

Emotional Quotient, Intelligent Quotient on Psychological Well Being of Adolescents: An Analysis on Related Reviews

Kumaran K* & Dr. R. Subasree**

**Ph.D. Scholar, Research & Development Centre, Bharathiar University,
Coimbatore, Tamil Nadu.*

***Assistant Professor, Dept. of Counselling Psychology, Madras School of Social Work,
Egmore, Chennai, TamilNadu.*

ABSTRACT

Adolescence is a period of life with major developmental milestones pertaining to the physical, psychological and social progression of a person, which are significantly influenced by emotional quotient, intelligence quotient and psychological wellbeing of the individual. Emotional intelligence is the capacity which allows for appropriate understanding, expression and reciprocation of emotions within the individual and their current social context. Intelligence is “The mental abilities necessary for adaptation to as well as shaping and selection of, any environmental context”(Sternberg). Intelligence quotient(IQ) is the measure of intelligence obtained from scores of intelligence tests designed to evaluate cognitive processes or mental abilities that result in such intelligence. Well being, which was introduced by positive psychology is the outcome of a balance between challenging and rewarding life experiences involving positive social relationships, personal mastery, autonomy, personal growth, purpose and meaning in life. Sustainable wellbeing is the ability to cope with negative life experiences and emotions.

In Adolescence The most vital and definitive phase of life , the achievement of a sustainable psychological wellbeing requires the mediation of the adolescents emotional and intelligence quotient. The present paper analyses studies from various sources in an attempt to determine the impact caused on psychological well being by emotional and intelligent quotient respectively.

Keywords: Emotional quotient, Intelligent quotient, Well being, Adolescents.

Introduction

One fourth (253 million) of the Indian population consists of adolescents and prepubescent teens in the ages 10-19. Stanley Hall refers to this period as “Storm and Stress” comprising of conflicts with parents and authority figures, mood disruptions and risky behaviour (Hall. G.S, 1904). This is due to transitioning between childhood and adulthood physically, socially, emotionally and cognitively. Developmental milestones to be achieved during this stage include puberty, abstract thinking, individuation, establishing social relationships, heightened sense of vulnerability, emotional sensitivity, low risk perception and impulsivity, which makes them vulnerable targets for trafficking, physical and sexual abuse, unsafe and premature induction to sexual activity, adolescent marriages and substance abuse (Thmarasseri, 2016). They are also identified to be challenges faced by adolescents along with negative media influence, lack of education, nutrition, and autonomy in decision making (Population council and UNICEF, 2013). Most of these are common challenges and dangers faced by adolescents globally. In India, the most challenging aspect for adolescents is probably the stress and pressure of academic achievement and struggle for individuation within a constricted locus of control.

A review analysis is a process wherein empirical evidences are collected and summarized in order to get answers to research questions.

For the current study titled “Influence of Intelligent Quotient ,Emotional Quotient ,Social competence and self esteem on psychological well being of the adolescents “ An analysis of the related reviews was taken to explore and get sources pertaining to the variables Emotional quotient Intelligent quotient and psychological well being .

Emotional Intelligence of adolescents

An individual's success in navigating adolescence is the key in determining their identity and quality of life as an adult as well as the economic and social development of our country in the future. According to Salovey, Mayor & Caruso (2002) "Emotional intelligence represents a set of hierarchically organized core competencies for identifying, processing and regulating emotions – both in self and others". There seems to be an underlying requirement of Emotional Intelligence (EI) to manage social competence, understanding and responding to one's own emotions as well as others and coping with negative affect such as anxiety, stress or depression inducing events. The increasing interest in emotional intelligence (EI) recently in relation to academic and professional spheres has led to the emergence of two different models of EI: the Ability model and the Trait or Mixed models. The Ability model defines EI as the ability to process information with emotional content (Mayer & Salovey, 1997) and Mixed models define EI as an array of stable personality traits, social and emotional skills, motivational aspects and different cognitive skills (Bar-On, 2000; Boyatzis, Goleman, & Rhee, 2000; Goleman, 1995; Petrides & Furnham, 2003). Many studies focus on the importance of EI among adolescents on academic performance, social interaction, consumption of toxic substances, self concept and academic and social adaptation (Bar-On, 2003; Ferrando et al., 2010; Parker et al., 2004; Bar-On, 1997; Limonero, Tomás-Sábado, & Fernández-Castro, 2006; Coelho, Marchante, & Sousa, 2016; Mestre, Guil, López, Salovey, & Gil-Olerte, 2006; Serrano & Andreu, 2016).

Intelligence

Observation and personal experience allows us to infer that those with good or even average intelligence and emotional intelligence seem to do well in life. Intelligence also factors into how well an individual can perceive and process their environment, understand and resolve conflict. Intelligence is defined as "Intellect put to use; it is the use of intellectual abilities for handling a situation or accomplishing any task" (Woodworth & Marquis, 1948). Neihart (1999) reviewed empirical literature based on intelligence and well-being. The reviews supported the view that high intelligent children were better adjusted compared to general population. It was also observed that children with high intelligence had higher levels of psychological well-being (Betts 1986; Bland and Sowa 1994).

Adolescent and psychological well-being

Psychological Wellbeing (PWB) is also considered predictive of self realization and a sense of fulfilment. Though there is no consensual operational definition for psychological wellbeing PWB (Ryff and Singer, 2008), it encompasses life purpose, meaning, personal growth and mastery. PWB is derived from and is predictive of self realization and a sense of fulfilment. The indices of PWB make it relevant to prevention, health promotion and vocational psychology as it depends on the individual's selection of activities and life goals that are congruent to their personal identity and values (Deci and Ryan, 2001). Research therefore recognizes PWB to be associated with physical and mental health. Research suggests that better mental health outcomes in adolescents lead to greater adaptation in family, society and school environment, improved quality of life (Hoagwood et al., 1996; USDHHS, 1999), whereas poor mental health and well-being involving depression and low self-esteem during adolescent years can lead to adolescent health risk behaviours, school failure, physical ill-health, suicide, involvement in juvenile and criminal justice systems, negative life choices and mental disorders in adulthood (Lewinsohn et al., 1993; Canals, et al., 2002; Trzesniewski et al., 2006; Hjemdal et al., 2007).

As higher levels of PWB can refer to capacity of making choices for oneself that are not forced upon by family or society, PWB can be considered a good indicator of quality of life and satisfaction among adolescents. It can help us understand how well an adolescent is adapting and growing. Since components of intelligence and emotional intelligence are involved in attaining PWB, the need to study the influence of intelligence and emotional intelligence on PWB becomes necessary. There are studies that measure PWB individually and among adults, but there seems to be a gap in studying the interaction of the three components and in the context of adolescents. While there is an abundance of research on adolescent behaviour, studies on challenges and wellbeing of adolescents in the Indian context are scarce.

Emotional intelligence and psychological well-being among adolescents

Radha R Sharma postulates that wellbeing is concerned with the perception and management of negative emotions involving emotional intelligence (Sharma, 2007, 2008), because so much of our psychological wellbeing involves self awareness and understanding of emotions within and outside of ourselves, emotional intelligence is considered an important aspect of optimal functioning in humans. But successful navigation of negative life events also requires knowledge of intelligence and ability to process cognitively to a certain degree, emotional

intelligence and intelligence overlap to the extent Petrides claims emotional intelligence is not real intelligence. There is significant blurring between the lines of intelligence, declarative knowledge and behavioural effectiveness in tests of EI that measure on emotional function on a cognitive basis (Freudenthaler and Neubauer, 2005, 2007).

Di Fabio. A., Kenny. M. E., (2016) examined the contributions of potential of ability based and trait models of emotional intelligence to predict subjective and psychological wellbeing among 157 Italian (Florence)high school students. All participants were aged 17-21, white and from middle-class families who, were assessed on Advanced Progressive Matrices for fluid intelligence (Raven, 1962) and Big Five Questionnaire(Caprara et al., 1993).Trait EI and EQ-I show significant variance across all three indices of wellbeing confirming the relationship between EI and SWB among college students (Di Fabio and Saklofske, 2014b, Extremera and Fernandez –Berrocal, 2005, Palmer et al., 2002; Gannon and Ranzijn, 2005; Gignac, 2006; Gallagher and Vella-Brodrick, 2008). The results also show that EI is associated with PWB in line with prior research (Tennant et al., 2007; Raina and Bakhshi, 2013). Ability based EI however, was not associated with either measure of wellbeing. Trait EI seems to go beyond its association with personality to be related to other self perceptions including wellbeing when affectively conceptualized (Di Fabio and Kenny, 2012b; Di Fabio et al., 2014). Results also showed that EQ- accounted for more variance than IQ. This can be related to the dimensions of EQ representing wellbeing more accurately than IQ components which lean towards career decision making. The limitations of this paper were inability to generalize the results to adolescents outside of Italy. A longitudinal or even cross sectional study would have yielded more in depth understanding, but the study does have a replicability factor when Italian versions were replaced with the original scales. The most important factor of this study was its firm establishment of a relationship between trait emotional intelligence and wellbeing. Trait EI is defined as a constellation of self perceptions located at the lower levels of personality hierarchies (Petrides, Pita and Kokkinaki, 2007). Petrides sought to define it, upon noticing that emotional intelligence involved permutations of personality traits such as adaptability, self control, self expression and empathy which are unrelated to mental ability. All of the above mentioned are requisites in healthy development and their significant association with wellbeing further bolsters their interference.

Antinienė. D., Lekavičienė R., (2017) studied EI among young adults in relation with subjective assessment of physical state, depressiveness, anxiety and psychological wellbeing. Their second objective was to check the predictive value of these factors on EI constituents. The sample population through quota selection consisted of 1430 (aged 17 – 27) from Lithuania. The manipulative behavior subscale was not indicative of a high level of EI so it was used as an independent component to create a more comprehensive psychological portrait of the participant. Participants undergoing ailment physically or psychologically showed a negative correlation to EI. Understanding and regulating one's own emotions was especially strongly negatively related to poor health conditions. EI was found to have a weakly significant negative relationship with depression and anxiety. The results indicated that, understanding one's own emotions, controlling one's own emotions and behavior and control of interpersonal relationships subscales showed strong correlation with EI. With respect to psychological wellbeing, regression analysis with EI showed direct relation with understanding one's own emotions, control of one's own emotions and behavior and control of interpersonal relationships. These are three components of emotional intelligence widely recognized for social adaptability and expression. This study established further the predictive value of EI on wellbeing.

In the Indian context, Mathur, Dube and Malhotra (2003) reported that students with a higher sense of responsibility are better at academic achievement, better at adjusting and more confident than their peers. This was further expanded by Ghosh and Gill (2003) who found students with higher emotional intelligence to regulate emotions better, exhibit few behavioural problems, learn better, be more confident, happier and have a more optimistic perspective.

Emotional intelligence has been studied in relation to other variables that indirectly contribute to well-being among adolescents. An assessment conducted on the relationship between EI and decisional conflict styles among Italian high school students (Di Fabio. A, Blustein. D. L., 2010) was one such study. Interpersonal dimension of emotional intelligence proved to predict non adaptive decision styles of conflict management such as avoidance, procrastination and hyper-vigilance. These interpersonal behaviors are easily seen in anxious, paranoid and depressed individuals as well correlating with our previous conclusion that negative emotions are directly related to wellbeing in a negative way.

Intelligence quotient and PWB among adolescents

Salahodjaev(2015) identified that countries with higher overall IQ were associated with higher individual life satisfaction from the world values survey. Cognitive skills are considered advantageous as intelligence seems to have a positive effect in lesser developed nations. There are contradictory studies among gifted children and the social aspect of their wellbeing, but there seems to be a gap where IQ and PWB of normal population are concerned. PWB is studied with factors related to intelligence such as academic achievement but a direct relationship is yet to be ascertained.

Karvonen. S., Tokola. K., Rimpela. A, (2018) did a school health promotion study, with 100,413 students aged 14 to 16 years, who completed a modified version of the Becks Depression Scale in finish. Grade point average of the students was taken to measure academic achievement. Wellbeing score was taken to be the reverse of depression score. Schools were grouped heterogeneously using trajectory analysis. 3 clusters of schools differed according to their level of wellbeing and 6 clusters of schools differed according to their levels of academic achievement. The results indicated that, there was no significant difference in their levels over time. 80% of the schools that recorded poor academic performance belonged to the trajectory with lowest wellbeing. At an individual level, academically poor students reported low levels of wellbeing. The findings of this study showed that academic achievement is strongly associated with wellbeing.

Isgor. Y.I., (2016) studied the predictive value of meta-cognitive skills, academic success and exam anxiety of 251 Eastern Anatolian high school students (14-19) on their psychological wellbeing. Psychological Well being scale (Ryff,1989), Exam Anxiety Inventory (Spielberger,1980), Metacognitive Skills Scale (Altındağ and Senemoğlu 2013) and Personal information form were administered in two 50 minute sessions. Academic success was asked as part of the personal information form. Correlation showed significant relationship between psychological wellbeing, meta-cognitive skills, and academic success which was average and exam anxiety. Stepwise regression analysis showed that all three factors played a significant role in predicting psychological wellbeing. This study was the first to combine meta-cognitive skills, academic success and exam anxiety and results showed that they complement each other. The limitation of the study was it could have adopted a longitudinal approach for ascertaining predictive value of the factors with respect to PWB. Meta-cognitive skills are an aspect of intelligence whereas academic success is a consequence of an individual's intelligence level or

intelligence quotient. It can be inferred therefore that intelligence is related to and predictive of psychological wellbeing.

Wigtill, J.C &Henriques. R. G, (2015) conducted a study on three batches of first year University of Virginia students, who took part in a mandatory annual university assessment in the years 2003, 2004 and 2005. The students were randomly chosen and were administered the Scales of Psychological Wellbeing (SPWB) (Kaliski 2006; van Dierendonck 2004). Total sample population was 3,829 with a mean age of 18.4 years. SPWB scores of the sample were matched with their SAT scores which were considered a reasonable substitute for IQ scores. Math and verbal components of SAT scores entered multiple regressions with each subscale of the SPWB (Autonomy (AU), Environmental Mastery (EM), and Purpose in Life (PL), Personal Growth (PG), and Positive Relations with Others (PR); for Positive Relations with Others) simultaneously with squared SAT scores also added to test for curvilinear effects. SAT – Verbal scores showed positive bivariate correlation with autonomy and significant negative bivariate correlations with environmental mastery, positive relations with others and purpose in life. On controlling for PR, environmental mastery showed no significant relation with SAT verbal scores. The authors attributed this to social nature of EM in line with research that suggests a negative relationship between overall intelligence (including verbal) and EM. But SAT – Math scores related negatively to all the subscales. The three propositions set forth include i) students with high mathematical ability choose subjects and fields that do not offer exposure to constructs related to the wellbeing domains. ii) high mathematical ability indicates high meta-cognitive abilities which allow the students to perceive and report their own deficiencies. iii) these individuals are reinforced to respond intellectually than affectively to stressors. All three propositions were substantiated. The results of the study affirms a negative relationship between intelligence and social well being. The proposition that the negative relationship between wellbeing and intelligence can be attributed to lack of exposure to and experience with values and principles of the domains due to their fields of study and environment is worth looking into.

Conclusion

IQ and EI are significant predictors of psychological well being. Components to establish average to high wellbeing lie within development of these two factors

Adolescents spend 80% of their lives in school which becomes a social world on its own with groups, favoritism, unspoken rules, goals, etc. It almost seems like a simulation of the real world under protective measures. Experiences in school really do seem to set the stage for perceptions that carry with the adolescents into adulthood.

Longitudinal research by Terman (1947) concluded that gifted individuals were highly adjustable and had least chances of suffering from mental illness. In an extension of Terman's work Holahan & Sears (1995) found that when individuals live up to their intellectual ability it positively influences psychological well being. Fouladchanga, Kohgardb and Salah (2010) in their study on psychological well being among gifted and non-gifted students found that gifted students had decreased anxiety than non-gifted students. Chan (2005) in his study found that emotional intelligence influenced psychological well being through social coping mechanisms.

Emotional intelligence was found to be a strong predictor of psychological well-being (Raina & Bakshi 2013; Hamachek 2000; Adeyemo 2008; Rathakrishnan et al., 2019). It was also observed that high creative gifted children were experiencing high degree of psychological well-being (Kroesbergen 2014) and a positive relationship was observed between intelligence and psychological well-being (Wigtil and Henriques 2015). Neihart Maureen (1998) in his study on giftedness and psychological well being found that giftedness influences psychological well being of individuals. Thus from the analysis of reviews it can be concluded that EQ and IQ have an influence on psychological well-being of adolescents, when EQ and IQ are high it leads to higher psychological well being among adolescents.

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