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Well-Being of the Students as the Function of Emotional Intelligence.

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Abstract: -

The main objective of the present research is to find out the Role of the Emotional intelligence in Well-being among Students. for this investigation Purposive randomized sampling technique was employed to select the participants. Sample of 200 undergraduate subjects were taken for this study from the population which was equally classified in students having higher level of emotional intelligence 100 & students having lower level of emotional intelligence 100 from Marathwada region. Emotional Intelligence of the students is independent variable in this study. Well-being of students is dependent variables in this study. Mangal Emotional intelligence Inventory (MEII) constructed by Dr. S. K. Mangal and Dr. Shubhra Mangal in 1971 was used. To measure the level of psychological well-being of the subjects, RYYF Scale of Psychological Well-Being was used. On the basis of the results, it can be concluded that students having higher level of Emotional Intelligence exhibit higher Wellbeing than student having lower level of Emotional Intelligence. Thus, level of Emotional Intelligence increase Wellbeing of students.

Keywords: Well-Being, Emotional Intelligence

Introduction: -

Emotional intelligence has been defined, by Peter Salovey and John Mayer, 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 (EI) has been featured as a significant hypothetical and reasonable build. It can possibly empower people to adapt better and experience less pressure hence adding to a sound and stable labor force. Por, J., Barriball, L., Fitzpatrick, J., and Roberts, J. (2011) expected to investigate the EI of nursing understudies (n = 130, 52.0%) and its relationship to saw pressure, adapting procedures, abstract well-being, saw nursing ability and scholastic execution. Understudies were on the grown-up pathway of a nursing recognition or degree program in one Higher Education Institution (HEI) in the United Kingdom (UK). A planned correlational study configuration was received. Three techniques for information assortment were utilized: i) A self-report survey; ii) a review of understudies' scholarly presentation; and iii) planning of EI educating in the educational programs.

Emotional intelligence was emphatically identified with well-being ($p < 0.05$), issue centered adapting ($p < 0.05$) and saw nursing skill ($p < 0.05$), and adversely identified with apparent pressure ($p < 0.05$). The discoveries propose that expanded sensations of control and emotional capability help nursing understudies to embrace dynamic and successful adapting methodologies when managing pressure, which thus upgrades their abstract well-being. This examination features the expected benefit of working with the EI of understudies of nursing and other medical care callings.

Embracing an essential anticipation point of view, Di Fabio, A., and Kenny, M. E. (2016) analyzes abilities with the possibility to improve well-being and execution among future specialists. All the more explicitly, the commitments of capacity based and characteristic models of emotional intelligence (EI), evaluated through well-settled measures, to lists of libertine and eudaimonic well-being were inspected for an example of 157 Italian secondary school understudies. The Mayer–Salovey–Caruso Emotional Intelligence Test was utilized to evaluate capacity based EI, the Bar-On Emotional Intelligence Inventory and the Trait Emotional Intelligence Questionnaire were utilized to survey characteristic EI, the Positive and Negative Affect Scale and the Satisfaction With Life Scale were utilized to evaluate decadent well-

being, and the Meaningful Life Measure was utilized to survey eudaimonic well-being. The outcomes feature the commitments of quality EI in clarifying both libertine and eudaimonic well-being, subsequent to controlling for the impacts of liquid intelligence and character attributes. Suggestions for additional exploration and mediation in regards to future specialists are talked about.

Examination considers have revealed raised paces of mental misery (e.g., sadness) in rehearsing attorneys yet little exploration has analyzed indicators of such issues in law understudies. Explicit character attributes have been demonstrated to be indicators of a scope of mental issues. James, C., Bore, M., and Zito, S. (2012) controlled a battery of tests to an associate of first year law understudies ($n = 150$) and estimated the Big Five character qualities and emotional intelligence (EI) to analyze their connections to mental well-being as shown by adapting styles, fulfillment with life, execution based confidence (PBSE), Global Severity Index (GSI) scores from the Brief Symptom Inventory (BSI), misery, and liquor use. We found that though EI was essentially identified with three of the five well-being factors, the Big Five character factor of neuroticism was discovered to be a more grounded indicator of well-being. The discoveries propose that EI doesn't represent extra fluctuation in well-being over character.

Salami, S. O. (2011) inspected the connection between the Big Five character factors and mental well-being of teenagers and the directing job of emotional intelligence in that relationship. Youths ($N = 400$) haphazardly chose from auxiliary schools in southwestern Nigeria finished the NEO Five-Factor Inventory (Costa and McCrae, 1992), and emotional intelligence (Law, Wong, and Song, 2004), and mental well-being (Ruff and Keyes, 1995) scales. It was discovered that character factors and emotional intelligence had huge relationships with mental well-being. Emotional intelligence directed the connection between neuroticism, extraversion, and mental well-being. Suggestions for advising young people and headings for future exploration are proposed.

Lee, Y. E., Kim, E., and Park, S. Y. (2017) examine factors influencing versatility in nursing understudies. Techniques: A review was led with 200 nursing understudies at a school and a college in P city and K city. Information were gathered from March 1 to 20, 2017, and examined with SPSS PASW 22.0. Results: In the various leveled examination, factors influencing strength were emotional intelligence ($\beta=.39\beta=.39$, $p<.001$), mental well-being ($\beta=.31\beta=.31$, $p<.001$), and confidence ($\beta=.16\beta=.16$, $p=.010$).

The variable that had the most noteworthy effect was emotional intelligence and the clarification force of the relapse model was 65% ($F=34.40$ $p<.001$). End: The discoveries of this examination show that emotional intelligence, mental well-being, and confidence are fundamental for versatility in nursing understudies. In this way, upgrading emotional intelligence and mental well-being would be a compelling methodology to improve strength in nursing understudies.

Statement of the Problem: -

To study the Well-being of the Students as the Function of Emotional Intelligence.

Purpose and Objectives: -

1. The main objective of the present research is to find out the Role of the Emotional intelligence in Well-being among Students.
2. To find out whether there is individual difference in terms of Emotional Intelligence.

Hypotheses: -

Emotional Intelligence is significant predictor of Well-being of students.

Participants: -

Sample of 200 undergraduate subjects were taken for this study from the population which was equally classified in students having higher level of emotional intelligence 100 & students having lower level of emotional intelligence 100 from Marathwada region irrespective of area of living. The sampling was simple random (a type of probability sampling). All the subjects were similar kind of socio-economic status.

The distribution of effective sample

Variables	Total
Students having higher level of Emotional Intelligence	100
Students lower level of Emotional Intelligence	100
Total	N = 200

Variables: -

- 1) Emotional Intelligence of the students is independent variable in this study.
- 2) Well-being of students is dependent variables in this study.

Design:-

The present study was not possible experimentally because of the nature of the investigation. To attain objectives of the present study, single factorial design was employed to find out the significance differences between Wellbeing of students and Outdoor and Indoor Sports Participation.

Measurement Tools: -

1. **Emotional intelligence** - Mangal Emotional intelligence Inventory (MEII) constructed by Dr.S.K.Mangal and Dr.Shubhra Mangal in 1971 was used. It has been designed for use with Hindi knowing above 16th years age of School, College and University Students for the measurement of their emotional intelligence Inventory Consist of 100 statements.
2. **Wellbeing** - To measure the level of psychological well-being of the subjects, RYYF Scale of Psychological Well-Being was used. This Scale is developed by, Dr.Carol Ryff & Keyes, C University of Wisconsin. This scale consists of total 54 questions (medium form). Ryff scale of psychological well-being consolidated previous conceptualizations of eudemonic well-being into a more parsimonious summary.

Procedure: -

Initially researcher was categorized the students having higher and lower level of emotional intelligence and record the score of Wellbeing for 200 subjects on with the help of individual interview technique.

Purposed Statistical Procedure: -

The sample was available for statistical analysis consisted of 200 subjects after data collection. For each subject, initially data of each group were separately scrutinized by employing descriptive statistics i.e., mean and S.D. The statistical analysis was mainly consisted of inferential statistics i.e., 't' test with the help of SPSS.

Result Analysis: -

On the basis of close scrutiny brief summary of the results relevant to the hypotheses are presented below.

Research Hypothesis: Emotional Intelligence is significant predictor of Well-being of students.

**Table showing Mean & S.D. Value for Outdoor and Indoor Sports Participation
on Wellbeing**

Variables	N	Mean	S.D.	't'	Significance
Students having higher level of Emotional Intelligence	100	9.31	4.04	15.38	0.01
Students lower level of Emotional Intelligence	100	5.10	2.17		

Results depicts that the mean score of the students having higher level of Emotional Intelligence is (9.31) comparatively larger than mean score of the student having lower level of Emotional Intelligence (5.10) on Wellbeing. Further inferential comparison i.e., 't' test ('t' = 15.38 $P < 0.01$, $df=198$) indicate that there is significant difference found between Students higher and lower level of Emotional Intelligence on Wellbeing. On the basis of the results, it can be concluded that students having higher level of Emotional

Intelligence exhibit higher Wellbeing than student having lower level of Emotional Intelligence. Thus, level of Emotional Intelligence increase Wellbeing of students.

Findings are in line with study conducted by Carvalho, V. S., Guerrero, E., and Chambel, M. J. (2018) broke down the job of emotional intelligence as an indicator of wellbeing understudies' well-being i.e., burnout and life fulfillment over the long haul. A longitudinal, 1 year slacked study was led at 2 focuses on schedule with an example of 303 Spanish understudies of Medicine, Physiotherapy and Nursing. The outcomes demonstrated that others' feeling examinations and utilization of feeling had a good immediate impact on fulfillment with life, and self-feeling evaluations had a good roundabout impact on burnout. This examination addresses a commitment inside the system of wellbeing understudies' well-being concerns, giving huge commonsense ramifications to future thought by wellbeing training foundations for graduate specialists, physiotherapists and attendants, who will introduce more elevated levels of emotional intelligence and, therefore, more prominent well-being and better-quality consideration for future patients.

Conclusions: -

On the basis of data and discussion of results, the hypotheses were tested and verified and following conclusions were drawn.

1. Students having higher level of Emotional Intelligence exhibit higher Wellbeing than student having lower level of Emotional Intelligence.
2. Level of Emotional Intelligence increase Wellbeing of students.

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