

WELL-BEING OF ADOLESCENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

Dr. Jagjit Singh

Abstract

The objective of the study was to study well-being of adolescents in relation to their gender, locate and emotional intelligence. For the collection of data, Well-being Scale by Singh & Gupta (2001) and Mangal Emotional Intelligence Inventory (2004) were employed by the investigator. The study was delimited to 100 adolescent students from Patiala district by purposive sampling technique. Major conclusions of the study were majority of adolescent students have good well-being as majority of students have well-being scores higher than the mean value. Well-being of male and female adolescents, rural and urban adolescents were insignificant. Findings of the study may be useful to educational administrators and teachers to project and enhance well-being of adolescent students and also to see its relationship with emotional intelligence.

Keywords: Adolescents, Well-Being, Emotional Intelligence

Well-being is a very comprehensive concept which involves physical, psychological, social and economic betterment so that it enhances overall quality of life. We can also add environmental richness and equilibrium to be necessary to qualify any situation where in well-being of people can be ensured. Freedom is important to well-being, freedom from fear, worry, anger and freedom to pursue one's dreams and mission of life. Keys (2002) defined well-being as the quality of life of an individual or other social unit. Recognizing the interplay between health and well-being, the World Health Organization (1948) defined personal health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. The ability to appropriately identify, recognize and manage one's emotions for one's own well-being as well as the well-being of people around is described as emotional intelligence. It becomes more and more important as people progress up the career ladder of their life. Salovey and John (1990) defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and others emotions, to

discriminate among them and to use the information to guide one's thinking and actions. The present study deals with well-being of adolescents in relation to emotional intelligence

The adolescent students of senior secondary class have got exuberant energy to pursue his needs but perhaps not the proper way to channelize it. Thus, they engages in activities that pose real threat to their well-being. In this advancement, well-being plays an important role in the progress of life. Ediger (1997) viewed that the emotions, feelings and values are vital for a person's well-being and achievement in life. Emotional intelligence is also taken as predictor of success in number of life domains. Choubey et al. (2009) acknowledged the role of emotional intelligence in adolescent students in enhancing their ability to be more successful in dealing with their emotions and the ever-changing circumstances of their lives as they grow through adulthood.

So the findings of the study may be useful to educational administrators and teachers to project and enhance well-being of school adolescent students and also to see its relationship with emotional intelligence. Also, it will increase student performance by influencing the student's decision making powers.

Assistant Professor, GHG Khalsa College of Education, Gurusar Sudhar, Ludhiana.

OBJECTIVES

- To study well-being among senior secondary school adolescent students.
- To study well-being among adolescent students in relation to their gender.
- To study well-being among adolescent students in relation to their locale.
- To study well-being among adolescent students in relation to their emotional intelligence.

SAMPLE

The population of the study comprised of senior secondary school adolescent students of Patiala district. To collect the sample for the study Patiala district of Punjab was selected by purposive sampling. The sample included 100 senior secondary school adolescent students out of which 50 adolescent students were from rural and 50 were from urban background, both groups having 25 male and 25 female adolescent students.

MEASURES

- Well-being Scale by Singh and Gupta (2001).
- Mangal Emotional Intelligence Inventory (2004).

PROCEDURE

First of all, the investigator seeks the permission for administering different tests from the principals of different schools. While administering the different tests to the adolescent students, the investigator explained the purpose of collecting the data to the students. The investigator also made sure that information collected from them will be kept confidential. Proper instructions and directions were given to the subjects in detail. Subjects were instructed to answer all the items regarding well-being and emotional intelligence. After the completion of the tests, the answer sheets were collected from the adolescent students and scoring was done.

RESULTS AND DISCUSSION

Table 1: Frequency Distribution of Well-being Scores Among Senior Secondary Adolescent Students (N=100)

Class Interval	F	Cf	Percentage
210-219	3	100	3
200-209	17	97	17
190-199	19	80	19

180-189	27	61	27
170-179	14	34	14
160-169	9	20	9
150-159	7	11	7
140-149	1	4	1
130-139	2	3	2
120-129	0	1	0
110-119	1	1	1
N	100		100

Mean=183.3; Median=185.5; Mode=189.9; SD=18.44

It is clear from the table 4.1 that mean scores on well-being test scale among adolescent students came out to be 183.3. The median, mode and standard deviation values were 185.5, 189.9 and 18.44 respectively. It is also clear from the table that 39 students lie above that class interval in which mean lies. Whereas 27 cases lie in the class interval in which mean lies. The score of 33 students lie below that class interval in which mean lies.

Table 2: Well-being among Adolescent Students in Relation to Their Gender

Gender	N	Mean	SD	t-value
Male	50	186.04	18.28	1.93*
Female	50	181.04	18.35	

*Not significant at 0.05 level.

It is clear from the table that mean score of well-being of male adolescent students is 186.04 (SD=18.28) as compared to mean score of well-being of female adolescent students which is 181.04 (SD=18.35). This is also depicted in figure 2. The t-value testing the significance of mean difference of well-being of male and female adolescent students is 1.93 which is not significant at 0.05 level. This shows that male and female adolescent students do not differ significantly in well-being.

Table 3: Well-being among Adolescent Students in Relation to Their Locale

Locale	N	Mean	SD	t-value
Rural	50	185.9	15.90	1.82*
Urban	50	181.18	20.48	

*Not significant at 0.05 level.

It can be seen from the table 3 that mean score of well-being of rural adolescent students is 185.9 with SD 15.90 as compared to mean score of well-being of urban adolescent students which is 181.18 with SD 20.48. This is also depicted in fig. 4.3. The t-value testing the significance of mean difference well-being of rural and urban adolescent students came out to be 1.82 which is not significant at 0.05 level. This shows that rural and urban adolescent students do not differ significantly in well-being.

Table 4: Correlation of Well-being with Emotional Intelligence of Adolescent Students (N=100)

Variables	Coefficient of Correlation
Well-being	0.39**
Emotional Intelligence	

** Significant at the 0.01 level.

Table 4 shows the relationship of well-being with emotional intelligence of adolescent students. The coefficient of correlation is 0.39 which is significant at 0.01 level. This shows that there is significant relationship between well-being and emotional intelligence. We can say higher the well-being, more will be the level of emotional intelligence of adolescent students.

CONCLUSIONS

- Results revealed no significant gender difference in the well-being of adolescent students, so the hypothesis; *"There will be no significant difference in well-being of adolescent boys and girls"* was accepted.
- Results of the study found no locale wise difference in the well-being of adolescent students, hence the hypothesis; *"There will be no significant difference in well-being of rural and urban adolescent students"* was accepted.
- Well-being is found to be significantly related to emotional intelligence of adolescent students, hence the hypothesis; *"There will be no significant relationship between well-being and emotional intelligence of adolescent students"* was rejected.
- Frequency distribution of well-being among adolescent students indicate that mean 183.3 lies in class interval 180-189 and contains 27 cases whereas 39 students lie above that class

interval and 33 cases lie below that class interval in which mean lies.

- Mean of well-being scores of total group is 183.3. Median and mode values are 185.5 and 189.9 respectively. The SD value is 18.44.
- Mean score of well-being of male adolescent students is 186.04 (SD=18.28) as compared to mean score of well-being of female adolescent students which is 181.04 (SD=18.35).
- The t-value testing the significance of mean difference of well-being of male and female adolescent students is 1.93 which is not significant at 0.05 level.
- Mean score of well-being of rural adolescent students is 185.9 with SD 15.90 as compared to mean score of well-being of urban adolescent students which is 181.18 with SD 20.48.
- The t-value testing the significance of mean difference of rural and urban adolescent students came out to be 1.82 which is not significant at 0.05 level.
- The coefficient of correlation between well-being and emotional intelligence is 0.39 which is significant at 0.01 level.
- Majority of adolescent students had good well-being. As majority of adolescent students had well-being scores higher than the mean value.
- There was insignificant difference between well-being of male and female adolescent students.
- There was insignificant difference between well-being of rural and urban adolescent students.
- There was significant relationship between well-being and emotional intelligence of adolescent students.

EDUCATIONAL IMPLICATIONS

- As per the results, well-being is significantly related to emotional intelligence. Emotional intelligence is not innate like intelligence. It can be enhanced with proper guidance and training. So it is recommended that different training programs, seminars or workshops should be organized in schools to enhance emotional intelligence of adolescent students which in turn will enhance their well-being.
- Emotional quotient contributes to success in life more than intelligence quotient. So teachers

should be trained to measure emotional intelligence of their students and teach them according to their emotional quotient level.

- Emotional intelligence being a significant factor in future success should be more emphasized in educational situations.
- This study is very significant for teachers, administrators and principals as this study reveals how the development of emotional intelligence can lead to better well-being of children in society.

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