

DOI <https://doi.org/10.30525/2592-8813-2023-2-7>

RESEARCH OF EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL WELL-BEING

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Abstract. Goal: find out if there is relationship between emotional intelligence and psychological well-being. Participants: 112 people aged from 18-36. Method: the research is based on comparison of levels under scales of psychological well-being and scales of emotional intelligence. Results: positive significant correlations were found between both emotional intelligence variables and psychological well-being scales. Conclusion: Detailed analysis demonstrates positive relationship between the components of emotional intelligence and psychological well-being.

Key words: emotional intelligence, psychological well-being, eudemonism, hedonism, empathy, self-acceptance.

Introduction. People live in a social reality with which it is constantly necessary to interact to one degree or another. An individual somehow strives for well-being in this world, which is formed from many factors, such as the type of activity, environment and, of course, relationships with other people. These relationships impossible to describe without a person's personal qualities, his own emotional reactions, understanding of other people's emotional reactions, and the ability to manage them.

Nowadays, the issue of well-being is very acute, people spend much less time in each other's company than it did a few years ago, which cannot but leave its mark on the general state of the psyche.

L.S. Vygotsky also wrote in his work "Psychology of Art" that intelligence and effect are one. It is rational to assume that competent and effective interaction with other individuals is impossible without awareness of one's own emotions and other people's emotions, the ability to regulate and control them. Thus, this study will focus on the relationship of emotional intelligence with psychological well-being.

The methodological basis of the study is questionnaire "Scale of psychological well-being" by K. Riff (1989) in the adaptation of Fesenko P.P. and Shlevenskaya T.D., and the questionnaire of emotional intelligence "EmiN" by D. V. Lyusin (2006).

In her questionnaire of psychological well-being, K. Riff considered psychological well-being itself as a multifactorial model having six scales: positive relationships with others, autonomy, environmental management, personal growth, purpose in life, self-acceptance.

D. V. Lyusin interprets the concept of emotional intelligence as the ability to understand and manage one's own and others' emotions. In his understanding, it is worth giving more importance to intrapersonal emotional intelligence and interpersonal emotional intelligence, since they can allow better understanding of both your own emotions and the emotions of another person.

Aim of the research: Investigation of connection between emotional intelligence and psychological wellbeing of adults.

Hypothesis: Emotional intelligence is connected with psychological wellbeing of adults.

Theoretical basis. Psychological well-being is a state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life (APA, 2022).

The theoretical basis for understanding the phenomenon of psychological well-being was laid by the studies of N. Bradburn, according to whom, to describe this phenomenon, it is necessary to

operate with signs that reflect the state of happiness or unhappiness, a subjective feeling of general satisfaction or dissatisfaction with life (Bradburn, 1969).

For a full-fledged study of psychological well-being as a concept, it is necessary to identify the main approaches to its study, i.e., eudemonic and hedonistic theoretical approaches.

The eudaimonic approach states that happiness is the result of full psychological functioning, through which a person can develop and realize his potential.

The hedonic approach, in turn, defines happiness as the predominance of positive emotions over negative emotions (Vázquez et al., 2009).

Speaking of eudemonism, it is impossible not to mention the multidimensional model of psychological well-being by K. Riff, aimed at realizing the potential of the individual through six key characteristics: autonomy, environmental control, personal growth, positive relationships with others, purpose in life and self-acceptance.

K. Riff notes that the identified components of psychological well-being correlate with various structural elements of theories, in which one way or another we are talking about the positive functioning of the individual. For example, “self-acceptance” (as a component of psychological well-being according to K. Riff) correlates not only with the concepts of “self-respect” and “self-acceptance” introduced and developed by A. Maslow, K. Rogers, G. Allport and M. Yahoda. It also includes a person's recognition of his strengths and weaknesses, correlated with the concept of individuation by C. G. Jung, as well as a mostly positive assessment of a person's own past, described by E. Erickson as part of the process of ego integration.

Emotional intelligence – a type of intelligence that involves the ability to process emotional information and use it in reasoning and other cognitive activities (APA, 2022).

E. L. Thorndike, a professor at Columbia University, USA, in 1920, was the first to try to introduce a measurement of another intelligence manifested by people with social skills and called “social intelligence”. E. L. Thorndyke defined social intelligence as a human ability that can have an idea of the internal situation, what behavior is and what stimuli exist. He also determined that social intelligence is a person's ability to manage other people and social interactions, as well as to be able to make the right social judgment in any case (Landy, 2005).

The concept of the “emotional intelligence” was widely introduced into psychological usage in 1990 by J. Meyer & P. Saloway. They defined emotional intelligence as “a group of mental abilities that contribute to awareness and understanding of one's own emotions and emotions of others” (Mayer & Saloway, 1990).

However, it was only after the publication of the book “Emotional Intelligence” by Daniel Goleman that an active study of this phenomenon began, attempts made not only to understand the nature of this structure, its development and features, but also to apply it in practice. In his book, Daniel Goleman defines emotional intelligence as “a way, a method, a form of a person's treatment of himself and others” (Goleman, 1995).

In the understanding of another scientist R. Bar-On, emotional intelligence is not a cognitive ability, but knowledge and competence that enable a person to successfully cope with various life situations (Bar-On et al., 2000) In his works, the author has deduced five spheres of emotional intelligence: intrapersonal, interpersonal relationships, adaptive, stress regulation and mood sphere (Bar-On et al., 2000).

Russian scientist D.V. Lyusin, in contrast to R. Bar-On, noted the presence of a cognitive component, otherwise it would be impossible to apply the term intelligence. R. Bar-On, to measure the above components of emotional intelligence, created an EQ-i questionnaire to determine the emotional coefficient, in this case an analogue of the intelligence coefficient. The absolutely new, was the opportunity to consider not only adults, but also children's population (from 6-18 years old)

Analysis of past empirical studies on Emotional Intelligence and Psychological wellbeing connection. The scientific literature emphasizes the important role of emotional intelligence in determining the psychological well-being (happiness) of an individual (Bar-On & Parker, 2000).

Many researchers associate emotional intelligence with psychological constructs that are closely related to subjective well-being (Cejudo et al., 2018; Balluerka et al., 2016).

It was found that high rates of positive emotional states and a decrease in negative emotional states (Sánchez-Álvarez et al., 2015), life satisfaction (Bar-On & Parker, 2000; Seligman et al., 2009; Austin et al., 2005; Fernández-Berrocal et al., 2004) are the best psychological functioning and social competence (Rivers et al., 2012) as well as more favorable social relations (Dawda & Hart, 2000).

Other studies have focused on the relationship between emotional intelligence and variables related to the well-being of young people, such as physical and mental health (Fernández-Berrocal & Extremera, 2016; Petrides et al., 2016; Martins et al., 2010), as well as stress perception (Mikolajczak et al., 2007).

Consequently, it can be stated that there is clear evidence that emotional intelligence abilities predict aspects related to personal well-being and a positive relationship between life satisfaction and subjective happiness (Mikulic et al., 2010; Rey et al., 2005).

In connection with previous studies, the Oxford Happiness Questionnaire was compiled, which evaluates subjective happiness in terms of these psychological dimensions, including items focused on life satisfaction, positive emotions, physical and mental health or social relationships (Hills & Argyle, 2002).

Also, studies conducted on the basis of mixed models note that the trait of emotional intelligence is a combination of abilities and self-perception associated with emotions (Petrides & Furnham, 2001).

In this regard, various studies have noted the existence of a positive correlation between emotional intelligence as a character trait and perceived happiness (Chamorro-Premuzic et al., 2007; Petrides & Furnham, 2003).

I would like to note that it should be taken into account that self-perception and attitudes related to people's emotions, such as emotional regulation, relationship skills and social competence, largely determine variations in happiness (Petrides & Furnham, 2003).

Recent research shows that emotional intelligence abilities imply a skill that allows people to direct their thoughts and reflect on their emotions, helping them improve their well-being (Teal et al., 2018).

All these studies suggest that important interventions can be carried out, contributing to a significant improvement in the quality of life and happiness, increasing emotional intelligence with the help of special cognitive training (Callea et al., 2016).

Method. Participants. 112 participants, 64 female participants aged 18 to 36, Mdn=23.5.

48 male participants aged 18 to 36 Mdn=22.

Participants live in the CIS and Latvia.

Instruments. “Test of emotional intelligence of Lyusin” (“Questionnaire for measuring emotional intelligence”, EmIn) (Lyusin, 2006).

Ryff Psychological Wellbeing Scale (PWB) (1989) Adapted by T.D. Shevelenkova and T.P. Fesenko, (2005).

Demographic questionnaire.

Measures. “Psychological Wellbeing Scale”, PWB, (Ryff, 1989). The methodology provided to the respondents is a Russian-adapted version of the original English-language methodology. Scales of psychological well-being, developed by Karol Riff. The technique been repeatedly validated in different variations. The most common is the 84-point variant, which is the basis for two Russian-language versions: in 2005, the questionnaire adapted and validated by T.D. Shevelenkova and T.P. Fesenko.

Version of T. D. Shevelenko – T. P. Fesenko.

The 84-point version of the scale, translated by A.M. Abdrazyakova (Abdrazyakova, 2002), was adopted as the basis for validation, each question has a six-point scale in direct and inverse values, 1 is the minimum score, 6 is the maximum score. The text of the questionnaire was also amended, important from the point of view of the authors.

Meaningful interpretation of scales.

The "Positive relationships with others" scale.

The respondent with the lowest score has a small number of trusting relationships with others. It is difficult for such a person to be open with others, to show warmth and care. In interpersonal relationships, he is most likely isolated and frustrated. Unable to make compromises to maintain connections with other people.

The respondent who scored the highest score has a satisfactory, trusting relationship with others. Such a person cares about the well-being of others, he is also able to empathize, allows attachments and close relationships, is well aware that human relationships built on mutual concessions.

The "Autonomy" scale.

A low score characterizes a person as dependent on the opinions and assessments of others. When making important decisions, such a respondent relies on the opinion of others. He easily succumbs to society's attempts to force him to think and act in a certain way.

A high score on this scale characterizes the respondent as independent and independent, able to resist the attempts of society to force them to think and act in a certain way. Such a respondent is able independently manage his own behavior. He also evaluates himself according to personal criteria.

The "Environment Management" scale.

A low score on this scale characterizes the respondent as a person, who has trouble in organizing daily activities. Such a person feels unable to change or improve the circumstances, is indifferent to the opportunities provided, is deprived of a sense of control over what is happening around.

With a high score, the respondent has control and competence in managing the environment, he controls all external activities, competently uses the opportunities provided, can capture or create conditions and circumstances suitable for meeting personal needs.

The scale of "Personal growth".

The respondent with the highest scores has a sense of constant development, perceives self-fulfilling, open to new experiences. He feels a sense of realizing his potential, observes improvements in himself and his actions over time. He also changes according to his own knowledge and achievements.

The respondent with the lowest score feels the lack of self-development, does not feel a sense of improvement or self-realization. He experiences boredom and has no interest in life, feels unable to establish new relationships or change his behavior over time.

The "Purpose in Life" scale.

A subject with high scores on this scale has a purpose in life and a sense that life directed. He believes that past and present life has meaning. He also holds beliefs that are sources of purpose in life. He has intentions and goals for life.

A subject with a low score is devoid of meaning in life. Such a subject has few goals or intentions. He has no sense of direction, he does not find a purpose in his past life, has no prospects or beliefs that determines the meaning in later life.

The "Self-acceptance" scale.

The highest score characterizes the respondent as a person who has a positive attitude towards himself, knows and accepts his various sides, including good and bad qualities, positively evaluates himself and his past.

The respondent with the lowest score is not satisfied with himself, disappointed with the events of his past. He is worried about some personal qualities, wants to be not who he is.

“Test of emotional intelligence of Lyusin” (“Questionnaire for measuring emotional intelligence”, EmIn) (Lyusin, 2006). The D. V. Lyusin questionnaire measures emotional intelligence (EI), which is interpreted as the ability to understand one's own and others' emotions and manage them. In the structure of EI, interpersonal EI stands out – understanding of other people's emotions and managing them, intrapersonal EI – understanding of one's own emotions and managing them, the ability to understand one's own and others' emotions, the ability to manage one's own and others' emotions. The EmIn questionnaire gives scores on two subscales measuring various aspects of intrapersonal EI and on three subscales measuring various aspects of interpersonal EI.

Intrapersonal EI

UP scale. Understanding other people emotions. The ability to understand the emotional state of a person based on external manifestations of emotions (facial expressions, gestures, voice sound) and/or intuitively, sensitivity to the internal states of other people. Low scores on this scale indicate difficulties in understanding other people's emotions. High scores indicate easy recognition of other people's emotions.

The ME scale. Managing other people emotions. The ability to evoke certain emotions in other people, to reduce the intensity of unwanted emotions. Perhaps a tendency to manipulate people. High scores indicate the ability to control other people's emotions, if required. Low scores indicate an inability to control other people's emotions.

Intrapersonal EI

The UO scale. Understanding own emotions. The ability to be aware of one's emotions: their recognition and identification, understanding of the reasons, the ability verbally describe. Low scores indicate difficulties in understanding their emotions, confusion between some emotions, inability verbally describe them. High scores indicate a good understanding of your feelings, the ability to identify them and describe them correctly.

MO scale. Managing own emotions. The ability and need to manage your emotions, to evoke and maintain desirable emotions and keep unwanted ones under control. Low scores indicate difficulties with controlling emotions, this, for example, can be expressed in spikes of aggression. High scores allow you to take emotions under control, keep a stable mood.

The EC scale. Expression control. The ability to control the external manifestations of their emotions. High expression control helps to hide emotions, for example, not to blush with shame or not to gesticulate excessively. Low expression control indicates pronounced manifestations of emotions, noticeable facial expressions and excessive gesticulation.

Results. Data was processed with SPSS 22 program. Statistically significant results were found. Positive significant connections were found between scales of EQ and scales of PWB, by using Pearson's and Spearman's correlations.

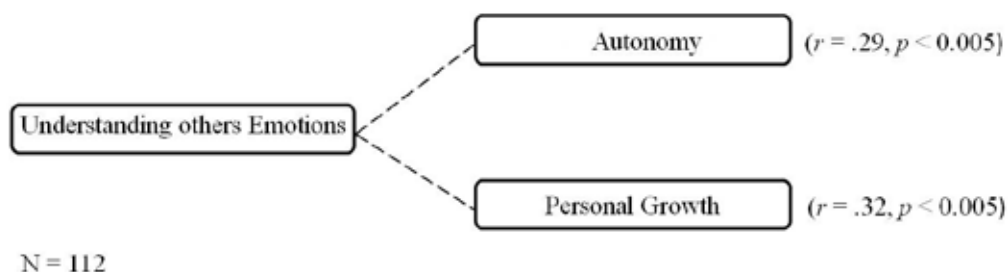


Figure 1. Relationships between interpersonal scale “Understanding others Emotions” of EQ and scales of PWB

Cronbach's alpha values for the Expression Control scale are insufficient, therefore, correlations with this scale are not taken into account.

EQ interpersonal scale “Understanding others Emotions” is positively connected with “Autonomy” ($r = .29, p < 0.005$) and “Personal Growth” ($r = .32, p < 0.005$).



Figure 2. Relationships between intrapersonal scale “Understanding own Emotions” of EQ and scales of PWB

Cronbach's alpha values for the Expression Control scale are insufficient, therefore, correlations with this scale are not taken into account.

Significant positive connection was found between “Understanding own Emotions” and “Positive Relations” ($r = .35, p < 0.001$), “Autonomy” ($r = .34, p < 0.001$), “Environmental Mastery” ($r = .22, p < 0.05$), “Personal Growth” ($r = .27, p < 0.005$), “Purpose in Life” ($r = .26, p < 0.005$) and “Self-Acceptance” ($r = .19, p < 0.05$).



Figure 3. Relationships between interpersonal scale “Managing others Emotions” of EQ and scales of PWB

Cronbach's alpha values for the Expression Control scale are insufficient, therefore, correlations with this scale are not taken into account.

Also, significant positive connection was found between “Managing others Emotions” and “Positive Relations” ($r = .31, p < 0.005$), “Autonomy”, ($r = .51, p < 0.001$), “Environmental Mastery” ($r = .22, p < 0.05$) Personal Growth” ($r = .43, p < 0.001$), “Purpose in Life” ($r = .26, p < 0.01$) and “Self-Acceptance” ($r = .22, p < 0.05$).

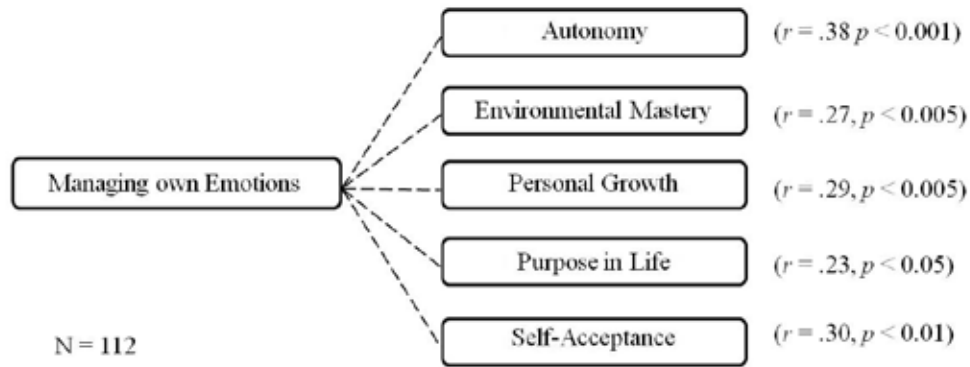


Figure 4. Relationships between interpersonal scale “Managing own Emotions” of EQ and scales of PWB

Cronbach's alpha values for the Expression Control scale are insufficient, therefore, correlations with this scale are not taken into account.

“Managing own Emotions” is positively connected with “Autonomy” ($r = .51, p < 0.001$), “Personal Growth” ($r = 0.43, p < 0.001$), “Purpose in Life” ($r = 0.26, p < 0.01$) and “Self-Acceptance” ($r = .22, p < 0.05$).

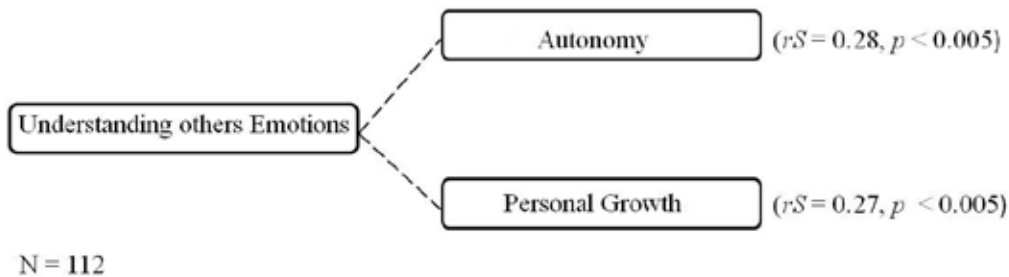


Figure 5. Relationships between interpersonal scale “Understanding others Emotions” of EQ and scales of PWB

Cronbach's alpha values for the Expression Control scale are insufficient, therefore, correlations with this scale are not taken into account.

“Understanding others Emotions” is positively connected with “Autonomy” ($rS = 0.28, p < 0.005$) and “Personal Growth” ($rS = 0.27, p < 0.005$).

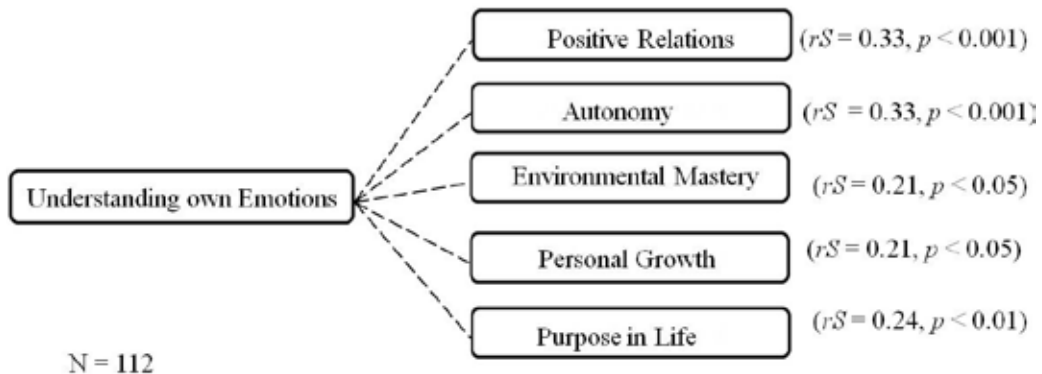


Figure 6. Relationships between intrapersonal scale “Understanding own Emotions” of EQ and scales of PWB

Cronbach's alpha values for the Expression Control scale are insufficient, therefore, correlations with this scale are not taken into account.

Significant positive connection was found between “Managing others Emotions” and “Positive Relations” ($rS = 0.25, p < 0.01$), “Autonomy”, ($rS = 0.46, p < 0.001$), Personal Growth” ($rS = 0.38, p < 0.001$), “Purpose in Life” $rS = 0.37, p < 0.005$) and “Self-Acceptance” ($rS = 0.20, p < 0.05$).

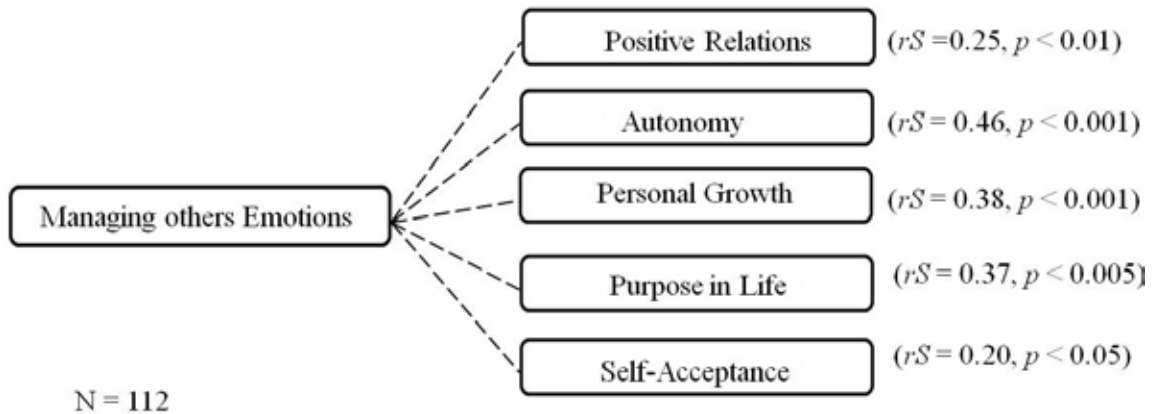


Figure 7. Relationships between interpersonal scale “Managing others Emotions” of EQ and scales of PWB

Cronbach's alpha values for the Expression Control scale are insufficient, therefore, correlations with this scale are not taken into account.

Significant positive connection was found between “Understanding own Emotions” and “Positive Relations” ($rS = 0.33, p < 0.001$), “Autonomy” ($rS = 0.33, p < 0.001$), “Environmental Mastery” ($rS = 0.21, p < 0.05$), “Personal Growth” ($r = 0.21, p < 0.05$) and “Purpose in Life” ($rS = 0.24, p < 0.01$).

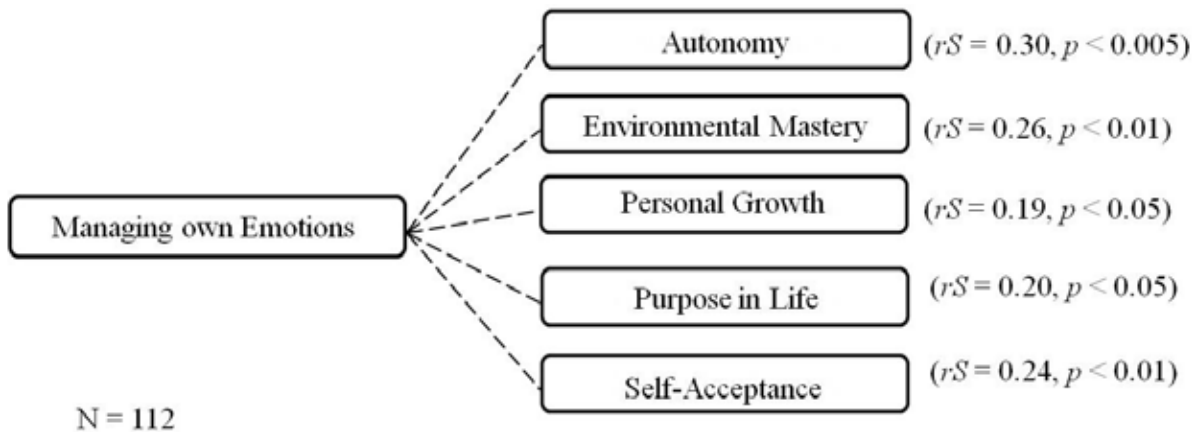


Figure 8. Relationships between interpersonal scale “Managing own Emotions” of EQ and scales of PWB

Cronbach's alpha values for the Expression Control scale are insufficient, therefore, correlations with this scale are not taken into account.

Significant positive connection was found between “Managing own Emotions” and “Positive Relations” ($rS = .30, p < 0.005$), “Autonomy”, ($rS = .26, p < 0.01$) Personal Growth” ($rS = .19, p < 0.05$), “Purpose in Life” ($rS = .21, p < 0.05$) and “Self-Acceptance” ($rS = .24, p < 0.01$).

Thus, it was concluded that there is a relationship between emotional intelligence and psychological well-being.

Discussion. The purpose of this study was to analyze the relationship between the dimensions of emotional intelligence (understanding other emotions, managing other emotions, understanding own emotions, managing own emotions and expression control) and the dimensions of psychological well-being (positive relationships, autonomy, environment mastery, personal growth, purpose in life and self-acceptance) in a sample of adults aged from 18 to 36 years old.

A detailed analysis of the results demonstrates a clear positive relationship between the components of emotional intelligence and psychological well-being.

In general, these results are consistent with other studies analyzing the relationship between emotional intelligence and happiness (Rey et al., 2005; Acosta et al., 2018) or related variables such as personal and social adaptation (Dawda & Hart, 2000; Ciarrochi et al., 2000; Ciarrochi et al. al., 2001; Palmer et al., 2002; Saklofske et al., 2003; Berrios et al., 2006; Schutte., et al 1998).

Also, the results obtained are consistent with previous studies, in which it was found that self-esteem indicators of EI are associated with eudemonic well-being (Tennant et al., 2007; Raina and Bahshi, 2013), which may indicate that self-esteem of one's EI is associated with the assessment of life as meaningful and pleasant.

Since EI is still a fresh construct, it arouses great interest among proponents of positive psychology in promoting meaningfulness and optimal functioning in the work environment (Bakker and Schaufeli, 2008; Heuvel et al., 2010). It can be said that EI as a contribution to eudemonic well-being deserves attention.

In their study, Heuvel et al. (2010), describing the constantly changing work environment, emphasize the importance of personal competencies, as well as organizational factors that allow employees to be happy, engaged and productive.

The results obtained in the current study indicate that the promotion of the EI trait can serve to enhance the feeling of a meaningful life. Given the current situation after the pandemic, which poses a threat to well-being, including social and economic changes and uncertainty in work, factors related to the meaning of life deserve the attention of researchers and consideration for taking concrete measures to strengthen the mental health of individuals and organizations (Zeidner et al., 2011; Friedman and Kern, 2014; Snyder et al., 2014).

The results in the current work are correlative in nature, and a causal relationship cannot be established, which is a limitation of the study.

Further research is needed to determine exactly how EI can be increased, and whether this can lead to an increase in both hedonistic and eudemonic well-being. Longitudinal studies are also needed to systematically verify the causal mechanisms that contribute to well-being as a result of interference with the level of EI. It is worth saying that well-being is a subjective construct and, therefore, is reasonably assessed using self-report, I would like further research to include more objective indicators of well-being, for example: physical health, academic performance, labor productivity, creative achievements.

Situations that cause a negative reaction are inevitable. Consequently, psychological well-being does not depend on their absence, but on the balance between the amount and intensity of pleasant/unpleasant. Thus, people who pay too little attention to their emotions and understanding of other people's emotions will not experience their inclusion in society, high self-acceptance, autonomy and a sense of personal growth. The regulation of emotional states is necessary for a full life (Guerra-Bustamante, 2019).

Despite the limitations of the study, the results fit into the previous literature, emphasizing the presence of positive links between psychological well-being and emotional intelligence. The study of emotional intelligence is extremely important for positive psychology, because it makes it clear

which constructions are best to pay attention to in order to improve the quality of an individual's life (Seligman and Csikszentmihalyi, 2000).

Directions for the future: It is extremely important to conduct longitudinal studies with a large and diverse time frame, larger samples and different population groups. I also want to note that further research is needed to explore other factors that may affect EI and well-being in terms of the relationships between these variables. Other variables, such as stress levels, depressive states, and self-esteem may also be extremely important for mediating the possible impact of EI on well-being from the point of view of pessimism and optimism, which are important and useful predictors in determining psychological well-being (Ruiz-Aranda, 2013; Scheier, 2001). Despite ongoing research that is vital to support an evidence base important for understanding emotional intelligence, this variable may be the focus of future research aimed at improving psychological well-being among a group of adults.

Conclusion. The findings of the study confirm the idea that emotional intelligence and psychological well-being are interrelated. The higher the level of emotional intelligence, the higher the level of psychological well-being, hypothesis is confirmed. More precisely, it showed that as the ability to understand and emotional regulation increases, their subjective well-being, also increases. The important role of emotional regulation should be emphasized, since it is an additional factor related to well-being.

Various approaches to understanding psychological well-being, such as hedonistic and eudemonic, have been studied. Hedonistic well-being has been considered in understanding of N. Bradburn and E. Diener. The eudemonic approach was handled by M. Seligman, R. Ryan and E. Deci, as well as K. Riff, whose questionnaire of psychological well being is taken into methodology of this work.

And also considered a variety of models of emotional intelligence in the understanding of various authors, such as D. Goleman, R. Bar-On, D. V. Lyusin, J. Meyer & P. Saloway.

In this study, an attempt was made to identify specific aspects that should be paid attention to when teaching emotional abilities as a variable that contributes to happiness, emotional well-being and health in people aged 18-36 years.

Insufficient indicators of alpha-Kronbach on the Expression Control scale in the methodology of D. V. Lyusin's emotional intelligence research indicate that the results on this scale may be questionable and it is not worth taking into account their significant correlations with the PWB scales.

The results of the study allow us to see the difference in the relationship between the scales of psychological well-being and emotional intelligence in a group of men and women, their significant difference, against which it would be possible to hypothesize that the same results could be observed with a larger sample.

In conclusion, I want to say that emotional intelligence is a plastic construct, and it is possible to develop and strengthen its ability to understand and regulate emotions, both its own and those around it, which will definitely help to communicate better in society, and therefore increase the level of psychological well-being.

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