



STUDY OF EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS IN RELATION TO THEIR WELL-BEING

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ABSTRACT

The present study has been undertaken to study emotional intelligence of adolescents in relation to their well-being. For this study 200 students of 10+1 class of government senior secondary schools of Ludhiana city were taken. Emotional Intelligence Inventory (Mangal and Mangal, 2012) and General Well-Being Scale (Kalia and Deswal,2012) by were used to collect the data. Descriptive survey method was used. The results of the study shows that there exists a average positive correlation between emotional intelligence and well-being among adolescent boys as well as girls on the basis of their physical, emotional, social and scholastic well-being.

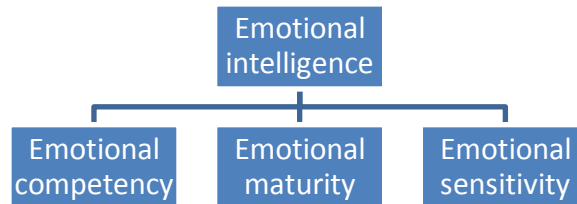
Key words- Emotional Intelligence, Well-Being, Adolescents.

Education helps in developing all the aspects of individuality namely physical, mental, moral, emotional, social and spiritual. It enables to meet their basic needs and necessities of life. Life is not always smooth sailing but a haphazard process. Emotional Intelligence is the prominent factor. Education is not only the acquisition of bookish knowledge but also includes knowing, understanding and handling emotions in the right manner, at right time and in right way.

Emotional Intelligence is one of the latest “BUZZ WORD” in education. Researchers such as Salovey & Mayer (1990) and Goleman (1995) have worked to make the educators realize the importance of Emotional Intelligence. They described Emotional Intelligence as a set of skills that involve the ability to monitor one’s own and others’ feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions. Emotions have

always been seen belonging to the heart while Intelligence belongs to the brain. It is thus the combination of both. The concept of Emotional Intelligence refers to how intelligently we control our emotions. It refers to the capacity for recognizing ourselves and for managing our emotions well and to turn negative feelings into positive ones

Emotional intelligence constitutes three psychological dimensions:



All these motivate individuals to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.

‘Health Is Wealth’ is a universal truth. The constitution of W.H.O defines health as a state of complete physical, mental and social Well-Being and not merely an absence of disease or infirmity. The Well-Being of people is the basis of prosperity and development in the country. Achieving Well-Being in the general population is the goal of modern civilization. Most of the countries are now encouraging their population to led healthier life by engaging in health promotion, physical as well as psychological. With the apparent increase in the pace of life in our societies, adolescents in particular have been identified as challenging period of life span. For adolescents dealing with multiple changes in all domains of their lives, well being is important factor.

Well-Being may be defined as the subjective feeling of contentment, happiness, satisfaction with life’s experiences and one’s role in the world of work, sense of achievement, utility belongingness and no distress, dissatisfaction or worry etc. well being requires harmony between mind and body. It implies sense of balance and ease with pressures in a person’s life. There is no under stimulation and no excessive negative stress; above all, there is a sense of control over one’s destiny.

Well-Being is concerned with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions. As such, it covers terms as happiness morale and positive affect.

OBJECTIVES OF THE STUDY:- The present study intends to fulfill the following objectives.

1. To study the relationship between Emotional Intelligence and Well-Being among adolescents (Total sample , boys and girls)
2. To study the relationship between Emotional Intelligence and physical Well- Being among adolescent (Total sample, boys and girls).
3. To study the relationship between Emotional Intelligence and emotional Well-Being among adolescent boys and girls.
4. To study the relationship between Emotional Intelligence and social Well-Being among adolescent boys and girls.
5. To study the relationship between Emotional Intelligence and scholastic Well-Being among adolescent boys and girls.

HYPOTHESES: The present study was intended to fulfill test the following hypothesis:

1. There exists a significant relationship between Emotional Intelligence and Well-Being among adolescents (Total sample , boys and girls)
2. There exists a significant relationship between Emotional Intelligence and physical Well-Being among adolescent (Total sample, boys and girls).
3. There exists a significant relationship between Emotional Intelligence and emotional Well-Being among adolescent boys and girls.
4. There exists a significant relationship between Emotional Intelligence and social Well-Being among adolescent boys and girls.
5. There exists a significant relationship between Emotional Intelligence and scholastic Well-Being among adolescent boys and girls.

METHOD:

In the present study descriptive survey method was employed.

SAMPLE:

For the present study a sample of 200 students was selected randomly from different government senior secondary schools of Ludhiana city.

MEASURES:

1. Emotional Intelligence Inventory by Mangal and Mangal (2012)
2. General Well-Being Scale by Kalia and Deswal (2012)

RESULTS:

To find out, correlation between emotional intelligence and well-being of adolescent boys and girls co-efficient of correlation was calculated. The results are presented the tables below:

Table 1: Correlation of Emotional Intelligence and Well-Being among adolescents (Total sample, boys and girls)

Respondent	Correlation	Significant level
Total Sample(N=200)	0.78**	Significant at 0.01 level of confidence
Boys (N=100)	0.48**	Significant at 0.01 level of confidence
Girls (N=100)	0.50**	Significant at 0.01 level of confidence

Table 1 shows that the values of coefficient of correlation came out to be 0.78 for total sample, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and Well-Being of total sample. Hence, the hypotheses stating that, 'there exists significant relationship between Emotional Intelligence and Well-Being among adolescents (total sample)' stands accepted.

The values of coefficient of correlation came out to be 0.48 for boys, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and Well-Being of boys. Hence, the hypotheses stating that, 'there exists significant relationship between Emotional Intelligence and Well-Being among boys' stands accepted.

The values of coefficient of correlation came out to be 0.50 for girls, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between

Emotional Intelligence and Well-Being of girls. Hence, the hypotheses stating that, 'there exist significant relationship between Emotional Intelligence and Well-Being among girls' stands accepted.

Table 2 Showing correlation between Emotional Intelligence and physical Well-Being among adolescents (total boys and girls)

Respondent	Correlation	Significant level
Total Sample (200)	0.40**	Significant at 0.01 level of confidence
Boys(100)	0.32**	Significant at 0.01 level of confidence
Girls(100)	0.50**	Significant at 0.01 level of confidence

The values of coefficient of correlation came out to be 0.40 for total sample, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and physical Well-Being of total sample. Hence, the hypotheses stating that, 'there exists significant relationship between Emotional Intelligence and physical Well-Being among adolescents (total sample)' stands accepted.

The values of coefficient of correlation came out to be 0.32 for boys, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and physical Well-Being of boys. Hence, the hypotheses stating that, 'there exists significant relationship between Emotional Intelligence and physical Well-Being among boys' stands accepted.

The values of coefficient of correlation came out to be 0.50 for girls, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and physical Well-Being of girls. Hence, the hypotheses stating that, 'there exists significant relationship between Emotional Intelligence and physical Well-Being among girls' stands accepted.

Table 3 Showing correlation between Emotional Intelligence and emotional Well-Being among adolescents (total ,boys and girls):

Respondent	Correlation	Level of significant
Total Sample(200)	0.38**	Significant at 0.01 level of confidence
Boys(100)	0.45**	Significant at 0.01 level of confidence
Girls(100)	0.35**	Significant at 0.01 level of confidence

The values of coefficient of correlation came out to be 0.38 for total sample, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and emotional Well-Being of total sample. Hence, the hypotheses stating that, ‘there exists a significant relationship between Emotional Intelligence and emotional Well-Being among adolescents (total sample)’ stands accepted.

The values of coefficient of correlation came out to be 0.45 for boys, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and emotional Well-Being of boys. Hence, the hypotheses stating that, ‘there exists a significant relationship between Emotional Intelligence and emotional Well-Being among boys’ stands accepted.

The values of coefficient of correlation came out to be 0.35 for girls, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and emotional Well-Being of girls. Hence, the hypotheses stating that, ‘there exists a significant relationship between Emotional Intelligence and emotional Well-Being among girls’ stands accepted.

Table 4 Showing correlation between Emotional Intelligence and social Well-Being among adolescents (total boys and girls):

Respondent	Correlation	Level of significant
Total Sample(200)	0.40**	Significant at 0.01 level of confidence
Boys(100)	0.32**	Significant at 0.01 level of confidence
Girls(100)	0.49**	Significant at 0.01 level of confidence

The values of coefficient of correlation came out to be 0.40 for total sample, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and social Well-Being of total sample. Hence, the hypotheses stating that, ‘there exists a significant relationship between Emotional Intelligence and social Well-Being among adolescents (total sample)’ stands accepted.

The values of coefficient of correlation came out to be 0.32 for boys, which is significant at 0.01 level of confidence. Thus we can say that there exist positive correlation between Emotional Intelligence and social Well-Being of boys. Hence, the hypotheses stating that, ‘there exists significant relationship between emotional Intelligence and social Well-Being among boys’ stands accepted.

The values of coefficient of correlation came out to be 0.49 for girls, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and social Well-Being of girls. Hence, the hypotheses stating that, ‘there exists significant relationship between Emotional Intelligence and social Well-Being among girls’ stands accepted.

Table 5 Showing correlation between Emotional Intelligence and scholastic Well-Being among adolescents (total boys and girls):

Respondent	Correlation	Level of significance
Total Sample	0.41**	Significant at 0.01 level of confidence
Boys	0.45**	Significant at 0.01 level of confidence
Girls	0.38**	Significant at 0.01 level of confidence

The values of coefficient of correlation came out to be 0.41 for total sample, which is significant at 0.01 level of confidence. Thus we can say that there exist above average positive correlation between Emotional Intelligence and scholastic Well-Being of total sample. Hence, the hypotheses stating that, ‘there exists a significant relationship between Emotional Intelligence and scholastic Well-Being among adolescents (total sample)’ stands accepted.)

The values of coefficient of correlation came out to be 0.45 for boys, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and scholastic Well-Being of boys. Hence, the hypotheses stating that, ‘there exists significant relationship between emotional Intelligence and scholastic Well-Being among boys’ stands accepted.

The values of coefficient of correlation came out to be 0.38 for girls, which is significant at 0.01 level of confidence. Thus we can say that there exist a significant positive correlation between Emotional Intelligence and scholastic Well-Being of girls. Hence, the hypotheses stating that, ‘there exists significant relationship between Emotional Intelligence and scholastic Well-Being among girls’ stands accepted.

EDUCATIONAL IMPLICATIONS :

Present study has shown positive correlation between Emotional Intelligence and Well-Being of adolescents, therefore a teacher should train the students to understand and manage their emotions well and make profitable use of them to improve their Well-Being.

In order to achieve this objective by seeking the help of school management and parents, the teachers should design appropriate intervention strategies to enhance the Emotional Intelligence to foster their general Well-Being with respect to its various dimensions.

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