

Perceived Emotional Intelligence and Psychological Well-Being Among medical students

Bushra Rehman, Adnan Sohail

ABSTRACT *The present survey explores “Perceived Emotional Intelligence and Psychological Well-Being Among medical students” It is hypothesized that Males are more emotionally intelligent than females and Emotional intelligence is negatively related to psychological well-being (depression, anxiety and stress). A sample of 142 individuals through convenient sampling technique was selected among 72 males and 70 females. Data was collected with the help of two questionnaires emotional intelligence scale and psychological general wellbeing. Alpha cronbach reliability (.90, .81). The co-relation at 0.01 level of significance was used, the analysis proved both hypothesis that relationship Males are more emotionally intelligent than females and Emotional intelligence is negatively related to psychological well-being (depression, anxiety and stress).*

Key words: Emotional Intelligence, Psychological Well-Being.

1. INTRODUCTION

“Emotional intelligence is the ability to 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” (Mayer & Salovey, 1997)

In literature, many researchers have a distinct concept about emotional intelligence. Multiple intelligence theory (Gardner’s, 1983) and Ideas of social intelligence (Thorndike, 1920) have measured the roots of emotional intelligence. Mixed model of intelligence of Goleman, 1995, described that optimism, assertiveness, empathy and Delay of gratification are basics to define

emotional intelligence. For understanding Strong relationship patterns of emotional intelligence are Relationships and life satisfaction, quality of interpersonal and intrapersonal and success in job is prominent (Bar-On, 1997; Goleman, 1995; Palmer, Walls, Burgess, &, 2001; Mayer & Salovey, 1997).

Emotional intelligence (EI) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Different aspects of daily life, for instance, how to behave and how to interact with others are forced by emotional intelligence (Extremera & Berrocal, 2006).

The ability to reason about emotions and enhance the thinking of emotions is known as EI. The ability to excess, perceive and generate emotions as assist understanding emotions, thoughts, emotional knowledge is included in EI. To promote intellectual and emotional growth emotions are reflectively regulated (Extremera & Berrocal, 2006).

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).

Psychological well-being refers to how individuals assess their lives. According to Diener & Oishi, (2000), in the form of affect or in the form of cognitions these evaluations are made. An information based evaluation of one's own life, when a person evaluates satisfaction with life as a whole, based on cognitive parts. The influenced part is a pleasure seeker assessment guided by feelings and emotions, for example, the reappearance with which individuals experience charming/hateful

temperaments in responding to their lives. Individuals assess their life as either great or terrible, so they are typically ready to offer judgments. Further, individuals constantly encounter dispositions and feelings, which have a beneficial outcome or a negative impact. In this manner, individuals have a level of subjective prosperity, regardless of the fact that they don't frequently intentionally consider it, and the mental framework offers for all intents and purposes a consistent assessment of what is going on to the individual (Diener & Oishi, 2000).

Psychological well-being includes for two essential segments, mental and physical. There would a number about variables that impact our inclination about mental success. Variables that can enhance our mental flourishing are strong relationships, good job and additionally acquiring a piece's pleasurable activity. Overall Characteristics that help to flourish our positive well-being incorporate experiencing a meaning in life, feeling regarded and tolerating that we are fulfilling our probability and having a sense of belonging and hopefulness. Components that may

reduce our mental thriving, often include issues such as stress, worry and poverty (Bradburn, 1969).

The second significant factor of well-being is physical well-being. Conditions that could recover our physical well-being may comprise having a healthy diet, doing regular exercise, and having deep sleep and sufficient money to accomplish our desires. Factors that may lessen our physical well-being may include weakness, illness and chronic aches. Those clinical point of view characterizes prosperity. Similarly, as the nonattendance about negative states and the mental point of view characterizes prosperity as those predominance of sure qualities.

Gough et al (2007) defined well-being as 'What people are notionally able to do and to be, and what they have actually been able to do and to be'. Even the philosophical literature refers to the 'simple notion' of well-being (i.e. 'a life going well') in a variety of ways, including a person's good, benefit, advantage, interest, prudential value, welfare, happiness, flourishing, eudaimonia, utility, quality of life, and thriving. Seedhouse (1995) who

summarizes contemporary perspectives on well-being as follows:

Either: (a) 'Well-being' is an empty notion, or (b) 'well-being' is an important and meaningful term which conveys meaning no other term conveys (and, given further research, will be shown to convey this meaning universally), or (c) 'well-being' is 'essentially contested'—its meaning and content fluctuates dependent on who is using it, and why they are using it (Seedhouse, 1995).

Psychological well-being is an umbrella term. Different researchers used different concepts and language 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. 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.

Gardner, 2006 found that Interpersonal relational difficulty, 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 (Gardner, 2006). According to Sparrow High Emotional intelligence significantly associated with not only emotional and psychological health but physical health also (Sparrow, 2005).

Extremera 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, that 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. Further claimed that mood repair and emotional clarity drastically related to social functioning, good physical health,

and positive psychological well-being (Extremera and Berrocal, 2006).

Tariq & Shazia,(2014) investigated Relationship between Emotional Intelligence and Psychological Well-Being among Pakistani Adolescents Results showed that Emotional intelligence is positively related to self-esteem and negatively related to depression among Pakistani adolescents (Tariq & Shazia, 2014).

1.1 Objectives of the study

Current study is a valuable addition in emotional intelligence and mental health of medical students.

1. Relationship of emotional intelligence on psychological well-being among medical students.

1.2 Hypotheses of the study

- o Males are more emotionally intelligent than females.
- o Emotional intelligence is negatively related to psychological well-being (depression, anxiety, stress, vitality, and general health)

1.

2. Method

2.1 Participants

Convenient sampling technique was used to go for the participants of the study. A sample of 142 participants was collected.

2.2 Instruments

The following instruments were selected for the study:

2.2.1 Demographic Data Sheet

Researcher used self-developed demographic data sheet for gathering demographic information of participants. Demographic data sheet included age, gender, socioeconomic status, marital status, academic grades, parent's education and occupations e-mail address , phone no. and disability status of participants.

2.2.2 Wong & Law Emotional Intelligence Scale

Wong's Emotional Intelligence Scale (WEIS) is a self-report EI measure developed for Chinese respondent (Wong et al.,

2007). It comprises of 16 items. Each item is rated on a six-point scale. WEIS is a scale based on the four ability dimensions described in the domain of EI: (1) Appraisal and expression of emotion in the self (2) Appraisal and recognition of emotion in others (3) Regulation of emotion in the self (4) Use of emotion to facilitate performance

2.2.3 Psychological General Well-Being Index (PGWBI)

The Psychological General Well-Being Index (PGWBI) is originally developed by Harold Dupuy, for a evaluation of the level of subjective psychological well-being. It consisting of 22 standardized items. The full scale also provides subscales to appraise the following domains: anxiety, depression, positive well-being, self-control, general health, and vitality.

2.3 Procedure

The researcher visited different places of Pakistan in this hold to find out the respondents. The researcher gathered the data after

building a satisfactory level of rapport with the respondents. The issues of confidentiality and compliance to the ethical standards had given proper consideration.

3. Results

Current research was designed for exploring the impact of emotional intelligence with psychological well being. For its psychometric properties reliability, and item-total correlation of the test scores were computed. Statistical Package for Social Sciences (SPSS 18) was used to analyze the data; correlation was applied to test the hypotheses. The results are as follows:

In order to check the alpha reliability of the emotional intelligence scale and psychological general well being scale following analysis were made

3.1 Table 1

Chronbach's Alpha reliability for emotional intelligence scale and psychological general well being scale (N =142)

Scale	No of Items	Reliability
EI scale	16	.902
PGWB scale	22	.814

P<.001

Table indicates that the emotional intelligence scale, Rosenberg self esteem scale, and psychological general well being scale has an excellent reliability i.e. (.90, .81)

3.2 Table 2

T test for finding that males are more emotionally intelligent than females.

EI	N	Mean	S.D	f
Male	72	73.50	10.722	21.233
Female	70	68.50	17.575	

P*.01,df=140

T test was run to determine that males are more emotionally intelligent than females. Participants (male and female) scored on

emotional intelligence scale ($M = 73.50$, $SD = 10.722$ & $M = 68.50$, $SD = 17.575$) and the results are significant ($f = 21.233$, $P < .05$) Our calculated value does not fall in critical region so we accept H0 at 5% level of significance

3.3 Table 3

Spearman Correlation for finding the relationship between emotional intelligence and psychological well being among medical students

	Total EI	Total PGWI
Total EI	1.000	-.016
Sig.(2-tailed)	.854	
N	142	142
Total PGWI	-.016	1.000
Sig.(2-tailed)	.854	
N	142	142

**Correlation is significant at the 0.01 level

A Spearman correlation was run to determine the relationship between emotional intelligence and psychological well-being among medical students.

There was a moderate negative correlation found between emotional intelligence and psychological well-being among medical students ($r_s = -.016$, $n=142$, $p<.001$)

4. Discussion

The present research was planned for accessing the Perceived emotional intelligence and psychological well-Being. The major objectives of the study were to measuring the Impact of emotional intelligence on psychological well-being among medical students. A sample of 142 respondents was collected through convenient sampling technique. Two standardized scales i.e. Wong & Law Emotional Intelligence Scale, Psychological General Well-Being Index (PGWBI) were used. Obtained data was analyzed through SPSS Version 18. Results were computed by applying correlation.

The Two standardized scales i.e. Wong & Law Emotional Intelligence Scale, Psychological General Well-Being Index (PGWBI) are found reliable by measuring its reliability on Cronbach's alpha i.e. (.902, .814) respectively. The present study

accomplished and greatly approves both hypotheses and is reliably consistent with the earlier studies of the similar nature. The earlier studies in this context also demonstrate that Emotional intelligence is negatively related to psychological well-being (depression, anxiety and stress). Sparrow in 2005 found the association of emotional intelligence with other psychological symptoms, concepts and approaches. 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 the same directions as emotional intelligence. High Emotional intelligence significantly associated with not only emotional and psychological health but physical health also (Sparrow, 2005).

According to Tariq & Shazia, (2014) that Emotional intelligence is positively related to self-esteem and negatively related to depression among Pakistani adolescents (Tariq & Shazia, 2014). Hollander, 2002 found that elevated trend in emotional intelligence is significantly related to higher levels of self-esteem and positive mood (Hollander, 2002). Extemera and

Berrocal (2006) 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 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 a 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 well-being (Extremera and Berrocal, 2006). 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 a better level of emotional intelligence. These people have healthier coping skills and capabilities of manage 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 difficulty, 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 (Gardner, 2006).

4.1 Limitations

For future studies it is recommended that data should be collected from all the provinces of Pakistan, sample size should be increased, sample should be selected through probability sampling technique. All these recommendations can enhance internal and external validity of study.

4.2 Conclusion

Thus after conducting present study the surveyor conclude

that emotional intelligence, self-esteem and psychological well-being also runs parallel in the same directions as emotional intelligence. High Emotional intelligence significantly associated with not only emotional and psychological health but self-esteem also.

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