

Relationship between Emotional Intelligence and Psychological Well-Being among Pakistani Adolescents

Tariq Mehmood¹, Shazia Gulzar²

¹ Department of Special Education, Government of Punjab,

² Lahore Business School, The University of Lahore,
PAKISTAN.

¹ tariqmehmoodmalik@yahoo.com, ² Shazia.gulzar@lbs.uol.edu.pk

ABSTRACT

This study was designed to investigate the relationship of emotional intelligence with self-esteem and depression among adolescents. 182 participants both male and female of age range 12 to 18 years with mean age of 15.70 and SD=1.82 were included in this study. Sample was selected via using mixed method sampling technique. Trait Emotional Intelligence questionnaire (TEIQue-SF; Petrides & Furnham, 2003), Revised Children's Anxiety and Depression scales (Chorpita, 1998) and Rosenberg Self Esteem Scale (Rosenberg, 1965) were administered. Pearson Product moment of Coefficient of correlation was used in order to find out relationship of emotional intelligence with self-esteem and depression among adolescents. Results showed that Emotional intelligence is positively related to self-esteem and negatively related to depression among Pakistani adolescents.

Keywords: Adolescents, depression, emotional intelligence, self-esteem

INTRODUCTION

In intelligence literature emotional intelligence (EI) is distinct concept for different researchers. Ideas of social intelligence (Thorndike, 1920) and multiple intelligence theory (Gardner's, 1983) considered the roots of general concept of emotional intelligence. According to Salovey and Mayer (1990) emotional intelligence is a subset of social intelligence, ability to understand and monitor his or her own and other's emotions. According to the mixed model of intelligence of Goleman, 1995, assertiveness, optimism, delay of gratification and empathy are the definitional key concepts of emotional intelligence. (Goleman, 1995). Strong relationship patterns of emotional intelligence assumed with other human related constructs e.g. success in job, quality of interpersonal and intrapersonal relationships and life satisfaction. Bar-On, 1997; Goleman, 1995; Palmer, Walls, Burgess, & Stough, 2001; Mayer & Salovey, 1997)

Psychological well-being is an umbrella term. Different researchers used different concepts and terms for phenomena of psychological well-being e.g. terms of self-concept and self-esteem, Rosenber, 1965; mood, affect, quality of life, mentality and subjective well-being, Diener et al, 1985 for describing psychological well-being. Campbell (1976) took it as person's current state of affairs. Self-esteem, self-actualization, stress, anxiety and depression are the key components of psychological well-being or mental health. Good mental health is considered significant to cope with life challenges.

Many researchers claimed that emotional intelligence draw significant impact on a person's personality aspects. Self-esteem and mood are two important aspects and cornerstones of emotional well-being of an individual. Salovey et al, 1995; Ekman & Davidson, 1994; Thayer, 1996). Carl Rogers claimed that self is an important part of an individual's world. Person's attitude regarding his or her self-referred to as self-esteem (James, 1890). People

with high self-esteem have positive perceptions about their self. They are more capable and feel better as compare to those who have poor self-esteem levels. Individual's self-evaluation is based on their own perceptions about their own self and opinion of others (Malle & Horowitz, 1995). Brown & Dutton (1995) claimed that different people have different ways of interpretations of their success and failure. People possessed high self-esteem think more positively and rationally and people having low self-esteem overgeneralize their failure. They perceive their like characteristics very rare, on the other hand people with high self-esteem level tend to perceive their like characteristics more than unlike characteristics (Ditto & Griffin, 1993).

Positive emotional intelligence is strong predictor of better psychological adjustment and high self-esteem, whereas low or negative emotional intelligence is significantly related to depression, damaging and disturbing behavior (Petrides & Furnham, 2000). Many research findings on emotional intelligence claimed significant relationship between emotional intelligence and mental health of children and adolescents. Increasing emotional intelligence lead to positive quality of life and decreasing level of emotional intelligence tend to develop psychopathology in young school age children (Emotional Intelligence, 1998).

Individuals assumed to be different in their capabilities and capacities of exercising effective control on their emotional lives. They are different and not equally skilled in recognizing, accepting and operating their emotional information. At the moment such individual variations explained as differences in emotional intelligence, which play a vital role in determining the level of psychological well-being (Salovey & Mayer, 1990). Different authors found that emotional intelligence is a strong predictor of emotional wellbeing. High level of emotional intelligence is strong contributor of superior fallings of emotional well-being and vice versa (Goleman, 1995; Salovey, Mayer, 1990).

Emotional intelligence is a strong predictor of mental health or psychological wellbeing. In diverse life conditions growth of emotional intelligence draw a major impact in exploring the ways of handling different life hassles. Self-understanding is a key stone of better mental health. People, who understand and manage their emotions meaningful way, have more ability toputt off their psychopathologies e.g. depression, anxiety and other disturbing emotional thoughts and mental health problems. These people are highly emotionally intelligence (Hamachek, 2000).

Schutte et al, (1998) and Martinez-Pons (1997) claimed that low and sad mood, which is the important structural component of depression, is highly associated with better level of emotional intelligence. These people have healthier coping skills and capabilities of mange their psychopathological symptoms and dysfunctions. Highly emotional intelligent people have ability to repair their negative thing and mood state (Schutte et al, 2002).

Gardner, 2006 found that Interpersonal relational difficulties, poor impulse control, stress, loneliness, depression, anxiety, low self-esteem, aggressive behaviors, suicidal thoughts, drug and alcohol consumption seem to be significantly linked with poor emotional intelligence, however positive subjective well, high satisfaction level and increased happiness considered to be due to high level of emotional intelligence. Sparrow in 2005 discussed emotional intelligence in his article. He found the association of emotional intelligence with other psychological symptoms, concepts and approaches. He discovered the link of emotional intelligence with self-esteem and confidence levels of a person. He explained the connection of emotional intelligence in this way that with increment in emotional intelligence, self-esteem, self-confidence and self-regard also runs parallel in same directions as emotional intelligence. High Emotional intelligence significantly associated with not only emotional and psychological health but physical health also.

Hollander, 2002 inspected the association among emotional intelligence and other mental health aspects e.g. self-esteem and mood state. He found that elevated trend in emotional intelligence is significantly related to higher levels of self-esteem and positive mood. Extemera and Berrocal (2006) examined the relationship between emotional intelligence and other psychological, social and physical aspects e.g. anxiety, depression, social and physical health, social adjustment and social functioning in university students.

Findings of that study claimed significant negative relationship between emotional intelligence, depression and anxiety and positive relationship of emotional intelligence with social functioning and social role among university students. They also examined the relationship of emotional intelligence with psychological, physiological and social aspects e.g. anxiety, depression, social and physical health, social adjustment and functioning of university students. They found the significant positive link of emotional intelligence with low level of depression and anxiety and on the other hand low level of emotional intelligence is strong predictor of poor mental health, poor social adjustment and functioning. They also claimed that mood repair and emotional clarity drastically related to social functioning, good physical health, and positive psychological wellbeing. Aptitude to understand others and his or her emotions are vital components of emotional intelligence. Effective coping capacities from maladjusted behaviors are determined by high level of emotional intelligence (Schutt et al, 2001).

RESEARCH QUESTIONS

Following questions were sought out:

Would emotional intelligence be positively related to self-esteem among adolescents?

Would emotional intelligence be negatively related to depression among adolescents?

IMPORTANCE OF STUDY

Current study is a valuable addition in growing body of previous exiting literature on emotional intelligence and mental health of adolescents. It also explains that how much emotional intelligence linked with psychological well-being and what are the factors contributing in deterring emotional intelligence and mental health of the person. Findings of this study also support the ideas of previous researchers who claimed that adolescents who emotionally intelligent have good mental health as compare to those who are not emotionally intelligent.

METHOD

Participants

One hundred and eighty two participants were included in this study. Age range of participants was 12 to 18 years with mean age of 15. 70. Participants were selected via mixed model sampling procedure from different educational organizations of Faisalabad city. Participants living with single parent and having any physical disability were excluded from this study.

Procedure

Sample selected from three educational institutes of Faisalabad. Researchers got permission from authorities of concerned institutions via written and verbal means. After getting permission, they introduced themselves to the participants and built rapport. He discussed confidentiality matters that data given by the participants will be kept confidential. Only

researchers get approach to data. Researchers also brief the participants about their voluntary participation in this research project. Then Demographic data sheet was administered in order to find out the demographic information of participants i.e. age, education, family income, father and mother's education and their occupations, family structure, and disability status etc. After getting demographic information, researcher selected the participants, those eligible for further data collection as per settled criteria of participations of participants in study. Trait emotional intelligence questionnaire, revised children's anxiety and depression scale and Rosenberg self-esteem scale were administered for assessing the levels of emotional intelligence, depression and self-esteem respectively.

DESCRIPTION OF INSTRUMENTS

Demographic Data Sheet

Researcher used self-developed demographic data sheet for obtaining demographic information of participants. Demographic data sheet included age, gender, socioeconomic status, marital status, academic grades, parent's education and occupations and disability status of participants.

Trait Emotional Intelligence Questionnaire

The Trait Emotional Intelligence questionnaire adolescence short form (TEIQue- SF; Petrides & Furnham, 2003) is a simplified version in terms of wording and syntactic complexity of the adult short form of the TEIQue. The scales include 30 statements which were derived from the 15 subscales of the Adult Trait EI sampling domain (two items per subscale). Participants have to respond to on a seven point Likert Scale. Higher score on the TEIQue indicate higher level of trait emotional intelligence. For the present study this scale was translated in Urdu language according to standard procedure, so that the participants can comprehend it easily.

Revised Children's Anxiety and Depression Scale

Revised children's anxiety and depression scale (Chorpita, 1998), Urdu version (Mehmood & Sultan, 2014) with test-retest reliability (.92) and cronbach alpha (.88) is a 47item scale. It comprise of six subscales 1) Social anxiety disorder 2) Separation anxiety disorder 3) obsessive compulsive disorder 4) generalized anxiety disorder 5) major depressive disorder. Participant's level of depression checked by subscale of depression of RCADS and rated on 5 point likert scale. High scores indicate higher level of anxiety and depression.

Rosenberg Self-esteem Scale

Rosenberg Self-esteem scale (Rosenberg, 1965) Urdu version developed to measure the global self-esteem level. It consists of ten items. It is a self-report measure and measures the level of self-esteem on 4 point rating scale. Higher scores illustrate higher level of self-esteem.

RESULTS

In this section results of study were discussed. Table 1 & 2 show the descriptive statistics of sample and table 3 & 4 illustrate the correlation of emotional intelligence with self-esteem and depression respectively.

Descriptive Statistics

Table 1. Mean, Standard Deviation of Age, Income

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>
Age	182	15.70	1.82

Income	182	19500	5179.57
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Table 2. Frequencies of Gender and Family structure

Variable		N	%
Gender	Male	119	65.4 %
	Female	63	34.6 %
Family Structure	Nuclear	121	66.4 %
	Joint	61	33.6 %

N=182

Table 3. Mean, Standard Deviation and Correlation between Emotional Intelligence and Self-esteem among Adolescents

Var	N	Mean	S.D	r.	Sig
EI	182	139.28	139.28	.303	.01
SE	182	139.28	4.36		

($r = .303$, $p < .01$) indicated that Emotional intelligence is positively related to Self-esteem among adolescents.

Table 4. Mean, Standard Deviation and Correlation between Emotional Intelligence and Depression among Adolescents

Var	N	Mean	S.D	r.	Sig
EI	182	139.28	23.94	-.405	.01
SE	182	8.70	5.14		

($r = -.405$, $p < .01$) indicated that Emotional intelligence is negatively related to Depression among adolescents.

DISCUSSION AND CONCLUSIONS

The rationale behind this chapter is to describe and explain the findings of present study and discuss the importance of emotional intelligence on psychological well-being of adolescents. Present research assessed the connection of emotional intelligence with adolescent's psychological well-being (depression and self-esteem).

Findings of study indicated the significant positive relationship between variables of emotional intelligence and self-esteem and showed negative association between emotional intelligence and depression. Results of study support the findings of previous studies results as Methew et al, 2002 found significant connection between emotional intelligence and psychological well-being as he claimed that low emotional intelligence is a vital reason of development of different psychopathologies e.g. mood disorders and anxiety. Emotionally intelligent people express their emotions in a meaningful way; therefore they acquire affirmative response by the society and people around them, which developed and improve person's confidence and enhance their self-image. Emotionally intelligent people have optimistic attitude toward self and society. They know about their needs, and how they can fulfill their needs intelligently without violation of rights of others. People with high emotional intelligence possesses their self-regard, they know that how people think about

themselves, and how they manage their emotions in different disturbing and problematic situations effectively.

Current findings also similar with work of Abraham, Meyrav and Jacob (2009). He reported that emotional intelligence is an important feature of psychological wellbeing. People high emotional intelligence possessed good mental health, which ultimately lead to happy life. They can be good learner, thinker and creative.

A number of researchers found that positive emotional intelligence is significantly connected with high level of self-esteem (Schutte et al, 2002); low level of depression (Martinez-Pons, 1997); high life satisfaction level (Ciarrochi et al., 2000; Martinez-Pons, 1997) greater optimism (Schutte et al, 1998). Schutte, Malouff, Simunek, Hollander, and McKenley (2002) described and explained the relationship between emotional well-being and other psychological constructs. Results of studies claimed that positive mood and higher self-esteem has strong link with emotional intelligence. Social skills and mood regulations are the major aspects of emotional intelligence which help the person to maintain their mood and to creating positive self-image.

The reason might be that, emotionally intelligent people's emotions follow their perceptions, behaviors and thinking patterns rather than their behavior and thinking follow their emotions. This provides the basis of personal growth, self-motivation, self-awareness, relationship management and empathy which ultimately enhance individual's life satisfaction and happiness. Emotions are basic building blocks of human psychological health. Emotions work as a binding force, to established and grow up the relationship within self and between the people. Emotionally intelligent people adopt flexible patterns of life, which allow a person to adopt attitudinal changes, which protect a person to feel failure, neglected and development of depression. There is a stepwise structural chain between emotional intelligence and life success. High emotional intelligence facilitates or push the person toward getting positive sense of self, which contribute to developing high level of self-esteem. People who have high level of self-esteem are more open and assertive, and handle hardships more effectively and intelligently, which lead toward excellent performance and leading happy life.

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