

Emotional Intelligence and Psychological Well Being among Undergraduate Students

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Abstract – The present study examined the relationship between Emotional Intelligence and Psychological Well-being among under graduation. The hypothesis stated that there is a significant relationship between Emotional Intelligence and Psychological well-being. A single group design was used to conduct the research; data was collected from 100 female students. Purposive sampling technique was used in this research. Data was collected and analysed using SPSS version 20. The result showed Emotional Intelligence was significantly related to Psychological well-being .Specifically well-being is related to all dimensions of psychological well-being except environmental mastery. Self-control is related to self-acceptance. Emotionality is related to personal growth and self-acceptance. Sociability is related to all the dimensions of psychological well-being except environmental mastery .The hypothesis that there is a significant relationship between Emotional Intelligence and Psychological well-being is accepted.

Keywords: Emotional Intelligence, Psychological Well-being and Under Graduation Students.

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INTRODUCTION

At the most general level, emotional intelligence refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001). Peter Salovey and John Mayer, who originally used the term "emotional intelligence" in published writing, initially defined emotional intelligence as: A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, and to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990).

Emotional intelligence (EI) is the capability of individuals to recognize their own and other people's emotions, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

Although the term first appeared in a 1964 paper by Michael Beldoch, it gained popularity in the 1995 book by that title, written by the author, psychologist, and science journalist Daniel Goleman. Since this time, Goleman's 1995 analysis of Emotional Intelligence has been criticized within the scientific community, despite prolific reports of its usefulness in the popular press.

The term "emotional intelligence" seems first to have appeared in a 1964 paper by Michael Beldoch, and in the 1966 paper by B. Leuner entitled *Emotional intelligence and emancipation* which appeared in the psychotherapeutic journal: *Practice of child psychology and child psychiatry*.

In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences*^[21] introduced the idea that traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. He introduced the idea of multiple intelligences which included both *interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations).

The term subsequently appeared in Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* from 1985.

The first published use of the term 'EQ' (Emotional Quotient) is an article by Keith Beasley in 1987 in the British Mensa magazine

In 1989 Stanley Greenspan put forward a model to describe Emotional intelligence, followed by another

by Peter Salovey and John Mayer published in the same year..

However, the term became widely known with the publication of Goleman's book: *Emotional Intelligence – Why it can matter more than IQ* (1995). It is to this book's best-selling status that the term can attribute its popularity. Goleman has followed up with several further popular publications of a similar theme that reinforce use of the term.

There are currently several models of Emotional Intelligence. Goleman's original model may now be considered a *mixed model* that combines what have subsequently been modeled separately as *ability EI* and *trait EI*. Goleman defined EI as the array of skills and characteristics that drive leadership performance. The *trait model* was developed by Konstantin Vasily Petrides in 2001. It "encompasses behavioral dispositions and self-perceived abilities and is measured through self-report. The *ability model*, developed by Peter Salovey and John Mayer in 2004, focuses on the individual's ability to process emotional information and use it to navigate the social environment.

MEANING AND DEFINITIONS OF EMOTIONAL INTELLIGENCE

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalization's.

- ▶ It refers to the capacity to recognize ones and other people's emotions, and to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour and to manage or adjust emotions to adapt to the environment.
- ▶ Emotional intelligence involves perceiving, understanding and regulating emotions .It is also the ability to reason and solve problems based on the emotions we experience.
- ▶ Emotionally intelligent person is aware of emotions in him / her and others and uses reason to identify and understand and deal with the emotions effectively.

Currently, there are three main models of EI:

1. Ability model

2. Mixed model (usually subsumed under trait EI)

3. Trait model

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

Specific ability models address the ways in which emotions facilitate thought and understanding. For example, emotions may interact with thinking and allow people to be better decision makers (Lyubomirsky et al. 2005). A person who is more responsive emotionally to crucial issues will attend to the more crucial aspects of his or her life. Aspects of emotional facilitation factor is to also know how to include or exclude emotions from thought depending on context and situation.^[36] This is also related to emotional reasoning and understanding in response to the people, environment and circumstances one encounters in his or her day-to-day life.^[36]

Ability model

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." However, after pursuing further research, their definition of EI evolved into "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Mixed model

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI

1. Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill – managing relationships to move people in the desired direction
4. Empathy – considering other people's feelings especially when making decisions
5. Motivation – being driven to achieve for the sake of achievement

Trait model

Konstantinos Vasilis Petrides ("K. V. Petrides") proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous publications.^{[35][50]} Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities.

This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by self-report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman model discussed above. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.^[35]

He has tried to explain emotional intelligence through 4 factors namely:

- 1) Well-being: it is an important factor. It is defined as person's cognitive and affective evaluations of his or her life.
- 2) Self-control: the ability to control oneself in particular one's emotions and desires especially in difficult situations. It is an aspect of inhibitory control. It is a cognitive process that is necessary for regulating one's behavior in order to achieve specific goal.
- 3) Emotionality: is the observable behavior and physiological component of emotion. It is a measure of a person's emotional reactivity to a stimuli. Most of the response can be observed by the other people, while some emotional response can only be observed by person experiencing them.
- 4) Sociability: the quality of being sociable. It is a personality trait the ability to be fond of the company of others; people who are sociable are inclined to seek out the opportunity of social contact with others.

Psychological well-being

Well-being means how people experience the quality of their lives and includes both emotional reaction and cognitive judgment. It encompasses mood and emotional as well as evaluations of one's satisfaction with general and specific area of one's life.

According to Carol Ryff, psychological well-being is defined as a state of wellness which consists of both subjective and objective criteria of feeling good.

Psychological well-being is the state of good mental and emotional health. People who are psychologically healthy are free from mental disorders and have managed their stress so that it does not interfere with their ability to enjoy life and participate in society. Though there are times in most people's lives when they are not mentally or emotionally at their best, being in a state of psychological well-being means that these people are able to cope with their problems effectively. This state of being has an effect on a person's physical health as well.

Ryff's model of psychological well-being

Carol Ryff's model of psychological well-being differs from past models in one important way: well-being is multidimensional, and not merely about happiness, or positive emotions. A good life is balanced and whole, engaging each of the different aspects of well-being, instead of being narrowly focused. Ryff roots this principle in Aristotle's *Nicomachean Ethics*, where the goal of life isn't feeling good, but is instead about living virtuously.

Psychological well-being consists of positive relationships with others, personal mastery, autonomy, a feeling of purpose and meaning in life, and personal growth and development. Ryff's scale of psychological well-being (2015) well-being a dynamic concept that includes subjective, social and psychological dimensions as well as health related behaviors. The Ryff scale of psychological well-being is a theoretically grounded instrument that specifically focuses on measuring multiple facets of psychological well-being.

Carol Ryff's six categories of well-being are:

1) Self-acceptance

High self-acceptance: you possess a positive attitude toward yourself; acknowledge and accept multiple aspects of yourself including both good and bad qualities; and feel positive about your past life.

Low self-acceptance: you feel dissatisfied with what has occurred in your past life; are troubled about certain personal qualities; and wish to be different than what you are.

2) Personal Growth

Strong personal growth: you have a feeling of continued development; see yourself as growing and expanding; are open to new experience; have the sense of realizing your potential; see improvement in yourself and behavior over time; are changing in ways that reflect more self-knowledge and effectiveness.

Weak personal growth: you have a sense of personal stagnation; lack the sense of improvement or expansion over time; feel bored and uninterested with life; and feel unable to develop new attitudes or behaviors.

3) Purpose in life

Strong purpose in life: you have goals in life and a sense of directedness; feel there is meaning to your present and past life; hold beliefs that give life purpose; and have aims and objectives for living.

Weak purpose in life: you lack a sense of meaning in life; have few goals or aims, lack a sense of direction; and have no outlook or beliefs that give life meaning.

4) Positive relations with others

Strong positive relations: you have warm, satisfying, trusting relationships with others; are concerned about the welfare of others; are capable of strong empathy, affection, and intimacy; and understanding the give and take of human relationships.

Weak relationships: you have few close, trusting relationships with others; find it difficult to be warm, open, and concerned about others; are isolated and frustrated in interpersonal relationships; and are not willing to make compromises to sustain.

5) Environmental mastery

High environmental mastery: you have a sense of mastery and competence in managing the environment; control complex array of external activities; make effective use surrounding opportunities; and able to choose or create context suitable to your personal needs and values.

Low environmental mastery: you have difficulty managing everyday affairs; feel unable to change or improve surroundings contexts; are unaware of surrounding opportunities; and lack of sense of control over the external world.

6) Autonomy

High autonomy: you are self-determining and independent; are able to resist social pressures to think and act in certain ways; regulate behavior from within; and evaluate yourself by personal standards.

Low autonomy: you are concerned about the expectations and evaluations of others; rely on judgement of others to make improvement decisions; and conform to social pressures to think and act in certain ways.

People higher on psychological well-being has following characteristics

- a. Show greater flexibility and originality.
- b. Respond better to unfavorable feedback.
- c. Make more positive judgement about others
- d. Show higher levels of "Engagement"
- e. Are more productive
- f. Are likely to live longer ... be sick less often ... and have happier work and home life.

Research has shown that psychological well-being is a diverse multidimensional concept (MacLeod & Moore, 2000; Ryff, 1989b; Wissing & Van Eeden, 2002), which develops through a combination of emotional regulation, personality characteristics, identity and life experience (Helson & Srivastava, 2001). Psychological well-being can increase with age, education, extraversion and consciousness and decreases with neuroticism (Keyes et al., 2002).

Relationship between emotional intelligence and psychological well-being

Emotional intelligence plays a important role in one's Psychological Well-being

- High Emotional intelligence leads to low perceived stress, high life satisfaction and happiness, motivation for life success, self-esteem, assertiveness, openness.
- When we engage in intrinsic goal our well-being will be better.
- The person who has high intrinsic motivation and good in psychological needs indicates well-being of a person.
- Positive emotional intelligence is considering a strong predictor of better psychological adjustment and high self-esteem.
- High emotional intelligence lead to positive quality of life.
- People with high emotional intelligence have ability to mend their pessimist thing and mood state.

Need for the study/importance of the study

Emotional intelligence plays an important role in a person's life. It can be learned, cultivated and increased in adulthood. Studies have shown that that people who are high in Emotional Intelligence are likely to experience high psychological well-being than

individuals who are low in emotional intelligence. Emotional intelligence also plays a role in academic and social performance. Psychological well-being is one of the most important psychological aspects which determine the success of individuals in their work and non-work life. Emotional intelligence is a branch of social intelligence which is emphasized on the ability to identify and manage ones" own and others"" emotions. The main objective of this study was to identify the relationship between emotional intelligence and psychological well-being among a sample of college students.

REVIEW OF LITERATURE

Studies on Emotional Intelligence

Goleman (1996) have also stated that emotional intelligence increases with age and it can be learned, cultivated and increased in adulthood. In a series of longitudinal studies, it was shown that people can change their EI competencies over two to five years (Boyatzis, 2000)

A study by Brackett*, E. Rivers, and Salovey (2006) on Implications for Personal, Social, Academic, and Workplace Success presents an overview of the ability model of emotional intelligence and includes a discussion about how and why the concept became useful in both educational and workplace settings. The review of the four underlying emotional abilities comprising emotional intelligence and the assessment tools that have been developed to measure the construct. A primary goal is to provide a review of the research describing the correlates of emotional intelligence. They describe what is known about how emotionally intelligent people functions both intra- and interpersonally and in both academic and workplace setting.

Studies on psychological well-being

Andrews and Parks (1985) conducted a study to prove that psychological and physical well-being is complementary to each other. If one gets deteriorated, other cannot remain unaffected. Sound psychological well-being is a pre-requisite for good physical well-being and viceversa.

Hayers and Ross (1986) found that good physical health improved psychological well-being. They studied the effect of exercise, overweight and physical health on psychological well-being in a telephone survey of 401 subjects. Results revealed that good physical health improved psychological well-being.

Wetzler and Ursano (1988) found the relationship between psychological well-being and seven

physical practices (sleep, physical exercise, breakfast, snacking, relative body weight, smoking and alcohol consumption). Psychological well-being was measured as an overall score, with positive and negative feelings as sub-scores. A psychological well-being measure were related to favourable health practices and was noted to improve with age.

Well-being Studies relating emotional intelligence and psychological

A study was done by Carmeli, Yitzhak – Halevy, Weisberg (2009) hypothesizing that “there is a relationship between emotional intelligence and psychological well-being”. Data was collected from employees through two different structured surveys administered at two points in time. Findings were the results of four hierarchical regression models provide in general, support for the positive association between “there is a relationship between emotional intelligence and psychological well-being like self-esteem, life satisfaction and self-acceptance. Only marginal significant support was found for the negative relationship between emotional intelligence and somatic complaints. This present study contributed to a growing body of literature seeking to determine the role of emotional intelligence in explaining individual’s well-being at work. In addition, the study indicates that employees who experience a psychological state of well-being may function better than the employees who experience emotional deficit.

A study by Saheen (1998) was aimed to investigate the emotional intelligence in relation to psychological well-being among students. The sample comprised 100 students (boys =50 & girls =50), who were randomly selected from Senior Secondary Schools, AMU, Aligarh. The mean age of students was 15 years. Well-Being Manifestation Measure Scale (WBMMS; Masse, et al. 1998a) and Emotional Intelligence Scale (EIS; Schutte et al., 1998) was used to assess psychological well-being and emotional intelligence. Pearson Product-Moment Correlation and t-test were used to analyze the data. The results of the correlation showed that there is significant positive correlation between emotional intelligence and psychological well-being. Further, the result of the t-test showed that girls scored significantly higher as compare to boys on emotional intelligence, while there was no significant difference found between boys and girls scores on total psychological well-being and also on its any dimensions.

METHODOLOGY

Objective: To study the relationship between emotional intelligence and psychological well-being among female under graduate students.

Operational definitions

Definition of emotional intelligence : According to Petrides “Emotional intelligence is the capability of the individuals to recognize their own and other people’s emotions , to discern between different feelings and label them appropriately , and to use emotional information to guide , thinking and behaviour , and to manage and or adjust emotions to adapt environments or achieve ones goal”.

Definition of psychological well-being: According to Carol Ryff “psychological Well-being may be defined as a state of wellness which consist of both subjective and objective criteria of feeling good. Psychological well-being means how people experience the quality of their live and includes both emotional reactions and cognitive judgement .It encompasses mood and emotions as well as evaluations of ones satisfaction with general and specific area of one’s life..

Hypothesis: There is a significant relationship between emotional intelligence and psychological well-being.

Variables

Independent variable : Emotional intelligence

Dependent variable : Psychological well-being.

Research Design : Single group design.

Sample: The sample consisted of 100 female students, belonging to the stream of B.Com, B.A. in Bangalore city from B.M.S College, ranging in age from 20-21 years.

Sampling technique: Purposive sampling technique was used

Procedure

The Emotional Intelligence scales (Dr. K.V Petrides) and Psychological Well-being scale (CAROL Ryff, 1989) were administered to the sample in a group setting and instructions were given. Any doubts were clarified. The responses obtained were scored using the scoring procedure suggested by the authors of the scales. The scores were then subjected to statistical analysis.

Analysis of data

- 1) Descriptive statistics were calculated for the scores obtained
- 2) Pearson correlation was calculated to examine the significance of relationship between the various dimensions of

Emotional Intelligence and Psychological Well-being .

RESULTS AND DISCUSSION

TABLE 1

Shows the Descriptive statistics of Emotional Intelligence and Psychological Well-being

		N	Minimum	Maximum	Mean	Std. Deviation
PWB	Autonomy	100	16.00	40.00	26.68	5.15
	Environmental mastery	100	16.00	38.00	24.08	4.00
	PersonalGrowth	100	17.00	42.00	27.83	5.76
	PositiveRelations	100	12.00	42.00	27.94	5.87
	Purposeinlife	100	17.00	39.00	26.77	5.34
	Selfacceptance	100	16.00	38.00	27.61	5.34
Trait EI	Wellbeing	100	16.00	42.00	29.34	5.47
	Selfcontrol	100	15.00	39.00	25.46	4.74
	Emotionality	100	15.00	50.00	30.81	6.84
	Sociability	100	13.00	42.00	26.04	5.30
	Total	100	100.00	175.00	129.68	15.95
	Valid N (listwise)	100				

Table above shows the descriptive statistics with mean score and standard deviation.

In trait emotional intelligence dimensions, the highest mean score is seen for the dimension of emotionality 30.8 and the lowest mean score for the self-control dimension 25.46. Relatively high score in the emotionality dimension shows the subjects of the group has high emotional reactivity to the stimuli and also they have stable emotions and they are able to control emotions in different situations. Low mean score in self-control shows that the group members have the comparatively lower ability to control oneself in particular one's emotions and desires especially in difficult situations. They have low cognitive process that is necessary for regulating ones behavior in order to achieve specific goal. .

The SD value indicate highest individual differences in emotionality with the value of 6.8 and lowest individual differences in self-control 4.7

In Psychological well-being dimensions, the highest mean score is seen for the dimension of positive relations 27.94 and the lowest mean score for the environmental mastery dimension 24.08.

The mean scores shows that the group has given more importance to positive relations, Relatively high score in the dimension positive relations shows the subjects of the group has given more importance to positive relations which shows they have warm, satisfying, trusting relationships with others and are concerned about the welfare of others and are capable of strong empathy, affection, and intimacy; and

understanding the give and take of human relationships

The other dimensions like environmental mastery has low mean score indicates they have difficulty managing everyday affairs and fell unable to change or improve surroundings contexts and also unaware of surroundings opportunities and lack of sense of control over the external world.

The SD value indicates highest individual differences in positive relations with the value of 5.87 and lowest individual differences in environmental mastery 4.00.

Table 2

Showing the correlation between Emotional Intelligence and Psychological Well-being

PWB		Trait EI				
		Well-being	Self-control	Emotionality	Sociability	Total
Autonomy	Pearson Correlation	.383**	.145	.165	.223*	.421**
	Sig. (2-tailed)	.000	.151	.101	.026	.000
	N	100	100	100	100	100
Environment	Pearson Correlation	-.025	.127	.113	.124	.132
	Sig. (2-tailed)	.807	.207	.261	.221	.191
	N	100	100	100	100	100
Personal Growth	Pearson Correlation	.383**	.120	.290**	.251*	.475**
	Sig. (2-tailed)	.000	.235	.003	.012	.000
	N	100	100	100	100	100
Positive Relations	Pearson Correlation	.325**	.177	-.027	.220*	.312**
	Sig. (2-tailed)	.001	.078	.786	.028	.002
	N	100	100	100	100	100
Purpose in life	Pearson Correlation	.360**	.073	.112	.325**	.369**
	Sig. (2-tailed)	.000	.471	.265	.001	.000
	N	100	100	100	100	100
Self-acceptance	Pearson Correlation	.482**	.205*	.201*	.325**	.516**
	Sig. (2-tailed)	.000	.040	.045	.001	.000
	N	100	100	100	100	100

Table 2 shows the results of the correlation between Emotional Intelligence and Psychological Well-being. It is seen that many dimensions of Emotional Intelligence are significantly related to Psychological Well-being.

The dimension of wellbeing is significantly related to autonomy (r=.383),personal growth (.383),positive relations(r=.325),purpose in life (.360), self-acceptance (.482) which shows that individuals who are independent and capable of acting in different situation and capable of controlling the behaviour also have high goals and they maintain good relations and they have high self-accepting quality.

The dimension of self-control is significantly related to self-acceptance (r=.205), indicates that those who have good ability to control themselves in different situation possess a positive attitude towards themselves and accept both good and bad qualities.

The dimension of Emotionality is significantly related to personal growth ($r=.209$) and self-acceptance ($r=.201$) which shows high emotional stability leads to realizing their potential and accepting their qualities.

The dimension of Sociability is significantly related to all the dimensions except environmental mastery .autonomy ($r=.223$), personal growth($r=.251$), positive relations ($r=.220$), purpose in life ($r=.325$) and self-acceptance (.325) indicates that being sociable leads to all this qualities like self-realization of goals, being positive accepting both positive and negative traits and having high goals in life and most important wanted to be accepted and be in group rather than being alone.

Total Emotional Intelligence is also found to be related to various dimensions of psychological well-being except environmental mastery.

Hence the hypothesis that there is a significant relationship between emotional intelligence and psychological well-being is accepted.

The relationship has been demonstrated by previous research such as in studies by henriques (2014) and Carmeli et al (2009). A study by Shaheen (1998) found significant positive correlation between emotional intelligence and psychological well-being among students. Further, the result of the t-test showed that girls scored significantly higher as compare to boys on emotional intelligence, while there was no significant difference found between boys and girls scores on total psychological well-being and also on its dimensions.

Positive emotional intelligence is considering a strong predictor of better psychological adjustment, high self-esteem, and positive quality of life. People with high emotional intelligence have ability to mend their pessimist thing and mood state, which is related to a sense of autonomy in thought and action. It is also associated with the ability to manage complex environments to suit personal needs and values. High emotional intelligence may support a continued growth and development as a person and a sense of purpose in life and all this lead to psychological well-being.

SUMMARY AND CONCLUSIONS

Summary

The purpose of this research work was to study the relationship between Emotional Intelligence and Psychological well-being among female UG students. The hypothesis stated that there is a significant relationship between Emotional Intelligence and Psychological well-being.

A single group design was used to conduct the research. The Teique-sf scale (.....) and psychological well-being scale (Ryff, 1989) was administered to the sample of 100 UG students using

random sampling technique. And detailed instructions are given for how to fill the questionnaire. The responses were obtained which were later scored and analysed. The obtained scores were subjected to statistical analysis using SPSS version 20.

Descriptive statistics were used to summarize the broad aspects of the data obtained such as mean and standard deviation. Pearson product moment correlation was used to find out the relationship between Emotional Intelligence and Psychological well-being

CONCLUSION

Emotional Intelligence was significantly related to Psychological well-being.

Specifically well-being is related to all dimensions of psychological well-being except environmental mastery. Self-control is related to self-acceptance. Emotionality is related to personal growth and self-acceptance. Sociability is related to all the dimensions of psychological well-being except environmental mastery.

Therefore the hypothesis that emotional intelligence is related to psychological well is accepted is accepted.

IMPLICATIONS

- 1) Since Emotional intelligence is found to be related to psychological wellbeing, various interventions could be designed to develop the Emotional intelligence of students in order to enhance their wellbeing.
- 2) Emotional intelligence scales can be developed which play a role in academic and social performance
- 3) Emotional intelligence has found to be a strong predictor of job performance – in short, emotionally intelligent people make better workers.
- 4) Emotional intelligence and psychological well-being can be used improve self-esteem , life satisfaction and self-acceptance

SUGGESTIONS FOR FUTURE RESEARCH

- 1) Research can be undertaken to make a detailed analysis of the predictors and consequences of both constructs.
- 2) Varied kinds of sample in terms of various demographic groups, different positions can be studied and compared.

- 3) A longitudinal study can be undertaken in which the levels of psychological well-being and emotional intelligence could be studied at different times during the course of the research.

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