

## Emotional Intelligence, Gender, Area of Living and Psychological Well-being among Adolescents

Deepa C. Patil<sup>1\*</sup>, M. G. Jadhav<sup>2</sup>

### ABSTRACT

The present work aimed to study the influence of emotional intelligence, gender and area of living on psychological well-being of adolescents. 132 students in 11th standard of Arts and Science stream (66 males and 66 females) from different higher secondary schools in Kolhapur District (Maharashtra) participated in the present study. The age range of adolescents was 16 to 18 years. Psychological well-being scale (PWBS) (Sisodia and Choudhary, 2012) and Emotional Intelligence test (EIT) (Sharma, 2011) were received by the participants. The data were analyzed by using one-way and two-way analysis of variance. The results reveal that adolescents with low, moderate and high emotional intelligence differ significantly on psychological well-being as well as on its dimensions. Adolescents with moderate and high emotional intelligence were better on overall psychological well-being and its dimensions than the adolescents with low emotional intelligence. There is no significant difference in psychological well-being with respect to gender and area of living, but these two main variables jointly affects psychological well-being.

**Keywords:** *Emotional Intelligence, Psychological Well-being, Gender, Area of living, Adolescents*

Adolescence development is emerged as a major area of psychological research as well as other disciplines. The characteristics such as remarkable shifts, misunderstandings, confusions, uncertainty etc are seen in this span. Along with this body changes and feelings can lead to increased self-consciousness, self-doubt, and a readjustment of self-identity. Spontaneous and cooperative kids turn into unruly, moody, vulnerable and pessimistic characteristics (Santrock, 2014). Absolutely it is very important to prevent the adolescence against harmful consequences such as violence, substance use, STD, premature pregnancies, crime etc. Psychological well-being is strongly linked with adolescence, so it is taken into consideration in the present study.

<sup>1</sup> (Research Scholar, Department of Psychology, Shivaji University, Kolhapur)

<sup>2</sup> (Associate Professor and Head, Department of Psychology, K.B.P. College, Urun-Islampur, District - Sangli, Maharashtra, India)

*\*Responding Author*

Received: October 14, 2018; Revision Received: October 25, 2018; Accepted: October 29, 2018

### ***Psychological Well-Being***

Psychological well-being is the innovative area of research in the field of psychology, and other disciplines. It is defined as something is in a “good mental state”. One important view of well-being is given by Anger (2008) in philosophical perspectives is that ‘well-being is a life going well in terms of person’s good, benefit, advantage, interest, prudential value, welfare, happiness, flourishing, utility, quality of life, and thriving etc. Seedhouse (1995) proposed contemporary perspective of well-being. He state that, either (i) well-being an empty notion, or (ii) well-being is an important and meaningful term which express meaning no other term conveys or (iii) well-being is ‘essentially contested’—its meaning and content fluctuates dependent on who is using it, and why they are using it. The concept of psychological well-being is based on the premise that “being well” encompasses a range of characteristics and perceptions; that is, positive functioning constitutes much more than one’s current level of happiness (Ryff, 1989). Additionally, Bradshaw et al. (2007) put his notion about well-being is that, ‘playing of active role in creating their well being by balancing different factors, developing and making use of resources and responding to stress. Barwais (2011) has been defined well-being from two points of view. In the clinical view it is defined that well-being as the absence of negative conditions and the psychological perspective defines well-being as the prevalence of positive attributes. According to him the active pursuit of well-being; a balance of attributes; positive affect or life satisfaction; pro-social behavior; multiple dimensions; and personal optimization are the basic characteristics of psychological well being.

### ***Emotional Intelligence***

Goleman (1995) attracted attention of world towards the term emotional intelligence and defined emotional intelligence generally, as the ability to recognize and regulate emotions in ourselves and others. Goleman (1998) defined emotional intelligence as: “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships”. His framework includes 25 emotional competencies which can be grouped into five clusters: (a) Self-awareness; (b) self regulation; (c) self motivation; (d) empathy; and (e) social skills. Salovey, Mayer and Caruso (1999) at first used the term “Emotional Intelligence” in published writing and defined emotional intelligence as: “the ability to process emotion-laden information completely and to use it to guide cognitive activities like problem solving and to focus energy on required behavior”. Emotional intelligence is multifaceted in nature, including individuals skills and insights, regarding inter and intrapersonal factors which influence the competency profile of person (Mayer, Salovey and Caruso, 2004).

Bar-On (1997) also proposed a model of emotional intelligence “as an array of non-cognitive abilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Emotional intelligence refers to a broad set of individual skills and dispositions, usually it is known as soft skills or intrapersonal skills, these skills build competency profile among human beings. Emotional intelligence is influence on a lot of psychological variables.

### ***Emotional Intelligence And Psychological Well-Being***

Study conducted by Pavrovelil, Petrides, and Bakker (2007) on emotion related disposition and its relation with psychological well being among Dutch adolescents. Their results demonstrate that emotional intelligence was positively associated with dimensions of psychological well being. The same result was given by Carmeli, Yitzhak-Halevy, and Weisberg, (2009). They conducted a clever study to demonstrate the relationship between emotional intelligence and four aspects of psychological wellbeing namely, self-acceptance, life satisfaction, somatic complaints and self esteem. They reveal that there were positive association between emotional intelligence and psychological wellbeing components – self-esteem, life satisfaction, and self-acceptance. Augusto-Landa, Martos, and Lopez-Zafra, (2010) studied the relationship between emotional intelligence and psychological well-being in undergraduates. Results revealed that high score in emotional intelligence significantly predicts psychological well-being. These all studies give us an idea about emotional intelligence strongly influences on psychological well-being.

### ***Gender And Psychological Well-Being***

Gender, is the psychological experience of being a male or female. Gender influence on psychological well-being. Harris, Heller, and Braddock (1998) observe the gender variation in psychological health or psychological well-being but the variation does not significant statistically. Again, OECD (2013) reported with respect to psychological well-being that female live longer than men, they are also ill more often. Girls are now doing better than boys in school. Men are more frequently the victims of killing and attack, but women are the primary target of intimate partner violence. Women are more satisfied with their lives than men; they are more likely to experience negative emotions.

### ***Area Of Living***

People inhabit in different parts of the world and lead different types of life. Their life style change across the various regions of this world and so do their thought process. People all over the world have been divided into two distinct groups, classified as rural and urban depending on the density of human-created structures and resident. The resources available in their regions or areas have a direct impact on their way of living. Mostly the rural culture inhabits small size of community and simple living with the importance of primary relations, religions, customs and morals. While urban areas are equipped with all the modern facilities.

### ***Objectives***

1. To study the influence of emotional intelligence on psychological well-being.
2. To study the influence of gender on psychological well-being.
3. To study the effect of area of living on psychological well-being.

### ***Hypotheses***

1. Psychological well-being will be significantly influenced by emotional intelligence.
2. Gender will not significantly influence on psychological well-being.
3. Area of living will not significantly affects on psychological well-being.

## METHOD

### *Participants:*

In the present study, initially 249 students studying in various higher secondary schools enrolled in 11<sup>th</sup> Arts and Science class from Kolhapur district of Maharashtra were selected randomly. 124 are males (rural = 81 & urban = 43) and 125 are females (rural = 91 & urban = 34) in an initial sample. Though, for the final analysis the effective sample incorporated of 132 students only. While classifying the Ss in the four classified groups (rural males, urban males, rural females and urban females) many Ss were deleted randomly in order to keep the cell frequency of the classified groups equal. Finally, the effective sample of 132 Ss was incorporated in the study. The male-female and rural-urban ratio is exactly 1:1 in the final effective sample. The age of the adolescents ranged from 16 to 18 years.

### *Tools:*

#### **1. Psychological Well-being Scale by Sisodia and Choudhary (PWBS-SDCP):**

It was used to assess the psychological well-being of the adolescents. PWBS-SDCP comprised 50 items measuring the five dimensions (ten items per each dimension) of psychological well-being namely, Satisfaction, Efficacy, Sociability, Mental health and Interpersonal Relations with five point response category from Strongly agree = 5 to Strongly disagree = 1. The total score of the scale is the sum of the scores of all items. High score on the scale indicates better psychological well-being. The reliability of the scale was 0.87 and validity was 0.94. PWBS-SDCP originally designed in Hindi language.

#### **2. Emotional Intelligence Test (EIT):**

It was developed by Sharma (2011) and used to measure emotional intelligence of the participants. EIT consisted of 60 items measuring the five dimensions of emotional intelligence, namely Self awareness, (12 items), managing emotions (7 items), Motivating oneself (14 items), Empathy (9 items) and Handling relations (18 items). EIT has a five point response category from always = 5, most often = 4, occasional = 3, rarely = 2 and never = 1. The total score of the test is obtained by sum the scores of all the items and high score shows high emotional intelligence. The author reported high reliability and validity of the test. The original test was in English language, it was, however, suitably translated into Marathi language for the convenience of the participants.

### *Procedure:*

With prior consent of the Principals and class teachers, the adolescents were met, in a small group of 15 to 20 adolescents at a time, in their schools and measures were given to them. They were requested to record their responses freely as per the test instructions on separate answer sheets. Finally, they were thanked for their cooperation.

## RESULT AND DISCUSSION

Table 1 depicts that the mean score of psychological well-being is greater for the Ss belongs to high emotional intelligence (M=191.61 & SD=21.32) than the Ss belongs to moderate (M=182.80 & SD=17.38) and low emotional intelligence (M=164.23 & SD=22.94). The same fact is found for all dimensions of psychological well-being namely satisfaction, efficiency, sociability, mental health and interpersonal relations. For further analysis the same data were treated by one way analysis of variance, F values are presented in Table 2.

**Table 1: Means and SD's of psychological well-being and its dimensions among the three groups of emotional intelligence**

	Low EI			Moderate EI			High EI		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
PWB	164.23	22.94	44	182.80	17.38	44	191.61	21.35	44
Satisfaction	33.55	4.88	44	36.55	4.93	44	37.98	4.89	44
Efficiency	33.77	6.01	44	37.36	4.38	44	39.57	5.28	44
Sociability	31.34	6.85	44	35.25	5.34	44	37.27	5.38	44
Mental health	30.93	5.08	44	34.16	5.61	44	35.82	5.13	44
Interp. Rel.	34.84	7.52	44	39.48	5.50	44	40.98	6.69	44

**Table 2: One-Way Analysis of Variance for the effect of Emotional Intelligence on Psychological well-being and its five dimensions**

Variables and source	<i>SS</i>	<i>MS</i>	<i>F (2, 129)</i>	<i>p</i>
<b>Psychological well-being</b>				
Between	16922.16	8461.45	19.76	<.001
Within	55234.39	428.17		
<b>Satisfaction</b>				
Between	450.14	225.07	9.39	<.001
Within	3092.79	23.98		
<b>Efficiency</b>				
Between	753.02	376.51	13.58	<.001
Within	3576.70	27.73		
<b>Sociability</b>				
Between	800.20	400.10	11.50	<.001
Within	4486.86	34.78		
<b>Mental health</b>				
Between	543.32	271.66	9.75	<.001
Within	3593.23	27.85		
<b>Interpersonal relations</b>				
Between	900.54	450.27	10.27	<.001
Within	5655.84	43.84		

Table 2 depicts psychological well-being brought out significant F value ( $F=19.76$ ,  $df = 1$  &  $129$ ,  $p > 0.01$ ). It seems that the Ss belong to low, moderate and high emotional intelligence groups are significantly differ from each other with respect to psychological well-being. In another words it may asserted that emotional intelligence is significantly influence on psychological well-being. It means higher level of emotional intelligence leads higher psychological well-being and vice-versa among adolescents. This conclusion strongly supports to first hypothesis. There are so many studies were conducted on this issue. The studies conducted by Kulshrestha and Sen (2006), Pavrovelil, Petrides, and Bakker (2007), Carmeli, Yitzhak-Halevy, and Weisberg, (2009) and Augusto-Landa, Martos, and Lopez-Zafra, (2010) are supported to the present conclusion. If we again observe carefully the table

## Emotional Intelligence, Gender, Area of Living and Psychological Well-being among Adolescents

2 it again seems that F values for satisfaction, efficiency, sociability, mental health, interpersonal relationship are also significant at 0.01 level. Hence, in short it is concluded that emotional intelligence is significantly influence on all above dimensions of psychological well-being. Table 2 shows that psychological well-being and its sub-factors strongly and significantly influenced by emotional intelligence. Although, analysis of variance (ANOVA) is very useful and strong statistical technique, but it does not provide the information about whether the intergroup mean differences is significant or not. Hence, the same data is treated through Tukey's post hoc test for multiple comparisons, which is show in Table 3.

**Table 3: Multiple comparisons of psychological well-being and its sub-factors among the three groups of emotional intelligence (Based on Tukey's multiple comparison)**

PWB	Low EI (1)		Moderate EI (2)		High EI (3)		Post hoc
	M	SD	M	SD	M	SD	
PWB	164.23	22.94	182.80	17.38	191.61	21.35	1 < 2, 3 (2=3)
Satisfaction	33.55	4.88	36.55	4.93	37.98	4.89	1 < 2, 3 (2=3)
Efficiency	33.77	6.01	37.36	4.38	39.57	5.28	1 < 2, 3 (2=3)
Sociability	31.34	6.85	35.25	5.34	37.27	5.38	1 < 2, 3 (2=3)
Mental health	30.93	5.08	34.16	5.61	35.82	5.13	1 < 2, 3 (2=3)
Interp. Rel.	34.84	7.52	39.48	5.50	40.98	6.69	1 < 2, 3 (2=3)

Table 3 shows the values of mean and SD in Ss belongs to each group of emotional intelligence with respect to psychological well-being and its sub-factors. This fact is previously interpreted below the Table 1. However, Table 3 depicts that the Ss belong to the group of moderate and high emotional intelligence are significantly superior in psychological well-being than the Ss having low emotional intelligence. Again table 3 shows that there is no significant difference in psychological well-being between the Ss having moderate and high emotional intelligence. The same fact is found with respect to all sub-factors of psychological well-being.

**Table 4: Means and SD's of four classified groups on psychological well-being**

Gender	Area of Living	Mean	SD	n
Male	Rural	187.30	19.37	33
	Urban	170.45	25.76	33
Female	Rural	176.67	21.13	33
	Urban	184.03	24.34	33

Table 4 depicts the group of rural males shows highest score (M= 187.30 & SD = 19.37) than the remaining three group vice-versa the group of urban males show less score (170.45 & SD = 25.76) on psychological well-being and the mean values for another two groups are found in between the above range. The same data were treated by two way analysis of variance. Summary of two way analysis of variance is presented in the Table 5.

**Table 5: Two-Way Analysis of Variance Summary for the effect of Gender and Area of Living on Psychological well-being**

Variable	SS	df	MS	F	p
Gender (A)	71.28	1	71.28	.14	.712
AoL (B)	742.19	1	742.19	1.43	.234
Gender X AoL (A X B)	4836.37	1	4836.37	9.31	.003
Within	66507.46	128	519.59		
Total	72157.30	131			

Table 5 shows that male and female adolescents do not differ on psychological well-being ( $F=0.14$ ,  $df=1$  &  $128$ ,  $p > 0.05$ ). Hence, we can conclude that gender does not significantly influence on psychological well being. It means male and females are having equal level in psychological well-being. Current changing scenario in Indian families may be the cause for this equality. In this regard now a day boys and girls receive equal opportunities as well as facilities and treatment from their families, schools, society etc. It may be the probable cause for male and female having equal psychological well-being. It is the good sign for social development. The study conducted by Harris, Heller, and Braddock (1998) supported the conclusion drawn in present study in this regard and it is strongly supports to second hypothesis.

Rural and urban area of living is taken in to account to know its influence on psychological well being. A glance of summary table makes it clear that area of living does not show its significant influence on psychological well-being ( $F=1.43$ ,  $df = 1$  &  $128$ ,  $p > 0.05$ ). It is observed that there is no difference in psychological well-being among rural and urban adolescents. It means that the adolescents from rural and urban area are having same level of psychological well-being. It can be justified that the current changing pattern of rural area is responsible for this similarity. Now a day all means of facilities which are found in urban area, are also available in rural area such as the facilities regarding with health, technology, communication, education etc. Due to this quality of life of adolescents in rural area is improved like urban adolescents. Thus the psychological well-being among adolescents is similar in rural as well as urban area. This conclusion is also in the line of our expectation. One interesting thing is that gender and area of living does not have independent influence on psychological well-being though, when they interact with each other its significant influence is seen ( $F=9.31$ ,  $df = 1$  &  $128$ ,  $p < 0.05$ ). Hence we can assert that gender and area of living functioned in collaboration with each other in the process of developing psychological well-being of the Ss.

### **LIMITATIONS**

1. Psychological well-being among the adolescents affected by numerous variables, however; in the present study limited variables i.e. emotional intelligence, area of living, and Gender were taken into consideration.
2. The sample size of the study was small.

3. The tools used in this research were only self - reporting measures.
4. The sample is limited to age group of 16 to 18 years only.

## **CONCLUSIONS**

1. Psychological well-being is significantly influenced by emotional intelligence.
2. Gender does not significantly influence on psychological well being.
3. Psychological well being does not significantly affected by area of living.

## **REFERENCES**

- Angner, E. (2008). The philosophical foundations of subjective measures of well-being. *Capabilities and Happiness*, 286-298.
- Augusto-Landa, J. M., Martos, M. P., & Lopez-Zafra, E. (2010). Emotional intelligence and personality traits as predictors of psychological well-being in Spanish undergraduates. *Social Behavior and Personality*, 38(6), 783-794, DOI 10.2224/sbp.2010.38.6.783.
- Bar-On, R. (1997). *The emotional quotient inventory (EQ-1)*, Technical Manual', Toronto, Multi Health Systems Publishers.
- Barwais, F. (2011). Definitions of wellbeing, quality of life and wellness. *National Wellness Institute of Australia*.
- Bradshaw, J., Hoelscher, P., & Richardson, D. (2007). An index of child well-being in the European Union. *Social Indicators Research*, 80(1), 133-177.
- Carmeli, A., Yitzhak-Halevy, M., & Weisberg, J. (2009). The relationship between emotional intelligence and psychological wellbeing, *Journal of Managerial Psychology*, 24(1), 66 -78. DOI. <http://dx.doi.org/10.1108/02683940910922546>.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1998b). *Working with Emotional Intelligence*. New York: Bantm Books.
- Harris, M. M., Heller, T., & Braddock, D. (1998). Sex differences in psychological well-being during a facility closure. *Journal of Management*, 14(3), 391-402.
- Kulshretha, U., & Sen, C. (2006). Subjective well-being in relation to emotional intelligence and locus of control among executives. *Journal of the Indian Academy of Applied Psychology*, 32(2), 93-98.
- Mayer, J. D., Salovey, P. & Caruso, D. R. (2004). Emotional intelligence: theory, findings, and implications. *Psychological Inquiry*, 3, 197-215.
- OECD (2013). How's life? 2013: Measuring well being, OCED publishing. [http://dx.doi.org10.1787/how\\_life-2013-8-en](http://dx.doi.org10.1787/how_life-2013-8-en)
- Pavrovelil, S., Petrides, K. V., & Bakker, F. (2007). Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. *British Journal of Developmental Psychology*, 25, 263-275. DOI: 10.1348/026151006X118577.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.

## Emotional Intelligence, Gender, Area of Living and Psychological Well-being among Adolescents

- Salovey, P., Mayer, J. D., & Caruso, D. (1999). The positive psychology emotional intelligence. In C. R. Snyder, & S. J. Lopez, (Eds.). *Handbook of Positive Psychology*. (159-171). Oxford: Oxford University Press.
- Santrock, J. W. (2014). *Adolescence*. New York, McGraw-Hill Education Pub.
- Seedhouse, D. (1995). Well-being: health promotion's red herring. *Health Promotion International*, 10(1), 61-67.
- Sharma, A. (2011). Emotional intelligence Test. Agra, Prasad Psychological corporation.
- Sisodia, D. S. & Choudhary, P. (2012). Psychological Well-being Scale. Agra, National Psychological Corporation.

### ***Acknowledgments***

The authors profoundly appreciate all the people who have successfully contributed to ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

### ***Conflict of Interest***

There is no conflict of interest.

**How to cite this article:** Patil, D. C & Jadhav, M. G (2018). Emotional Intelligence, Gender, Area of Living and Psychological Well-being among Adolescents. *International Journal of Indian Psychology*, 6(4), 184-192. DIP:18.01.037/20180604, DOI:10.25215/0604.037