



RELATIONSHIP BETWEEN PSYCHOLOGICAL WELLBEING AND EMOTIONAL INTELLIGENCE AMONG UNIVERSITY STUDENTS

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ABSTRACT

The psychological health and well-being of university students is of prime importance in comprehending and assessing student's academic goals. This is because psychological well-being is an indispensable factor that aids an individual to develop and maximize his or her enormous potentials. Using a simple random sampling technique a total of 241 participants comprising 120 male and 121 female undergraduate students, between the ages of 20 – 30 years, with a mean age of 24.20 and SD of 2.71 were selected from the population of Faculty of the social Science and Humanities, Law Faculty and Environmental Science Faculty, Agbani Campus, Enugu State University of Science and Technology, Enugu State. Psychological Wellbeing Scale with internal consistency reliability coefficients that ranges from .86 to .93 for the six sub-scales and Emotional Intelligent Scale with a Cronbach Alpha of .77. Correlation design was adopted while Pearson product moment correlation statistics result showed that Psychological wellbeing (Autonomy $r = .41$, $P < .01$, $r^2 = .17$; Environmental Mastery $r = .54$, $P < .01$, $r^2 = .34$; Personal Growth $r = .56$, $P < .01$, $r^2 = .31$; Positive Relation $r = .59$, $P < .01$, $r^2 = .335$; Purpose in Life $r = .40$, $P < .01$, $r^2 = .16$; and Self-Acceptance $r = .28$, $P < .01$, $r^2 = .08$) correlated significantly with emotional intelligence. This study found that emotional intelligence is significantly correlated with psychological wellbeing Therefore, emotional intelligence in daily living is critical in bringing about mental health and psychological wellbeing in individuals throughout life.

Introduction

The concept of psychological well-being originated from one of the two basic components of well-being known as 'hedonism' and 'eudaimonia'. Hedonism as the first perspective of well-being (Kahneman Daniel, Fredrickson, Barbara, Schreiber, Charles Redelmeier, & Donald, 1999), defines as the presence of positive effect and the absence of negative effect. Whereas eudaimonia which is the second perspective contends that well-being does not entail maximizing positive experiences and minimizing negative ones (Ryan & Deci, 2001), but refers to living fully and thus allowing one to attain the richest human potential (Ryan, Huta & Deci, 2008). Hedonism which has pleasure as its major emphasis takes its root in Greek scholars notably Epicurus -as its principal proponent (McMahon, 2006).

It is of interest to note that, university students represent the future of their families, communities, and countries but also face upscale challenges and stress in the direction of success attainment in their academic and routine endeavours despite the financial constraint and difficulties witnessed by many students (Ansari, & Stock, 2010). University is a period of increased responsibility for choices and healthy practices (Colic, Satalic, & Lukesic, 2003). The undue tight schedule of periodic curricular activities like daily lectures, practical classes, examinations as well as extra-curricular events can be so stress packed for students to induce some negative and unhealthy experiences. This in turn can provoke some level of physical or physiological responses within an individual. Walid et al (2011) in their study discovered that the level of health complaints and psychological problems/burdens is relatively high among university students.

It is therefore imperative to look into the issue concerning the psychological well-being of university undergraduate, and to ascertain those factors that can either improve or hinder its development. Other studies have shown that "university students reported more health complaints than their working peers (Stewart-Brown, Evans, Patterson, Petersen, Doll, Balding,

& Regis, 2000; Vaez, Kristenson, & Laflamme, 2004) but did not appear to seek help for these problems" (Boot, Donders, Vonk, & Meijman, 2009) in Walid et al., (2011). A theoretical model of psychological well-being that encompasses 6 distinct dimensions of wellness (Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, Self-Acceptance) was developed by Ryff (1985). The model was superior in fit over single-factor and other art factual models. Age and sex differences on the various well-being dimensions replicated prior findings. Comparisons with other frequently used indicators (positive and negative affect, life satisfaction) demonstrated that the latter neglect key aspects of positive functioning emphasized in theories of health and well-being.

The convergence of these multiple frameworks of positive functioning served as the theoretical foundation to generate a multidimensional model of well-being (Ryff, 1989b, 1995). In combination, these six distinct dimensions encompass a breadth of wellness that includes positive evaluations of oneself and one's past life (Self-Acceptance), a sense of continued growth and development as a person (Personal Growth), the belief that one's life is purposeful and meaningful (Purpose in Life), the possession of quality relations with others (Positive Relations With Others), the capacity to manage effectively one's life and surrounding world (Environmental Mastery), and a sense of self-determination (Autonomy).

Emotional intelligence refers to a social intelligence that enables an individual to recognize his or her own, and other peoples' emotions. It also enables people to differentiate those emotions, and to make appropriate choices for thinking and action (Cooper & Sawaf, 1997; Mayer & Salovey, 1993). Emotional intelligence, as a concept was primarily developed by Mayer & Salovey (1990), but it gained popularity by the studies of Goleman (1998, 1995). According to Salovey & Mayer (1990), emotional intelligence includes an "ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Emotional intelligence represent an intelligence that

may be learned, developed and improved (Perkins, 1994; Sternberg, 1996).

Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, (1998) defined it as the "ability to adapt to and recognize emotion, express emotion, regulate emotion and harness emotions." It is an array of personal, emotional and social competencies and skills that influence one's ability to succeed in coping with environmental demands (Baron, 1997).

Goleman's (1995) model of emotional intelligence includes 'several broad areas such as knowing one's own emotions, delaying gratification, and the ability to enter flow states'.

The basic components of Emotional Intelligence (EI) as identified by some researchers include: self-awareness (understanding their moods emotions and drives), self-regulation, (regulate one's emotions and behaviour) interpersonal skills (empathetic and constructive, cooperative), adaptability (capacity to cope with the environment), Mood and motivation. Emotional intelligence plays an essential role in how individual cope with stressful conditions.

In a study conducted in Kwara State, Nigeria, that assesses the contribution of emotional intelligence, self-efficacy, and psychological well-being to students' behaviours and attitudes. Using Two hundred and forty-two students from a college of education, they found that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students' behaviours and attitudes. The variety of models purporting to represent emotional intelligence may be classified within 1) Mixed models (BarOn, 1997; Goleman, 1995) and 2) Mental ability models (Mayer, Salovey & Caruso, 2010).

BarOn (1997) proposed a model of emotional intelligence which combines mental ability skills such as emotional self-awareness with non-ability personality traits such as assertiveness, self-regard and mood. BarOn (1997) defines emotional intelligence as "an array of personal, emotional and social competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". A mental ability model of emotional intelligence is "a set of abilities that

accounts for how people's emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in an individual's emotional life" (Mayer, Salovey & Caruso, 2010). This model describes several discrete emotional abilities which are divided into four hierarchical classes or branches. The four branch theory begins with basic skills involving emotion perception and appraisal. The second branch involves integrating emotion into cognition and evaluating and comparing different emotions against sensations and thoughts, and trusting emotions to direct attention. The third branch involves understanding emotions sufficiently to recognize their effects and to use reasoning ability to restore emotional equilibrium. The fourth branch requires the highest level of skill in management and regulation of emotion in oneself and others. The mental ability model of emotional intelligence asserts that emotional intelligence is a subset of social intelligence, which is itself a subset of general intelligence. If emotional intelligence is intelligence it must meet criteria of intelligence: 1) Mental problems must be correct or incorrect; 2) The set of mental abilities must be measurable and inter-correlated; and, 3) Skills must increase with age. The four branch mental ability model of emotional intelligence appears to meet these criteria.

Statement of the problem

Emotional intelligence and Psychological Well Being are two very interesting concepts. It has been noticed that many times those who experience a good psychological wellbeing have a very strong control over their emotions (i.e. high emotional intelligence). Many problems in adjustment may arise from deficit in emotional intelligence. Managing emotions like anger, anxiety and even happiness is critical to psychological wellbeing. People who do not have the capacity to regulate their own emotions may become slaves to them. Also individuals who make others feel unhappy or bad in certain situations may be perceived as cloddish or oafish and ultimately be hated. A more common problem involves people who cannot recognize emotions in themselves and are therefore unable to plan lives that fulfil them emotionally.

There have been studies conducted on adolescents but nothing much to do with university students and university students undergo a great pressure, daily lectures, practical classes, examinations as well as extra-curricular events can be so stress packed for students to induce some negative and unhealthy experiences and many other responsibilities which need emotional intelligence to deal with to balance psychological wellbeing. This is why the researcher felt the need to conduct this study especially if there is low emotional intelligence how would it affect person's psychological wellbeing, if its high what would be his/her psychological wellbeing, and if they are related or not.

Psychological Wellbeing and Emotional Intelligence

Some empirical studies have been shown certain relationships that abound between Emotional Intelligence (EI) and psychological wellbeing. In a study assessing the concept of emotional intelligence and its relationship with hedonic and eudaimonic well-being Extremera, Ruiz-Aranda, Pineda-Galán, and Salguero (2011) established that ability emotional intelligence predicted both levels of hedonic and eudaimonic well-being.

In support of the empirical findings concerning the implicit role of emotional intelligence on psychological well-being, Extremera & Fernández-Berrocal, (2004) noted that "emotionally-intelligent students, as a rule, have higher levels of psychological adjustment and emotional wellbeing, present a higher quality and greater quantity of interpersonal networks and social support, are less likely to engage in disruptive, aggressive or violent behaviour; they can obtain higher scholastic achievement faced with stressful situations more easily, and consume a lesser quantity of addictive substances (e.g., tobacco, alcohol, etc.)"

Research suggests that EI abilities and traits contribute to good physical and psychological health (Salovey, Bedell, Detweiler, & Mayer 1999). Emotionally intelligent individuals have good physical and psychological health because they are

better able to cope with life's challenges and can control their emotions more effectively (Taylor, 2001). In literature, various empirical studies have well documented the significant negative relationship between EI and psychological distress (Besharat, 2007; Dulewicz, Higgs, & Slaski, 2003; Tsaousis & Nikolaou, 2005) and between EI and sub dimensions of psychological distress, such as, depression and anxiety (Bauld & Brown, 2009; Extremera & Fernández-Berrocal, 2006; Fernandez-Berrocal, Alcaide, Extremera, & Pizarro, 2006).

A study by Queroz, (2003) on Emotional intelligence (EI) and psychological wellbeing among middle-aged and old men and women aimed at investigate relations between psychological well-being and emotional intelligence. There was a convenience sample with 60 middle aged (45-55) and 60 old (60-69) males and females. Measures used for the study were Self-development Scale and Scale of Emotional Intelligence. Results of the study are Male subjects scored higher than female on self -motivation and self conscientiousness (MIE). There occurred significant relations between self -motivation and self acceptance (MIE), and between self-motivation and purpose, personal growing, mastery and generativity (maintenance and offering) (EDEP). Factorial analysis performed on EDEP resulted in five factors. Self-development dimensions splited from others related to interpersonal relationships. They found out that Psychological well-being and emotional intelligence did not behave as independent constructs neither was consistently affected by gender and age. Austin (2015) conducted a study to identify the Personality, well-being and health correlates of trait emotional intelligence. Where the Emotional intelligence (EI), personality, alexithymia, life satisfaction, social support and health related measures were assessed in Canadian (N=500) and Scottish (N=204) groups. EI was found to be negatively associated with alexithymia and alcohol consumption and positively associated with life satisfaction and social network size and quality. The relative strengths of EI and personality as regression predictors of health-related outcomes were investigated for a subgroup of Scots (N range 99-111). The results of the analyses showed that EI

is more strongly associated than personality with social network size, but social network quality, life satisfaction, alcohol consumption; number of doctor consultations and health status are more strongly related to personality.

Higgs, and Dulewicz (2007) studied the Relationships between psychological wellbeing, emotional intelligence and personality. Data were obtained from a sample of 150 in-work managers. The Well-Being scales employed covered the Subjective Well-Being and Psychological Well-Being (SWB and PWB) as well as a combined measure. Analyses of the data demonstrated significant relationships between EI and measures of Well-Being as well as a number of relationships between Big 5 personality factors and Well-Being measures. However, Emotional Intelligence explained more variance in Well-Being measures than personality factors alone.

Mavroveli et.al (2007) in a study explored the relationships between trait EI, psychological wellbeing and peer relations on a sample of Dutch adolescent pupils (N 282; 136 girls, 146 boys; mean age 13.75 years). As hypothesized, trait EI was positively associated with adaptive coping styles and negatively associated with depressive thoughts and frequency of somatic complaints. It was also negatively associated with maladaptive coping styles, in boys only. Adolescents with high trait EI scores received more nominations from their classmates for being co-operative and girls gave significantly more nominations to classmates with high trait EI scores for having leadership qualities.

Singh, & Woods (2015) examined the joint predictive effects of trait emotional intelligence (trait-EI), Extraversion, Conscientiousness, and Neuroticism on 2 facets of general well-being and job satisfaction. An employed community sample of 123 individuals from the Indian subcontinent participated in the study, and completed measures of the five-factor model of personality, trait-EI, job satisfaction, and general well-being facets worn-out and up-tight. Trait- EI was related but distinct from the 3 personality variables. Trait-EI demonstrated the strongest correlation with job satisfaction, but predicted general well-being no better than Neuroticism. In regression analyses, trait-EI

predicted between 6% and 9% additional variance in the well-being criteria, beyond the 3 personality traits. It was concluded that trait-EI may be useful in examining dispositional influences on psychological well-being. Abraham, et al. (2009) examined the relationship between emotional intelligence and psychological wellbeing. Data were collected from employees through two different structured surveys administered at two points in time. The results of four hierarchical regression models provide, in general, support for the positive association between emotional intelligence and psychological wellbeing components – self-esteem, life satisfaction, and self-acceptance. The study indicates that employees who experience a psychological state of wellbeing may function better than employees who experience emotional deficit.

Burger (2009) conducted a study on Emotional intelligence and Well-being in teachers. The sample consisted of 31 teachers. EI Training programme was given to the teachers and Baseline measures were taken at two time intervals prior to the commencement of the EI training programme. In addition, participants were assessed immediately after concluding the programme. The findings demonstrated limited effectiveness of the EI training programme in terms of improving levels of EI, and decreasing levels of occupational stress. However, physical- and psychological health improvements were evident after completion of the programme.

A study by Salami (2016) examined how emotional intelligence, self-efficacy, and psychological well-being contribute to students' behaviours and attitudes. Two hundred and forty two students from a college of education, in Kwara State, Nigeria responded to a set of questionnaires consisting of measures of emotional intelligence (EI), self-efficacy, psychological well-being (i.e. happiness, life satisfaction and depression) and students' behaviours and attitudes Hierarchical regression analyses conducted for each dependent variable showed that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students' behaviours and attitudes. This research indicates the need to

emphasize positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

Landa et.al (2010) analyzed the relationships among emotional intelligence (EI), personality traits, and psychological well-being in undergraduates. In addition, the predictive capacity of EI and personality traits was also analyzed. Results showed that low scores in neuroticism and high scores in extraversion are the dimensions of personality most related to all the psychological well-being scales, and also the best predictors of psychological well-being. Furthermore, high scores in clarity and emotional repair were found to be two consistent predictors for all the scales of psychological well-being, after controlling for personality factors. These results confirm the prognostic significance for EI on psychological well-being. An article by Charles (2016) presents the theoretical model of strength and vulnerability integration (SAVI) to explain factors that influence emotion regulation and emotional well-being across adulthood. The model posits that trajectories of adult development are marked by age-related enhancement in the use of strategies that serve to avoid or limit exposure to negative stimuli but by age-related vulnerabilities in situations that elicit high levels of sustained emotional arousal.

Purpose of the Study

The general purpose of the study is to examine if psychological well-being will relate to emotional intelligence. Specifically the study will examine if there will be a relationship between psychological well-being and emotional intelligent among undergraduate students.

Hypothesis

There will be a significant relationship between psychological well-being and emotional intelligence among Undergraduate Students.

Method

Participants

A total of 241 participants comprising 120 male and 121 female undergraduate students, between the ages of 20 – 30 years, with a mean age

of 24.20 and a standard deviation of 2.71 were selected. They were selected making use of simple random sampling technique from population of Faculty of the social Science, Faculty of Law and Faculty of Environmental Science, Agbani Campus, Enugu State University of Science and Technology, Enugu State.

Instruments

Two sets of Instrument were used in the study, they are Psychological Wellbeing Scale and Emotional Intelligent Scale.

Psychological Well Being Scale (Ryff, 1989)

Psychological well-being scale is an eighteen (18) self-report scale designed to measure psychological well-being. (Ryff, 1989). The instrument consists of six sub-scales (with three items in each sub-scale): (a) Autonomy, (b) Environmental mastery, (c) Personal growth, (d) Positive relationships with others, (e) Purpose in life, and (f) Self-acceptance. “The autonomy dimension assesses self-determination, independence, and an internal locus of control. The environmental mastery dimension measures one’s ability to manipulate and control complex environments. The personal growth dimension measures one’s needs to actualize and realize one’s potentials. The positive relationships with other’s dimension assess the ability to love, trust, and establish deep relationships with others. The purpose in life dimension is to measure one’s sense of direction and goals. The self-acceptance dimension assesses positive attitudes held toward the self” (Akin, 2008). Participants were made to respond on a 6-point scale that ranges from “strongly agree” (1) to “strongly disagree” (6). The following items are reverse: 1,5,9,10,12,13,15,18. Higher scores indicate higher psychological well-being within the respective dimension. The internal consistency reliability coefficients as reported by Ryff (1989) ranges from .86 to .93 for the six sub-scales. A pilot study was conducted with 42 final year psychology students. The reliability coefficient was found to be .63 for the entire scale.

Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002)

Emotional Intelligent Scale is a 16-item scale designed as a short measure of emotional intelligence for use in organizational research. It measures four dimensions (Self emotion appraisal, emotion appraisal of others, use of emotion and regulation of emotion). Wong & Law (2002) reported Cronbach Alpha of .93 as an index of the scale's internal coefficients. All the items related to emotional intelligence were measured on a 5-point Likert scale (5 = strongly agree to 1 = strongly disagree). Chinaweze (2014), in a pilot study using 86 staff of the Nigeria Police Force, Oji River Area Command obtained Cronbach's Alpha of .77, and mean = 50.90, SD = 8.52, V = 72.53. In addition, the researcher obtained a Cronbach Alpha Coefficient of .80 in a pilot study using Undergraduate Students of University of Nigeria Enugu Campus.

Procedure

A total of 260 of each of the questionnaire on psychological wellbeing scale and emotional intelligence scale were randomly distributed within a period of two week on the target population. The administration of the questionnaire took the form of group testing in their respective classroom. Thus, 255 copies of the questionnaire were collected and 241 copies that were correctly filled were scored and analyzed and only 14 copies each were discarded.

Design and Statistics

The design for the study is correlation design. This is because the primary objective of the study is to examine the relation between the study variables (Psychological Well Being and Emotional Intelligence). Therefore, the statistics for the study is Pearson product moment correlation coefficient (r), while r^2 was also used as coefficient of determinants.

Result

Table 1: Zero order correlation coefficient matrix showing relationship between Psychological Well Being and Emotional Intelligence among Undergraduate Students

| | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------------------------|-------|-------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|---|
| Age | 24.20 | 2.71 | 1 | | | | | | | |
| Autonomy | 10.63 | 3.03 | .01 | 1 | | | | | | |
| Environmental Mastery | 11.18 | 3.59 | -.36 | .78** | 1 | | | | | |
| Personal Growth | 12.51 | 3.35 | .05 | .86** | .69** | 1 | | | | |
| Positive Relation | 11.72 | 4.03 | -.37 | .68** | .91** | .66** | 1 | | | |
| Purpose In Life | 13.09 | 3.55 | -.68 | .81** | .70** | .85** | .66** | 1 | | |
| Self Acceptance | 12.57 | 3.56 | -.12 | .68** | .61** | .70** | .52** | .70** | 1 | |
| Emotional Intelligent | 44.88 | 13.28 | -.20 | .41** | .54** | .56** | .59** | .40** | .28** | 1 |
| COEFFICIENT OF DETERMINANT (r^2) | | | .17 | .34 | .31 | .35 | .16 | .08 | | |

**; $P < .01$, Bold are relevant coefficient for research hypothesis

From table 1 above, participants obtained a group mean of 10.63 and a standard deviation of 3.03 on autonomy of psychological wellbeing; a group means of 11.18 and a standard deviation of 3.59 on environmental mastery of psychological wellbeing; a group mean of 12.51 and a standard deviation of 3.35

on personal growth of psychological wellbeing; a group mean of 11.72 and a standard deviation of 4.03 on positive relation of psychological wellbeing; a group mean of 13.09 and a standard deviation of 3.55 on purpose in life of psychological wellbeing; a group mean of 12.57 and standard deviation of 3.56 on self-acceptance while a group mean of 44.88 and standard deviation of 13.28 were obtained on emotional intelligent.

Also, the result shows that Psychological Well Being (Autonomy, Environmental Mastery, Personal Growth, Positive Relation, and Purpose in Life, Self-Acceptance) correlated significantly with Emotional Intelligence. The table shows that correlation coefficients were as follows; Autonomy and Emotional Intelligent $r = .41$, $P < .01$, $r^2 = .17$; Environmental Mastery and Emotional Intelligence $r = .54$, $P < .01$, $r^2 = .34$; Personal Growth and Emotional Intelligence $r = .56$, $P < .01$, $r^2 = .31$; Positive Relation and Emotional Intelligence $r = .59$, $P < .01$, $r^2 = .335$; Purpose in Life and Emotional Intelligence $r = .40$, $P < .01$, $r^2 = .16$; and Self-Acceptance and Emotional Intelligence $r = .28$, $P < .01$, $r^2 = .08$. Based on the result above, the stated hypothesis which states that “Psychological Well Being will significantly correlate with emotional intelligence” was accepted.

Discussion

The relationships that prevail between psychological well-being and emotional intelligence among the undergraduate students yielded a number of findings. These finding indicated that psychological wellbeing and emotional intelligence strongly and positively correlated. This indicates that students who have high emotional intelligence are more likely to be psychologically healthy than those with low emotional intelligence. This goes further to confirm the hypothesis, that psychological wellbeing is a key correlate of emotional intelligence among undergraduate students.

This discovery is consistent with the previous findings reported in the literature that emotional intelligence significantly relates to psychological well-being (Extremera, et. al., 2011). Quite a number of empirical studies have supported the present findings that students with high emotional intelligent level, report fewer physical symptoms and suicidal tendencies; they have reduced social anxieties, hopelessness and depression. They have very good self-esteem, show greater empathy, satisfying interpersonal relationships and use active coping strategies in dealing with their psychological problems. (Ciarrochi, et. al. 2000, Salovey, et. al. 2002, Ciarrochi, et. al., 2002). There is also evidence that a lack of emotional intelligent provokes or exacerbates the emergence of problems among

students. These problems as was summarized by (Extremera & Fernández-Berrocal, 2004) include, deficit in the levels of students’ welfare and psychological adjustment; decrease in the quantity and quality of interpersonal relationships; drop in academic performance; emergence of disruptive behaviour and substance abuse.

Given the component of psychological wellbeing as Ryff (1987), it appears that people who possess autonomy, environmental mastery, personal growth, positive relation, purpose in life and self-acceptance; tend to express high level of stability in relationship with others. This finding suggests that people who are emotionally intelligent may experience lower emotional distress when they face stressful situations (Gohm, Corser, & Dalsky, 2005), which could result to a reciprocal increase in positive effects.

In the same way, emotionally intelligent individuals may be more likely to use positive coping strategies such as expression of feelings and eliciting social support, instead of maladaptive strategies such as rumination or avoidance, and thereby reduce negative affect and increase well-being (Matthews et al., 2006). “They present a higher quality and greater quantity of interpersonal networks and social support, are less likely to engage in disruptive, aggressive or violent behaviour; they can obtain higher scholastic achievement faced with stressful situations more easily, and consume a lesser quantity of addictive

substances (e.g., tobacco, alcohol, etc.)” (Extremera & Fernández-Berrocal, 2004).

Emotional intelligent people are also noted as individuals who feel they have more control over their environment because they exercise control over their negative emotions, resulting in a better and more feeling of mastery of their life and greater psychological well-being. (Shulman & Hemenover, 2006).

Implications of the Finding

The result of the study revealed a significant positive relationship between psychological wellbeing and emotional intelligence among undergraduate students and it has some practical implications. The university administrators, leaders and policy makers are therefore called upon to mount structures or campaigns to foster the increase in awareness and measurement of emotional intelligence knowing its gainful effects on psychological well-being and total personal wellness of an average student. As students are future community and nation builders, utmost importance should be laid on the full realization and total development of their real potentials.

Some researchers contend that emotional intelligence stands for an intelligence that may be learned, developed and improved (Perkins, 1994; Sternberg, 1996). Studies have indicated that emotional intelligent is both teachable and easily learnt; a pointer to the fact that some emotional intelligent oriented programmes could be organized in schools to help students develop and imbibe this important concept, in order to develop good psychological health needed to handle the challenges of academic work. In the words of Bar-On, (2012) ‘ever since the mid 1960’s, there has been growing numbers of children around the world who have been introduced to emotional intelligent-enriching curricula such as those developed and promoted by Self-Science (Freedman, 2003; McCown, Jensen, & Freedman, 2007), the Collaborative for Academic, Social, and Emotional Learning (Patrikakou, & Weissberg, 2007; Zins, Elias, & Greenberg, 2007) and the National School Climate Center (Cohen, & Sandy, 2007).

Some of these programmes have targeted both individual schools, cities (Hayes, 2007), entire school districts (Brackett, Alster, Wolfe, Katulak, & Fale, 2007), and even larger geographic areas (Maree, & Mokhuane, 2007). Such a programme can be adopted and introduced into Nigerian Education Curriculum for adequate development of emotional intelligence of the student. Emphatically, if we must build a complete human person for the future of the society, we must train the students in emotional and affective worlds. Emphasis should be laid not only on the learning and academic achievement but also on these two important psychological variables: emotional intelligence and psychological wellbeing and in the long run total personal wellbeing. When students are emotionally stable and psychologically healthy, they stand a better chance of adjusting successfully to the demands and challenges of academic activities. Psychological health and wellbeing is therefore the backbone of personal health and wellbeing.

Limitations of the Study

One major shortcoming of this study was that participant initially refused to responds to the questionnaire, because they believe that their responses will be expose to people, but the researcher tactfully established rapport and generated confidence in them which motivated some of the participants towards objective completion of the questionnaire.

Summary and Conclusion

A significant positive relationship was observed between psychological wellbeing and emotional intelligence among undergraduate students. Based on the outcome of the study the researcher concludes that parents should closely monitor the behaviours of their children from the early stages. This will help in ensuring that they cultivate the habit of non-destructive behaviours that will ensure their psychological wellbeing. Institutions of higher learning should take the issue of students counselling more seriously. The rate of violent in high institutions is on the high side. It is expected that proper counselling will help in reducing the tide with a view to producing well balanced future leaders. Older people should try to be accessible to young adults. This will reduce creating

fears in them and eventually minimizing the occurrence of abnormal behaviours that challenge psychological wellbeing. Empathy and not condemnation is critical in creating a sense of wellbeing in young adults. Seeing things from others perspectives leads to acceptance and a sense of belonging needed to produce quality individuals.

Emotional reactions like love, happiness, tenderness, zest, joy, elation, pleasure, fear, anxiety among others that lead to psychological wellbeing or otherwise reside for a long time among young adults and influence their disposition. Happy and emotionally intelligent people have high sense of self-esteem, which emphasizes the importance of individuality. They see themselves as more intelligent and better able to get along well with others than the average person. These people avoid all forms of destructive behaviours that challenge individual psychological wellbeing.

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