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RESEARCH ARTICLE

THE ROLE OF GENDER IN RELATION BETWEEN PSYCHOLOGICAL WELL-BEING AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

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ABSTRACT

In the current era, the study of emotional intelligence and psychological well being become a key interest of researcher in various disciplines. This study was undertaken to assess how gender moderate the relationship between emotional intelligence and psychological well-being of adolescents. The study also intends to access the relationship between emotional intelligence and psychological well-being among adolescents. For the purpose of the study, 250 students (125 male and 125 females) enrolled in 11th grade was selected as a sample from the Karad of Satara district. The age range of the students was 16 to 18 years. The data was collected through Emotional Intelligence Test (EII) by Sharma (2011) and Psychological Well-being Scale (PWBS) by Sisodia and Choudhary. Data was statistically analyzed by Pearson Correlational analysis. Study revealed, significant positive correlation between psychological well-being and emotional intelligence among male as well as female adolescents. Additionally, it is found that there is significant relationship between emotional intelligence and psychological well-being and this relationship is moderated by gender. The correlation between emotional intelligence and psychological well-being is higher in female than male adolescents. The present study has great importance which is discussed in the paper.

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INTRODUCTION

Emotional intelligence is a relatively new area of research in the Indian context. It was formally proposed by Yale psychologist Salovey and Mayer (1990) in the 'Journal of Imagination and Personality'. They defined emotional intelligence as "the ability to perceive emotion, to assess 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" (Mayer and Salovey, 1997). The concept was popularized by Goleman's (1995) bestselling book 'Emotional Intelligence' the cover article in the 'Time' (Gibbs, 1995) and then some other popular books. Goleman (1995) attracted attention of others to the term 'Emotional Intelligence'. He defined emotional intelligence as the ability to know, manage one's own emotions, and recognizes them in others and to handle the relationships. Emotional intelligence involves "the ability to perceive accurately, appraise, and express emotion: the ability to access and or generate feeling when they facilitate thought:

the ability to understand emotion and emotional knowledge: and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer, Salovey, Caruso and Sitarenios, 2001). Emotional intelligence is the important skill that is useful for individual success. It is dynamic and practical concept having a set of skills which contribute to the accurate appraisal and expression of emotion, the effective regulation of emotion, and the use of feelings to motivate, plant and achieve the processes involved in the recognition, use, understanding and management of one's own and other's emotional states, to regulate behavior and solving emotion-laden problems, are the core constituents of emotional intelligence (Salovey, Brackett and Mayer, 2004). Abraham (1991) defined that emotional intelligence is the ability that motivates a person to pursue his unique potential and purpose, and actuates his innermost values and aspirations transforming them from things he thinks about to what he lives. Forgas (2001) argues that, emotional thought is sometime intelligent and sometime un-intelligent. Emotional intelligence is the ability to acquire and apply knowledge from our own emotions and the emotions of others in order to be more successful and lead a more fulfilling life. It is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions (Heinz, 2007). Emotional intelligence is

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linked various life significant domains but in the present study its linkages with psychological well-being is assessed. The term psychological well-being is defined as something is in a "good mental state". According to Gough *et al.* (2007) proposed that well-being is a 'what people are notionally able to do and to be, and what they have actually been able to do and to be'. One another 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. Well-being is not only absence of illness or subjective and objective pathological dimensions but also more than that (McAllister, 2005). According to Shin and Johnson (1978) well-being is a form of happiness; it is a global assessment of person's quality of life according to his own chosen criteria. According to Levi (1987) psychological well-being is 'a dynamic state characterized by reasonable amount of harmony between individual's abilities, needs, and expectations, and environmental demands and opportunities'. Deiner (2009) claimed that well-being is a general evaluation of person's quality of life. This quality of life may categorize into three components: (i) positive cognitive appraisal about life satisfaction; (ii) experience of pleasant emotions; and (iii) experience of relatively low level of negative moods. 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. In the present study the role of gender is assessed in the relationship between emotional intelligence and psychological well-being.

Review of Literature

Ample researches were conducted to access the role of gender in relation between psychological well-being and emotional intelligence among adolescents. Some studies are cited here: Carmeli, Yitzhak-Halevy and Weisberg (2009) conducted a study to access the influence of emotional intelligence on psychological well-being. The results suggest that there is positive association between emotional intelligence and psychological wellbeing components – self-esteem, life satisfaction, and self-acceptance. Ahamadi, Azar, Sarchoghaei, and Nagahi, (2014) study conducted to explore the influence of emotional intelligence on psychological well-being. The results of the study show that emotional intelligence has a significant positive impact on psychological well-being of subjects. Irshad (2015) conducted a study to explore the relationship of emotional intelligence with psychological well-being among 1st year medical students of public and private college. A sample of 150 students (75 male and 75 female) collected randomly from Multan Institute of Pakistan. Author used Emotional Intelligence Scale of Pawliw (2002) and Ryff's psychological well-being scale (1989) to measure emotional intelligence and psychological well-being respectively among the students. The findings of results showed that there is insignificant gender difference in emotional intelligence among male and female students of private and public college. Results also indicate that there is insignificant gender difference in dimensions of psychological well-being (autonomy, environmental mastery and personal growth) and has significant difference on these three dimensions of psychological well-being (positive relations, purpose in life and self-acceptance) among male and female students of private and public college. Shaheen and Shaheen (2016)

conducted a study to access the relationship of emotional intelligence with psychological well-being among students. Study consists a randomly selected sample of 100 students studying in Senior Secondary Schools, AMU, Aligarh. Well-being among the students was measured by Well-Being Manifestation Measure Scale (WBMMS; Masse, *et al.* 1998a) and Emotional Intelligence was measured by Emotional Intelligence Scale by Schutte *et al.* (1998). Data were analyzed by Pearson Product-Moment Correlation and t-test. It was found that emotional intelligence was significantly and positively associated with psychological well-being. Additionally, the result of the t-test showed that girls scored significantly higher than boys on emotional intelligence, however such difference was not found between boys and girls scores with respect to psychological well-being. Marzuki, Salim, and Rani, (2017) conducted a study to explore the relationship of emotional intelligence with psychological well-being among students. A total of 130 students were selected randomly in Malaysia. Emotional intelligence is measured by Bar-On Emotional Quotient: Short (EQ-i: S) and well-being is measured by Ryff's Psychological Well-Being instruments. Results found that three dimensions of emotional intelligence namely, intrapersonal, interpersonal and adaptability dimensions significantly correlated with psychological well-being, however such association do not found regarding with two dimensions of emotional intelligence (stress management and general mood) with psychological well-being. Rehman and Sohail (2018) conducted a survey to explore the relationship between perceived emotional intelligence and psychological well-being among students. Authors assume that male students are more emotional intelligent than female students and emotional intelligence negatively related to psychological well-being (depression, anxiety and stress). 142 students incorporated randomly in the study in which 72 male and 70 female students. Results indicate that male student found to be more emotionally intelligent than female students. However, emotional intelligence is negatively related to psychological well-being (depression, anxiety and stress).

Objectives

1. To study the relationship between emotional intelligence and psychological well being among male adolescents.
2. To search the relationship of emotional intelligence with psychological well being among female adolescents.
3. To examine the association between emotional intelligence and psychological well being among adolescents.
4. To observe how gender moderate in the relationship between emotional intelligence and psychological well-being.

Hypotheses

1. There would be significant positive correlation between emotional intelligence and psychological well being among male adolescents.
2. There would be significant positive correlation between emotional intelligence and psychological well being among female adolescents.
3. Emotional intelligence would be significantly associated with psychological well being among adolescents.

4. Relationship between emotional intelligence and psychological well-being would be moderated by gender.

2. Psychological Well-Being Scale (PWBS): This test is developed by Sisodia and Choudhary to measure psychological well-being. The scale consists of 50 items with 5 dimensions, viz., satisfaction, efficiency, sociability, mental health and interpersonal relationship. This test was developed by using Likert technique. The higher score on this test indicates higher level of psychological well-being and lower score indicates lower level of psychological well-being. The test-retest reliability was 0.87 and the consistency value for the scale is 0.90. The validity of the scale was 0.94 against the external criteria.

METHODS

Sample: A higher secondary school student available across Karad of Satara district of Maharashtra state was the universe of the present study. For the purpose of this study it was decided to collect a data from the population of the higher secondary school students. Therefore, in present study students enrolled in 11th grade was selected as a sample from different higher secondary schools located at Karad of Arts, Commerce and Science faculty. The ratio of male and female adolescents was not exactly same i.e. 125 males and 125 (n=250) females. Age of the subjects was ranging from 16 to 20 years.

Tools

1. Emotional Intelligence Test (EIT): The test constructed by Sharma (2011) will be used to measure the extent of emotional intelligence through five domains namely self-awareness, managing emotions, motivating oneself, empathy, and handling relationships. The higher score on this test indicates higher emotional intelligence and lower score indicates lower emotional intelligence. The author of the test claimed that the test is highly reliable and valid.

Research design: Correlational research design was employed in the present research. First independently, for male and female adolescents, correlation between emotional intelligence and psychological well-being among male adolescents was calculated. Later, correlation between these two variables was compared with respect to gender and it was seen that whether gender moderate this relationship or not.

Procedure: After selecting the sample and finalizing the assessment tools for the present study, permission was taken from the heads of the institutions of the prescribed schools to administer the inventories on the students of 11th class. The seating arrangement of the subjects was made in a class room. Sufficient distance was kept between two subjects, so that one could not peep into the responses written by the other subjects. A group of 15-25 subjects were called in each setting and their responses were taken on response sheet.

Table 1. Show the gender comparison of correlation between emotional intelligence and psychological well-being along with their dimension among adolescents

Variables	Gender	SA	ME	MO	EMP	HR	EI
SAT	M	0.19*	0.06	0.11	0.16	0.21*	0.14
	F	0.15	0.06	0.26**	0.16	0.22**	0.31**
EFF	M	0.18*	-0.05	0.11	0.14	0.26**	0.28**
	F	0.22**	0.03	0.27**	0.16	0.36**	0.40**
SOC	M	0.11	0.04	0.23**	0.16	0.27**	0.33**
	F	0.19*	0.00	0.37**	0.09	0.37**	0.41**
MH	M	0.04	0.07	0.22*	0.10	0.34**	0.80**
	F	0.31**	-0.06	0.32	0.19*	0.44**	0.48**
IR	M	0.04	0.09	0.25**	0.06	0.32**	0.32**
	F	0.08	-0.12	0.26**	0.22*	0.43**	0.38**
PWB	M	0.05	0.06	0.27**	0.17*	0.40**	0.41**
	F	0.24	-0.03	0.38**	0.21*	0.47**	0.51**

(Note: SA-Self Awareness, ME-Managing Emotions, MO-Motivating Oneself, EMP-Empathy, HR-Handling Relationship, SAT-Satisfaction, EFF-Efficiency, SOC-Sociability, MH-Mental Health, IR-Interpersonal Relations)

Table 2. Shows the correlation between emotional intelligence and psychological well-being among male adolescents

Variables	SA	ME	SM	EMP	HR	EI
SAT	0.19*	0.06	0.11	0.16	0.21*	0.14
EFF	0.18*	-0.05	0.11	0.14	0.26**	0.28**
SOC	0.11	0.04	0.23**	0.16	0.27**	0.33**
MH	0.04	0.07	0.22*	0.10	0.34**	0.80**
IR	0.04	0.09	0.25**	0.06	0.32**	0.32**
PWB	0.05	0.06	0.27**	0.17*	0.40**	0.41**

Table 3. Show the correlation between emotional intelligence and psychological well-being with respect to female adolescents

Variables	SA	ME	SM	EMP	HR	EI
SAT	0.15	0.06	0.26**	0.16	0.22**	0.31**
EFF	0.22**	0.03	0.27**	0.16	0.36**	0.40**
SOC	0.19*	0.00	0.37**	0.09	0.37**	0.41**
MH	0.31**	-0.06	0.32	0.19*	0.44**	0.48**
IR	0.08	-0.12	0.26**	0.22*	0.43**	0.38**
PWB	0.24	-0.03	0.38**	0.21*	0.47**	0.51**

Table 4. Show the correlation between emotional intelligence and psychological well-being along with their dimension among adolescents

Variables	SA	ME	SM	EMP	HR	EI
SAT	-0.06	0.05	0.19**	0.13	0.20**	0.18**
EFF	0.20**	-0.01	0.20**	0.15*	0.32**	0.34**
SOC	0.16*	0.02	0.30**	0.13	0.33**	0.35**
MH	0.15*	0.01	0.27**	0.13	0.38**	0.35**
IR	0.04	-0.02	0.26**	0.12	0.36**	0.32**
PWB	0.13	0.01	0.33**	0.18*	0.43**	0.42**

Variables

1. Emotional Intelligence
2. Psychological well-being
3. Gender

RESULTS AND DISCUSSION

Table 1 shows the gender comparison of correlation between emotional intelligence and psychological well-being along with their dimension among adolescents. If we observe the above table carefully, it is seen that the correlation between emotional intelligence and psychological well-being among male is 0.41(df=114, p<0.01) and among female is 0.51 (df=123, p<0.01). It is also seen that the significant correlation between emotional intelligence and psychological well-being is higher in female than male adolescents. The same fact is seen about remaining variables except between satisfaction (SAT) and social awareness (SA) and mental health (MH) and emotional intelligence (EI). One another important thing is that managing emotions (dimension of EI) is not significantly associated with any other variables among male and female also. Some other facts are also depicted in the above table.

Here, we can conclude that there is significant positive correlation between emotional intelligence and psychological well-being among male and female adolescents. And here we can also conclude that the correlation between emotional intelligence and psychological well-being is higher in female than male adolescents. Hence, gender can moderate the relationship between emotional intelligence and psychological well-being of adolescents. Table 2 show the correlation between emotional intelligence and psychological well-being along with their dimension among male adolescents. It is found that emotional intelligence is significantly associated with psychological well-being.

Additionally, it is also found that all dimensions of psychological well-being (EFF, SOC, MH and IR) are significantly and positively associated with emotional intelligence except SAT. Psychological well-being is also associated significantly with SM, EMP and HR. Table also depicts the inter-relation metrics between dimensions of EI and PWB. Table 3 show the correlation between emotional intelligence and psychological well-being along with their dimension with regarding with female adolescents. Table shows that psychological well-being and its all dimensions are significantly associated with emotional intelligence among female adolescents. Some other inter-relations are also depicted in the same table. Table 4 shows that correlation of psychological well-being with emotional intelligence among whole data (M+F). It reveals that all dimensions of PWB are significantly correlated with emotional intelligence. Table also shows inter-correlations between above variables.

Conclusion

1. There is significant positive correlation between psychological well-being and emotional intelligence among male adolescents.
2. There is significant positive correlation between psychological well-being and emotional intelligence among female adolescents.
3. Emotional intelligence is significantly and positively associated with psychological well-being among adolescents.
4. There is significant relationship between emotional intelligence and psychological well-being and this relationship is moderated by gender.
5. The correlation between emotional intelligence and psychological well-being is higher in female than male adolescents; hence, gender moderate in correlation between psychological well-being and emotional intelligence.

Implication: The present study provides great importance to educational psychologist to prepare the developmental models for adolescents.

Abbreviations

EI	: Emotional Intelligence
PWBS	: Psychological Well-Being Scale
SAT	: Satisfaction
EFF	: Efficiency
SOC	: Sociability
MH	: Mental Health
IR	: Interpersonal Relationship
PWB	: Psychological Well-Being
SA	: Self-Awareness
ME	: Managing Emotions
MO	: Motivating Oneself
EMP	: Empathy
HR	: Handling Relationships

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