EMOTIONAL INTELLIGENCE AND ITS IMPACT ON PSYCHOLOGICAL WELL-BEING OF POST-GRADUATE STUDENTS -AN EMPIRICAL STUDY

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Abstract:

Emotional Intelligence (EI) is recognized as a significant trait which contributes to Psychological Well-Being (PWB) of a person. In today's competitive world it is important to develop one's Emotional Intelligence in order to improve your mental well-being. The objective of this paper is to examine the impact of Emotional Intelligence on the different dimensions of the psychiatric well -being of post-graduate students and to find out if there are any gender differences. Boston Emotional Questionnaire was used to assess the EI of 93 post graduate students, both male and female of different colleges in Bangalore city. The Psychological Well-Being of these students were also assessed using Ryaff's PWB Scale, an attempt was made to see if there were any gender differences using 't' test correlation and regression. The EQ scores of students were compared to their PWB scores to find out the impact of EQ on PWB.

Key words: *Emotional Intelligence, Psychological Well-Being, Students' behavior.*

Introduction

EI is the ability to perceive emotion in others and express one's emotions; use emotions to guide thinking in self and others; understand how emotions operate; and manage and regulate emotions in self and others (Mayer and Salovey, 1997; Salovey and Mayer, 1990).

The idea of emotional intelligence has evoked a great deal of interest recently, mainly due to the influence of Goleman's best-selling book, Emotional Intelligence. Goleman makes a compelling case for emotional intelligence being important for success in living and very likely more important than intellectual intelligence. People appreciate the message in Goleman's book because they have long resented the excessive importance that has been attributed to IQ. Everyone knows of people with average IQs who are highly successful and of others with very high IQs— stars of their high school classes— who never made it in the real world. This raises the question of what the first group has that the other is missing. Goleman's answer is that it has emotional intelligence (Epstein, 1998).

Psychologists have been trying to define intelligence for more than a century and broadly speaking it indicates one's cognitive capacity and functioning i.e. one's ability to learn, recall, apply, think, reason and abstract. Traditionally, this cognitive capacity has been measured by the IQ or Intelligence Quotient. By the 1940s there was a general discomfort in accepting IQ alone as an indicator of an individual's ability to adapt and cope with life situations and we find Wechsler (1940) broadening the framework by including 'non intelligence' factors covering the social factors too. Later in the same sphere, we find competence, maturity, emotional thought and logical thought also being added (Gardener, 1983; Griffiths, 1997).

Perhaps emotional intelligence can be linked to the neurology of structures in the frontal lobes of the brain, which are known to be important for regulating and controlling emotion (Bechara et al. 2000). Already recent research suggests that both frontal and temporal lobes support emotionally intelligent reasoning (Reis et al. 2007). In addition, the quality of interactions with caregivers and peers, which

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the child experiences, is known to affect emotional development. For example, maltreatment and deprivation are known to have various serious adverse effects (Smith and Walden 1999).

Emotionally intelligent people can use their emotions as an aid in their thinking, such as by being able to re-create an emotion in themselves in order to understand what someone else is feeling, having emotions that direct their thinking to issues of significance, and generating emotions that provide a context for thinking in certain ways, such as producing feelings of sadness and happiness to obtain different perspectives on certain issues. Emotionally intelligent people can also understand and analyze emotions, such as distinguishing between shame and guilt and jealousy and envy. They can also control their emotions in a way that promotes intellectual and emotional growth, such as by delaying acting on emotional impulses and taking into account the influence of emotions on their rational thinking. (Epstein, 1998).

Emotional Intelligence and Psychological Well-Being

Psychological well-being in its simplest form represents "a generalized feeling of happiness" (schnertte & Ryff, 1997, p 55). It represents wellness that is conceived as "progressions of continued growth across the life course" (Ryff, 1995, p 99). In order to capture the positive aspects of well-being Ryff(1989,1995) structured a multi dimensional model comprising 5 dimensions such as positive evaluation of oneself(self acceptance), a feeling of sustained growth & development as a person(personal growth), the belief that life is meaningful (purpose in life), developing & maintaining good relations with others (positive relations with others), the ability to manage effectively one's own life and surrounding environment (environmental mastery) and a sense of independence & determination (autonomy).

Theory suggests that individuals with high emotional Intelligence exhibit a higher level of psychological well being and a lower level of emotional deficit than individuals with low level of emotional intelligence (Salovey & Mayer 1990). This is due to the fact that emotionally intelligent individuals are able to maintain positive mental states due to their ability to effectively manage, recognize, understand assess & regulate their emotions (Mayer & Salovey,1997).

Research provides some evidence in support of this proposition. Higher EI was characterized by positive moods & higher self esteem (Schutte et al 2002). Petridge & Furnhan found that trait emotional intelligence had a positive effect on perceived job control among both employed male and female adults. Palmer et al(2002) found a significant & positive relationship between overall EI & life satisfaction ($r=0.26, p<0.01$).

Literature Review

- A study by Babajide EO, Akintayo (2011) which adopted survey research design using 3 sets of questionnaires data collection. t-test revealed that there was a significant influence of occupational stress on workers behaviour & PWB. There was no significant difference in the perception of male & female respondents on the influence of occupational stress on their PWB. Based on the findings of the study it was recommended that organizational support system that could combat physical, social & psychological effects of occupational stress on workers PWB & their BCH should be provided at the workplace. Also industrial counseling services should be introduced in work organizations in order to tender therapeutic services, that foster reduction in the effects of Organizational study on worker's PWB. The present study seeks to examine the influence of EI on PWB of post graduate students.

- A study exploring the social factors such as gender, educational level of parents, family income, family relationships on PWB of undergraduate students conducted by Daraci mina(2013) PostHoc test using Ryff's PWB Scale & testing data using arocias t-test reveals that there were no gender differentiation in relation to PWB of students. Education level of parents, occupation, income & family relations impact student's PWB.

  The present study focuses on the different factors of Emotional Intelligence & their impact on various aspects which contribute PWB of post graduate students.

- Garcia Moradi (2012) in their study on "The Affective Temperaments and Well Being" investigated the role of the affective temperamental model in distinguishing variation in well being among adolescents from Sweden & Iran. A correlation analysis was conducted to explore relation between all variables across cultures, self-actualizing adolescents reported higher life satisfaction & PWB. The PWB sub-scale of self acceptance was positively related to life satisfaction regardless of temperamental profile or cultural background. However, findings showed that Iranian adolescents with self destructive profiles reported higher life satisfaction than high affective Iranians. The present study focuses on the EI factors which have a bearing on the different dimensions of psychological well being of post-graduate students.

- A study by Carmeli, Abraham, Yitzhak-Halevy, Weisberg Jacob (2009) on " The Relationship between EI and PWB" examined the relationship between EI & four aspects of PWB(Self acceptance, life satisfaction, somatic complaints & self-esteem). Data was collected using 2 structured surveys and the results of four hierarchical regression models provide support for the positive association between EI and PWB components- self esteem, life satisfaction & self acceptance. Only marginal significant support was found for the negative relationship between EI & somatic complaints. The study also indicates that employees who experience a Psychological state of well being may function better than employees who experienced emotional defeat.

- Augusto-Landa; Jose M; Pulido-Martos; Manuel; Lopez-Zafra; Esther in their study, "Does perceived Emotional Intelligence and Optimism/Pessimism predict PWB" examine the possible role of optimism & perceived EI as possible predictions of PWB dimensions proposed by Ryaff with a specific pattern of relationships as model using correlation analysis & structural equation modeling. The result suggests relationship between emotional attention & purpose in life as well as with personal growth dimensions of PWB. Results also show positive relationship between clarity & emotional regulation. In respect of PWB components with regard to dispositional optimist versus pessimism, positive relationships were found between optimism & PWB dimensions & negative relationships between pessimism & PWB dimensions.

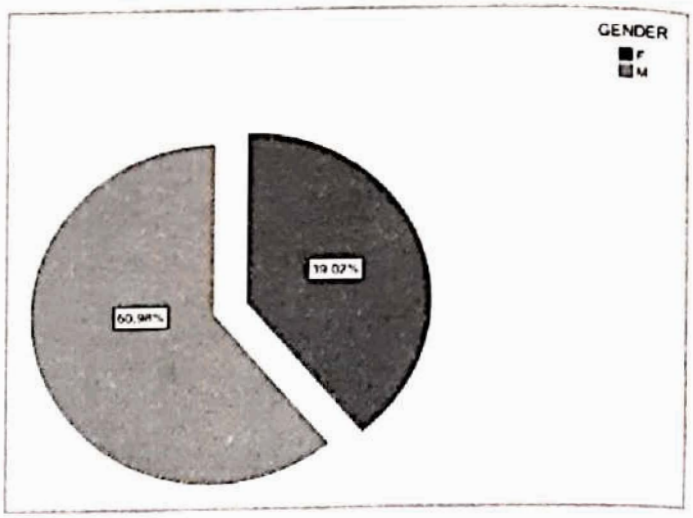
Objectives of the study:

1. To find out if there is a correlation between EI and PWB.
2. To analyze the impact of Emotional Intelligence on Psychological Well Being of Post-graduate students.
3. To examine whether there are significant gender differences in the EI and PWB of Post-graduate students.

Research Methodology

The study uses primary data collected from 205 post graduate management students who are from different parts of the country and studying in Bangalore. They were administered two standardized questionnaires: the Boston Emotional Intelligence Questionnaire to measure their EI and Ryaff's Psychological Well Being questionnaire to determine their Psychological Well Being. Independent 't' test, correlation and regression analysis were used to test the hypothesis and to determine whether EI had an impact on PWB of the students

Graph 1 Gender distribution



The sample of gender is distributed more or less same, 39% constitutes Female and 61% constituted Male.

Analysis and Results

Sample composition

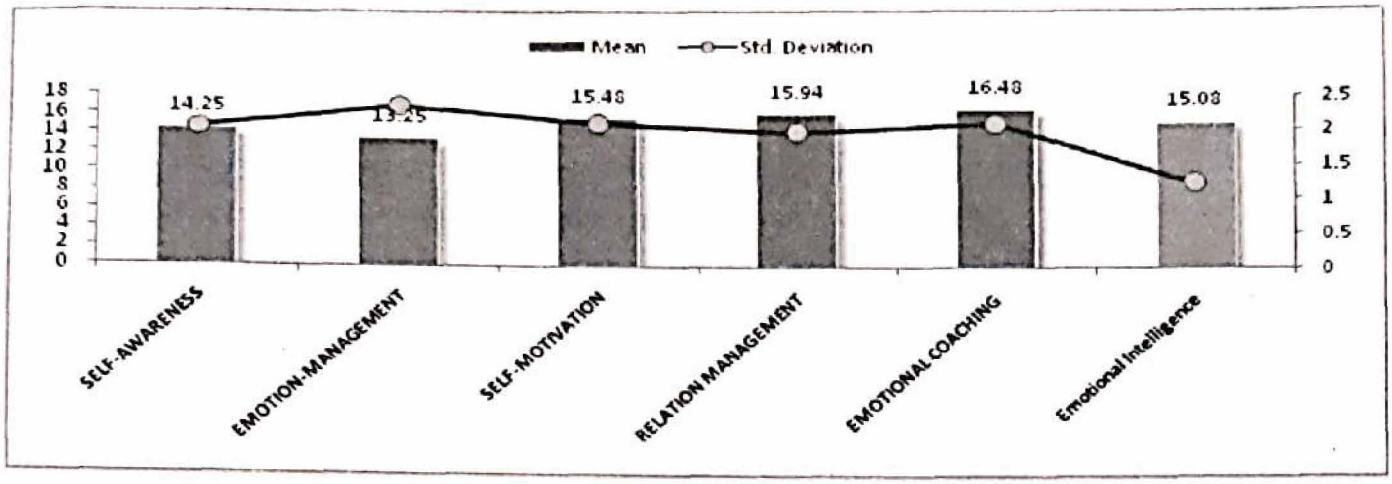
Table 1 Gender distribution

	Frequency	Percent
Female	80	39.0
Male	125	61.0
Total	205	100.0

Table 2 Descriptive statistics - Emotional Intelligence

	N	Mean	Std. Deviation
SELF-AWARENESS	205	14.25	2.022
EMOTION-MANAGEMENT	205	13.25	2.335
SELF-MOTIVATION	205	15.48	2.085
RELATION MANAGEMENT	205	15.94	1.960
EMOTIONAL COACHING	205	16.48	2.083
Emotional Intelligence	205	15.0790	1.22418

Graph 2 Descriptive statistics – Emotional Intelligence

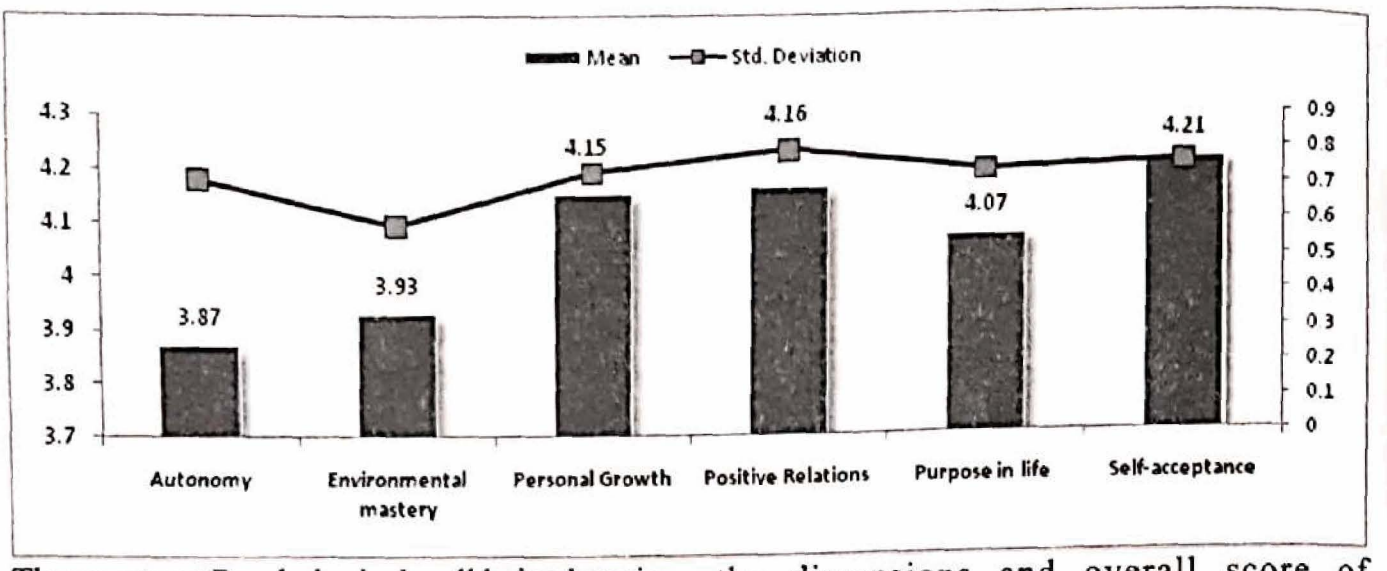


According to the Boston EI Questionnaire, the construct Emotional Intelligence has five dimensions, viz, SELF-AWARENESS, EMOTION-MANAGEMENT, SELF-MOTIVATION, RELATION MANAGEMENT and EMOTIONAL COACHING. Each dimension has 5 items and each of the items are measured on a 4 point scale. For each dimension, scores should vary from 4 to 40. The table showed the mean and standard deviation of each dimension and overall Emotional Intelligence score. Overall mean score is 15.08. Among the dimensions, Emotional coaching is highest, i.e., 16.48 and least is Emotional Management , i.e., 13.25. Standard deviation ranges from 1.9 to 2.2 which showed there is consistency among the dimensions given by the respondents

Table 3 Descriptive statistics – Psychological well being

	N	Mean	Std. Deviation
Autonomy	205	3.87	0.72
Environmental mastery	205	3.93	0.59
Personal Growth	205	4.15	0.74
Positive Relations	205	4.16	0.80
Purpose in life	205	4.07	0.74
Self-acceptance	205	4.21	0.76
Psychological well being	205	24.40	3.05

Graph 3 Descriptive statistics – Psychological well being



The construct Psychological well being has six dimensions namely Autonomy, Environmental mastery, Personal Growth, Positive Relations, Purpose in life and Self-acceptance .Each dimensions has 7 items and each of the items are measured on a 6 point scale. Since each dimension's score is converted in to its mean score it should vary between 1 to 6. The table shows the mean and standard deviation of each the dimensions and overall score of Psychological well being. Overall mean score is 4.21 and among the dimensions, Personal growth and Positive relations are the highest, that is, 4.15 and 4.16 respectively and least is Autonomy ,i.e., 3.87 and Standard deviations range from .64 to .83 which shows consistency among the dimensions.

Table 4-Testing of Hypothesis for Emotional Intelligence

Independent t test

	GENDER	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
SELF-AWARENESS	M	125	13.99	2.09	0.19	-2.296	.023*
	F	80	14.65	1.86	0.21		
EMOTION-MANAGEMENT	M	125	13.66	2.32	0.21	3.257	.001*
	F	80	12.60	2.23	0.25		
SELF-MOTIVATION	M	125	15.38	2.10	0.19	-.875	.382
	F	80	15.64	2.06	0.23		
RELATION MANAGEMENT	M	125	15.88	2.07	0.19	-.560	.576
	F	80	16.04	1.78	0.20		
EMOTIONAL COACHING	M	125	16.33	1.94	0.17	-1.291	.198
	F	80	16.71	2.28	0.26		
Emotional Intelligence	M	125	15.0480	1.25	0.11	-.453	.651
	F	80	15.1275	1.19	0.13		

***5% level sign.**

Ho: There is no significant difference between Male and Female on various dimensions of Emotional Intelligence

Ha: There is significant difference between Male and Female on various dimensions of Emotional Intelligence

The table shows the result of the Independent 't' test which is used to prove the above said hypothesis. When t value is +/- more than 1.96, the hypothesis is significant. In this case, Emotional Intelligence, does not make difference between Male and Female respondents, however, there are two sub constructs of Emotional Intelligence, namely Self awareness and Emotion Management. The 't' values are more than 1.96 and their sig value is .008 and .045 respectively, which is less than .05; Hence these two sub constructs provides significant difference in the average score between Male and Female, but the rest of the sub constructs are perceived by Male and Female are in similar way.

Table 5 Testing of Hypothesis for Psychological Well being

Independent ' t' test

	GENDER	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Autonomy	M	125	3.89	0.71	0.06	.395	.693
	F	80	3.85	0.74	0.08		
Environmental mastery	M	125	3.93	0.59	0.05	.131	.896
	F	80	3.92	0.61	0.07		
Personal Growth	M	125	4.15	0.72	0.06	.007	.995
	F	80	4.15	0.77	0.09		
Positive Relations	M	125	4.20	0.77	0.07	1.005	.316
	F	80	4.09	0.84	0.09		
Purpose in life	M	125	4.07	0.73	0.07	-.072	.942
	F	80	4.08	0.77	0.09		
Self-acceptance	M	125	4.24	0.69	0.06	.641	.522
	F	80	4.17	0.86	0.10		
Psychological well being	M	125	24.49	2.87	0.26	.527	.599
	F	80	24.26	3.31	0.37		

***5% level sign.**

Hypothesis

Ho: There is no significant difference between Male and Female on various dimensions of Psychological well being

Ha: There is significant difference between Male and Female on various dimensions of Psychological well being

The table shows the result of the Independent' t' test which is used to prove the above said hypothesis. From this table it is understood that, none of the sub constructs of Psychological well being is significant. Between Male and Female, there is significant difference on psychological well being.

Table 6 Correlation

Correlations							
	Autonomy	Environmental mastery	Personal Growth	Positive Relations	Purpose in life	Self-acceptance	Psychological well being
SELF-AWARENESS	.120*	.050	.200**	-.007	.035	-.003	.092
EMOTION-MANAGEMENT	.076	.021	-.013	.010	-.042	.119*	.041
SELF-MOTIVATION	.169**	.092	.133*	.190**	.169**	.185**	.228**
RELATION MANAGEMENT	.208**	.144*	.141*	.308**	.120*	.210**	.274**
EMOTIONAL COACHING	.239**	.142*	.050	.299**	.010	.201**	.228**
Emotional Intelligence	.274**	.150*	.169**	.267**	.095	.243**	.289**

*. Correlation is significant at the 0.05 level (1-tailed).
**. Correlation is significant at the 0.01 level (1-tailed).

Hypothesis

Ho: There is no relation between Emotional Intelligence and Psychological well being

Ha: There is relation between Emotional Intelligence and Psychological well being

The above table shows the outcome of the correlation analysis for the above said hypothesis.

The overall two constructs, Emotional Intelligence and Psychological well being is related to the extent of .365 and it is significant at 1% level. The constructs from Emotional intelligence such as Self motivation, Relation Management and Emotional coaching are very much related to all the sub constructs of Psychological well being except 'Purpose in life', which are not very much significant.

Regression Analysis

Regression model is used to establish the linear relation between set of independent variables of Emotional intelligence and Psychological well being. From the previous hypothesis, correlation is established. In the regression equation given below, Y is the dependent variable and X1 to X5 are independent variables which are sub constructs of Emotional Intelligence.

$$Y = a + b1\,X1 + b2\,X2 + b3\,X3 + b4\,X4 + b5\,X5 + e$$

Y - PSYCHOLOGICAL WELL BEING

X1 - SELF-AWARENESS

X2 - EMOTION-MANAGEMENT

X3 -SELF-MOTIVATION

X4 - RELATION MANAGEMENT

X5 - EMOTIONAL COACHING

b1 to b5 is beta of concerned X1 to X5

e is error.

Table 7 Model Summary

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Linear	.451	0.20	0.17	2.69	5.63	.000*

R indicates the correlation coefficient of the model, i.e. .451, R square is the ratio which shows the accuracy of the model, i.e., .20. In other words, R square changes occurred in Psychological well being is due to the changes that occurred in Emotional intelligence constructs. F value indicates the linear relation between Psychological well being and Emotional Intelligence constructs. Since sig value is .000 which is less than .05, the model is statistically significant at 5% level.

Table 8 Coefficient

Psychological well being	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.559	3.367		3.730	.000
X1 - SELF-AWARENESS	.000	.144	.000	.001	.999
X2 - EMOTION-MANAGEMENT	.081	.134	.058	-.601	.549
X3 -SELF-MOTIVATION	.290	.145	.208	1.994	.049*
X4 - RELATION MANAGEMENT	.426	.180	.284	2.363	.020*
X5 - EMOTIONAL COACHING	.132	.158	.099	.833	.407

*5% level sign ns = non sign.

The outcome of the table showed the coefficient value which is used to estimate the parameter Y. The unstandardized coefficient is substituted for the model equation.

$Y = 12.559 + .000\,X1 + .081\,X2 + .290\,X3 + .426\,X4 + .132\,X5 + e$

From the above equation value it is understood that, Relation Management can influence Psychological well being more than any other constructs in the model. In other words, 1 unit increase in Relation Management may lead to an increase of .426 on Psychological well being in terms of 6 point rating scale. Though the model contained 5 independent variables, only 2 sub constructs of Emotional intelligence are significant on Psychological well being at 5% level, namely X3 -SELF-MOTIVATION and X4 - RELATION MANAGEMENT .The other construct are not significant.

Managerial Implications

Educationists, academicians & recruiters should seek to improve the EQ of students who will step into the workplace after post- graduation. These students will be the HR assets of any organization and it is important to hire employees who exhibit high PWB. This may also help in retention of good employees by organizations and good work life balance by employees can be achieved. In the long run low attrition would reduce hiring costs of the organizations.

Conclusion

The above findings add to the research on adolescent student behavior. Adolescents have a tendency to behave in ways that are incongruent to their own self-conceptions. Hence the most prudent advise a parent or teacher can give to students may be that the best chances of a happy life is to work on improving their Emotional Intelligence.

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