

Emotional Intelligence and Well - Being Among Student Teachers

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Abstract:

The present study investigated the relationship between Emotional Intelligence and Well-being among Student Teachers. The hypothesis stated that there is a significant relationship between Emotional Intelligence and 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 analyzed using SPSS version 20. The result showed Emotional Intelligence was significantly related to Well-being. Specifically well-being which is related to all dimensions of physical, psychological and mental 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 mental well-being except environmental mastery. The hypothesis that there is a significant relationship between Emotional Intelligence and well-being is accepted.

Keywords: emotional intelligence, hypothesis, well being

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 behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

Operational definitions

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 one's goal". 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 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.

Well-being

Merriam-Webster Dictionary defines, well-being is the state of being healthy, happy, or prosperous which means how people experience the quality of their lives and includes both emotional reaction and cognitive judgment.

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. 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; fell unable to change or improve surroundings contexts; are unaware of surroundings opportunities; and lack of sense of control over the external world.

Relationship between emotional intelligence and well-being

Emotional intelligence plays a important role in one's 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.
- Positive emotional intelligence is considering a strong predictor of better psychological adjustment and high self-esteem and positive quality of life.

Currently, there are three main models of EI:

1. Ability model
2. Mixed model (usually subsumed under trait EI)
3. Trait model

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."

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. 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. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability.

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.

Need for 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 people who are high in Emotional Intelligence are likely to experience highly well-being than individuals who are low in emotional intelligence. Emotional intelligence also plays a role in academic and social performance and also determines 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 one's "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 of education 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. 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 well-being

Hayes 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 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; fell unable to change or improve surroundings contexts; are unaware of surroundings opportunities; and lack of sense of control over the external world.

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).

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.

Methodology

Objective: To study the relationship between emotional intelligence and well-being among female student teachers.

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

Variables

Independent variable : Emotional intelligence

Dependent variable : Well-being.

Research Design :

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

Sample : The sample consisted of 100 female students, from Michael Job Memorial College of Education for Women, Sulur, Coimbatore.

Sampling technique : Purposive sampling technique was used

Procedure

The Emotional Intelligence scales (Dr. K.V Petrides, 1989) and Psychological Well-being scale (Carol Ryff, 1989) were administered to the sample in a group setting and instructions were given. 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
	Personal Growth	100	17.00	42.00	27.83	5.76
	Positive Relations	100	12.00	42.00	27.94	5.87
	Purpose in life	100	17.00	39.00	26.77	5.34
	Self acceptance	100	16.00	38.00	27.61	5.34
Trait EI	Wellbeing	100	16.00	42.00	29.34	5.47
	Self control	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 one's behaviour 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.

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

Summation

The purpose of this research work was to study the relationship between Emotional Intelligence and well-being among female Student Teachers. The hypothesis stated that there is a significant relationship between Emotional Intelligence and well-being. Emotional Intelligence was significantly related to Psychological well-being. Specifically well-being is related to all dimensions of well-being except environmental mastery. Self-control is related to self-acceptance. Emotionality it 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 being is accepted.

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