relationship with psychological well-being and emotional intelligence in high school students. Participants were recruited from six different high schools in Spain. In total, 1092 secondary school students (584 females and 508 males) aged 12–17 years ($M = 14.15$) completed a series of instruments that were administered in person. Subsequently, data were statistically analysed and processed. Results: A positive correlation between family functioning, psychological well-being, and emotional intelligence was observed. In addition, significant gender differences were found in measures of psychological well-being, emotional intelligence, and family functioning. Finally, higher mean scores were identified for the high-functionality group when compared to the moderate-functionality and severe-dysfunctionality groups in both psychological well-being and emotional intelligence measures. Conclusions: The authors conclude by considering the family context as a key factor in adolescent development and propose future practical applications, such as programmes aimed at improving psychological well-being.

Han and Yoo (2024), in their study on effect of adolescents' cognitive and emotional empathy and altruistic behavior on psychological well-being. The study was sought to determine the mediating effect of altruism behavior in the relationship between cognitive

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and emotional empathy of adolescents affecting psychological well-being. The subjects of the study were 282 teenagers aged 16 to 18 living across the country (136 men and 146 women) through online survey companies. Adolescents responded to questions on empathy, altruism, and psychological well-being. The study revealed significant correlations between emotional empathy and altruistic behavior, altruistic behavior and cognitive empathy, and psychological well-being and altruism. Structural path analysis showed that cognitive and emotional empathy significantly influenced altruistic behavior, which, in turn, had a strong correlation with psychological well-being. Moreover, cognitive and emotional empathy indirectly impacted psychological well-being through altruistic behavior.

Kulkarni and Velhal (2023) conducted a study on emotional intelligence. Purpose of the study was to access whether low EI among adolescents acts as a precursor of their MH derangements. EI and MH of adolescents studying in Xth standard in randomly selected 24 out of 440 secondary schools were assessed by Schutte's Emotional Intelligence Test (SET) and Depression, Anxiety, and Stress Scale 42 (DASS-42) with collection of socio-demographic information. A total of 622 participants submitted all research instruments. It was concluded that, Low EI can be taken as a precursor of MH derangements, especially in the form of depression and anxiety among school-going adolescents.

Azpiazu et al., (2022) conducted a study on moderating effect of age and sex on perceived emotional intelligence and subjective well-being during adolescence. The sample comprised 1542 students aged between 11 and 18 years, divided into two age groups: younger (11–14 years) and older (15–18 years). All participants completed the Trait Meta Mood Scale and the Satisfaction with Life Scale. Several ANOVAs and MANOVAs were performed using the SPSSv.28 statistical package. The simple moderation models were analyzed using the PROCESSv.4 macro. Age was the socio-personal variable that most significantly affected emotion repair and life satisfaction, whereas sex had a greater effect on the other variables studied. Sex moderated the predictive effect of emotional clarity on negative affect among girls, the predicted the effect of emotional attention on positive affect among boys, as well as the predictive effect of emotional clarity on life satisfaction in both groups. The theoretical and practical implications of these results are discussed.

METHODOLOGY

Objectives

The objectives for this study were as follows:

- To examine the impact of gender and place of residence on emotional intelligence among adolescents.
- To examine the impact of gender and place of residence on psychological well-being among adolescents.

Hypotheses

The hypotheses were framed for the above objectives.

- There is no significant impact of gender on Emotional Intelligence and Psychological Well-being among adolescents.
- There is no significant impact of place of residence on Emotional Intelligence and Psychological Well-being among adolescents.

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Sample

80 adolescents were selected with the help of stratified random sampling technique from various schools of West-Singhbhum district.

Tools

- *Mangal Emotional Intelligence Inventory* designed by Dr. S.K. Mangal, and Mrs. Shubhra Mangal was used. The Inventory consist of 100 items. The validity coefficient of the scale is 0.89 (split half method), 0.90 (K-R formula) and 0.92 (Test-retest method). Reliability of the scale is 0.61.
- *Psychological Well-being Scale* designed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary was used in this study to measure psychological well-being. This scale consists of total 50 statements. The test – retest reliability was 0.87 and consistency value for the scale is 0.90. The scale was validated against the external criteria and coefficient was 0.94.

RESULTS

To test the hypotheses, t-test was applied on obtained scores of emotional intelligence and psychological well-being.

Impact of gender on emotional intelligence and psychological well-being among adolescents

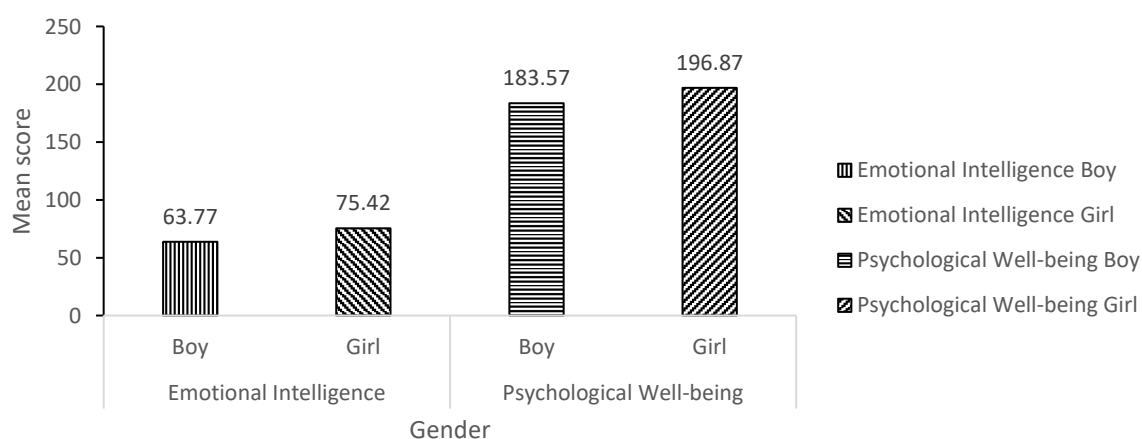
To find out the impact of subgroups of gender on emotional intelligence and psychological well-being among adolescents t-test was applied.

Table 01 Comparison of boy and girl adolescents in terms of Emotional Intelligence and Psychological Well-being

	Group	N	Mean	SD	Mean Difference	df	t-value	p
Emotional Intelligence	Boy	40	63.77	11.43	11.65	78	5.27**	0.01
	Girl	40	75.42	8.02				
Psychological Well-being	Boy	40	183.57	26.60	13.30	78	2.51**	0.01
	Girl	40	196.87	20.24				

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

Figure 01 Mean scores of boy and girl adolescents on Emotional Intelligence and Psychological Well-being



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From table 01 and figure 01 it is clear that, the mean scores of boy and girl adolescents were found to be 63.77 and 75.42 in emotional intelligence and 183.57 & 196.87 in psychological well-being respectively. Mean difference was found 11.65 and 13.30 in emotional intelligence and psychological well-being respectively. The obtained t value was found 5.27 and 2.51 in emotional intelligence and psychological well-being, which are both significant at 0.01 level. Hence the hypothesis that, there is no significant impact of gender on Emotional Intelligence and Psychological Well-being among adolescents, is not accepted. Significant difference between mean scores of boy and girl adolescents in emotional intelligence and psychological well-being was found.

Impact of place of residence on emotional intelligence and psychological well-being among adolescents

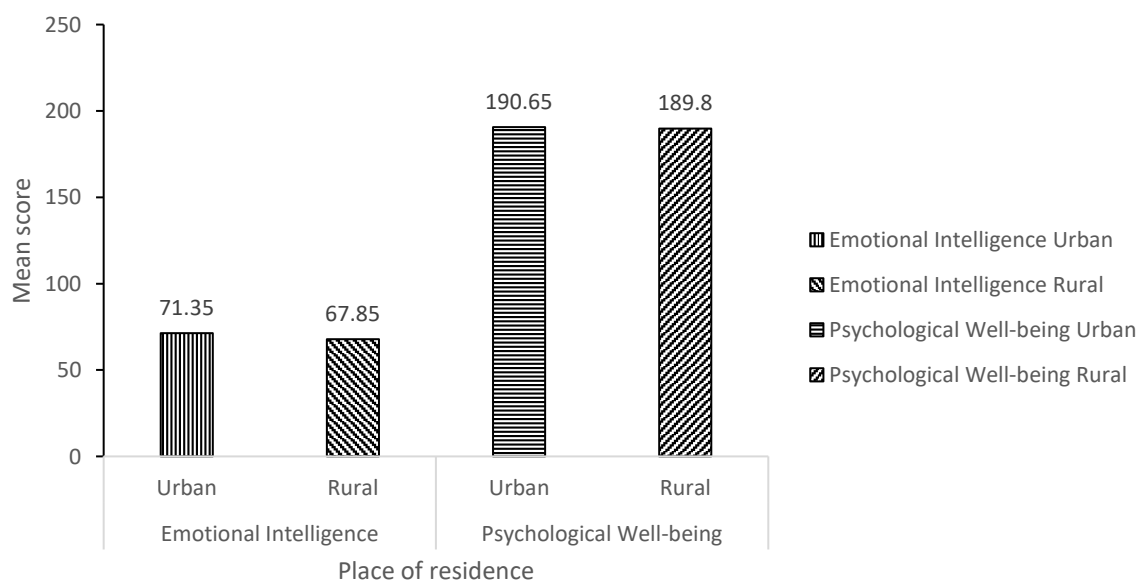
To find out the impact of subgroups of place of residence on emotional intelligence and psychological well-being among adolescents t-test was applied.

Table 02 Comparison of urban and rural adolescents in terms of Emotional Intelligence and Psychological Well-being

	Group	N	Mean	SD	Mean Difference	df	t-value	p
Emotional Intelligence	Urban	40	71.35	11.25	3.50	78	1.37 ^{NS}	0.17
	Rural	40	67.85	11.48				
Psychological Well-being	Urban	40	190.65	26.27	0.85	78	0.15 ^{NS}	0.87
	Rural	40	189.80	22.75				

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

Figure 02 Mean scores of urban and rural adolescents on Emotional Intelligence and Psychological Well-being



From table 02 and figure 02 it is clear that, the mean scores of urban and rural adolescents were found to be 71.35 and 67.85 in emotional intelligence and 190.65 & 189.80 in psychological well-being respectively. Mean difference was found 3.50 and 0.85 in emotional intelligence and psychological well-being respectively. The obtained t value was found 1.37 and 0.15 in emotional intelligence and psychological well-being, which are not

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significant. Hence the hypothesis that, there is no significant impact of gender on Emotional Intelligence and Psychological Well-being among adolescents, is accepted. No significant difference between mean scores of boy and girl adolescents in emotional intelligence and psychological well-being was found.

DISCUSSION

The study found that gender significantly impacts emotional intelligence and psychological well-being, with female adolescents scoring higher than males. This aligns with research by Azpiazu et al. (2022) and Han and Yoo (2024), which suggest that females generally exhibit greater emotional clarity and empathy, contributing to better psychological well-being. Moreno et al. (2024) also highlight the role of family functioning in this relationship. Contrary to these findings, some studies, such as Kulkarni and Velhal (2023), argue that emotional intelligence is influenced more by environmental factors than gender. Schutte et al. (2001) suggest that upbringing and education play a more significant role than biological differences.

The study also found no significant difference in emotional intelligence and psychological well-being based on place of residence. While some studies suggest urban adolescents may have an advantage due to better resources (Petrides et al., 2007), the similar scores in this study may reflect shared socio-cultural stressors in both urban and rural settings.

These findings emphasize the importance of gender in emotional development while challenging assumptions about the role of geographical location. Future research should explore how socio-cultural factors shape emotional intelligence and well-being in adolescents.

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Conflict of Interest

The author(s) declared no conflict of interest.

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