

STUDY OF PSYCHOLOGICAL WELL BEING OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE

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Human life is a precious gift of God. He personally shaped and formed human life in such a way that it is different from the rest of creations. Human beings are uniquely the object of God's attention and affection. God has given us the capacity to live this life very beautifully so that we may find peace, joy and lived in tranquility and harmony with others enjoying the state of Well-Being. Well-Being is a Positive outcome that is meaningful for an individual and allows a man to live up to fullest of his capacities. It is an ongoing process, not an intermittent prescriptions. It is based on individual's active interaction in a complex world. In other words, Well-Being is how well the person likes the life he/she leads. The sense of how happy or contended we feel in life is generally termed as Psychological Well-Being. Psychological Well-Being resides within the experience of the individual, which is the state of feeling healthy and happy, having satisfaction, relaxation, pleasure and peace of mind. It deals with people's feelings about everyday experiences in life activities. Our Well-Being is shaped by our genes, our upbringing, personal circumstances, choices and the social conditions in which we live.

Psychological Well Being

Well being is an ongoing process, not an intermittent prescription. It is based on individual's active prescription in a complex world. It is concerned with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions as such, it covers diverse terms as happiness, satisfaction, morale and positive affect. It is further divided in two broad terms i.e. Subjective Well Being and Psychological Well Being.

Psychological Well Being is a model of well being widely advocated by a Psychology Professor, Carol Ryff. Ryff analyzed many various approaches to happiness in different sub-fields of psychology and came to the conclusion that well being should be seen as consisting of six components. These six components are :-

1. Personal growth
2. Self acceptance
3. Purpose in life
4. Autonomy
5. Positive relationships
6. Environmental mastery

Shek(1992) defines Psychological Well Being as that “state of a mentally healthy person who possesses a number of positive mental health qualities such as active adjustment to the environment, and utility of personality.”

Diener and Smith(1999),defines ” Psychological or Subjective Well Being as a broad construct, encompassing four specific and distinct components including (a) pleasant or positive well being (e.g., joy, elation, happiness, mental health), (b) unpleasant affect or psychological distress (e.g., guilt, shame, sadness, anxiety, worry, anger, stress, depression), (c) life satisfaction (a global evaluation of one’s life) and (d) domain or situation satisfaction (e.g., work, family, leisure, health, finance, self).

Thus, psychological well being is somewhat a malleable concept, which is to do with people feelings about their everyday life activities, such feelings may range from negative mental status (e.g., Anxiety, depression, unhappiness, dissatisfaction, etc.) to a more positive mental status.

Emotional Intelligence

It refers to a person’s innate potentials, each baby is born with a certain potentials for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. There are four inborn components that form core of one’s emotional intelligence. Building one’s emotional intelligence has a lifelong impact. Many parents and educators alarmed by increasing level of conflicts in young school children from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for emotional intelligence.

The distal roots of Emotional Intelligence can be traced back to Darwin’s (1965) early work on the importance of emotional expression for survival and adaptation. In the 1900’s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem solving, several influential researchers in the intelligence field of the study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as

1920, Thorndike at Columbia University used the term social intelligence to describe the skill of understanding and managing other people.

According to Mayer and Salovey(1990), “Emotional Intelligence in terms of being able to monitor and regulate one’s own and others feelings and to use feelings to guide through and actions.”

Goleman’s model outlines four main EI constructs:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship management

Acc. To Goleman(1996), “Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them.

Need and Significance of the Problem

It is evident from the related literature that there are not too many studies on Psychological Well Being in relation to their Emotional Intelligence in our country. So the researcher is inspired to study the relation between psychological well being and emotional intelligence. The main reason for undertaking such a study is that information gathered with the help of present study will likely to has considerable significance both theoretically and practically.

Statement of the Problem

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Operational Definitions

Emotional Intelligence

In the present study, the Emotional Intelligence Scale developed by Hyde, Pethe, Dhar (2002) will be used to measure Emotional Intelligenceof the Senior Secondary School Students. Acc. to this scale, “It is a capacity or ability to understand our emotional, the emotions of others and to act emotions. Emotional Intelligence enables one has to learn to acknowledge and understand feelings in one self and in others and that we appropriately respond to them, effectively applying emotions in our daily life and work. Emotional Intelligence involves the ability to perceive accurately, appraise and express and to generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual gap. Emotional intelligence can be generally developed unlike I.Q., which after a particular age cannot be developed through experiences.”

Psychological Well-Being

In the present study, the Psychological Well Being Scale developed by Sisodia and Choudhary (2012) will be used to measure the Emotional Intelligence of the Senior Secondary School Students. Acc. to this scale, “The term psychological well being (PWB) connotes a wide range of meanings, usually associated with wellness. Most studies in the past defined “well-ness” as not sick, as an absence of anxiety, depression or other forms of mental problems. The PWB includes meaning in life, absence of somatic symptoms, self esteem, positive affect, daily activities, satisfaction, absence of suicidal ideas, personal control, social support, absence of tension, and general efficiency (Bhogle and Prakash, 1995).”

Objectives of the Study

To investigate the significant relationship between Psychological Well-being and Emotional Intelligence of senior secondary school students.

Hypotheses of the Study

There will be no significant relationship between Psychological Well-being and Emotional Intelligence of Senior Secondary School Students.

Delimitations of the Study

1. The study was limited to Ludhiana District only.
2. The study was conducted on Senior Secondary School Students only.
3. The study was conducted on 160 students only.

Design of the Study

The descriptive survey method of research was employed to investigate the relation of Psychological Well Being and Emotional Intelligence among Senior Secondary School Students.

Sample of the Study

The sample comprised of 160 senior secondary school students in which there were 80 urban students and 80 rural students having 40 boys and 40 girls in each.

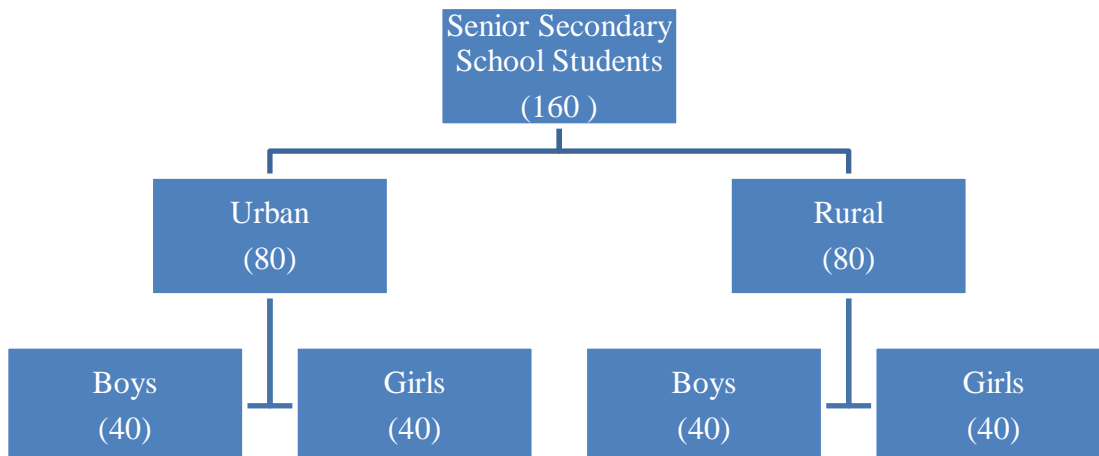


Table List of Schools from where the data has been collected

Sr. no.	Locality	Name of the School	No. of Boys	No. of Girls	Total
1.	Urban	Guru Nanak Model Sr.Sec.School, Dholewal, Ludhiana	25	25	50
2.	Urban	Everest Public School, Moti Nagar, Ludhiana	15	15	30
3.	Rural	Govt. Model Sr. Sec. School, Rajpura, Dist. Ludhiana	20	20	40
4.	Rural	Govt. Sen. Sec. School, Mundian Kalan, Ludhiana.	20	20	40
Total			80	80	160

Statistical Techniques Used

1. Descriptive Statistics like Mean, Median, Mode, Standard Deviation, Kurtosis, Skewness and their graphic representations to ascertain the nature of distribution of scores.
2. t-test was used to ascertain the significance difference between the means related to different groups and different variables.
3. Coefficient of correlation to find out the correlation between the means variables.

Tools Employed

The data was collected with the help of following standardized tests:

1. Psychological well being scale (PEBS-SDCP) by Dr. Sisodia and Choudhary(2012)
2. Emotional Intelligence Scale (EIS-HPD) by Hyde, Pethe, Dhar (2002)

Conclusions

Group	N	R
Total	160	0.55**

** significance at 0.01 level

- The coefficient of correlation between Psychological Well-Being and Emotional Intelligence of Senior Secondary School Students is 0.55 which is significant at 0.01 level of significance which shows that there exists a significant positive relationship between Psychological Well-Being and Emotional Intelligence of Senior Secondary School Students. Therefore, hypothesis stating that 'There will be no significant relationship between Psychological Well-Being and Emotional Intelligence of Students studying in Senior Secondary Schools' is rejected.

Educational Implications

Research work will not be considered complete in itself unless and until the research findings are put to some practical use. Therefore, in this section of the chapter an attempt has been made to see the findings of the present study so that they can be used to provide guidelines to protect and promote the healthy Psychological Well-Being of Senior Secondary School Students in relation to Emotional Intelligence. The Educational Implications for the present study is as follows:

- (1) The study revealed that the relationship between Psychological Well-Being and Emotional Intelligence of Senior Secondary School Students is significant. Therefore, every effort should be made ensure Psychological Well Being of the Senior Secondary School Students as it will further help them to be emotionally intelligent.
- (2) The study also found no significant difference in Emotional Intelligence of Senior Secondary School Students. This implies that gender does not affect the emotional intelligence of students. But, the study found significant difference in Psychological Well Being of Senior Secondary School Students. This implies that gender affects the Psychological Well Being of students.
- (3) The study also found that locale does not affect the Psychological Well Being and Emotional Intelligence of the Senior Secondary School Students.
- (4) The present study is helpful to our Educational System as to promote Psychological Well Being of Senior Secondary School Students.

Suggestions for Further Study

Research is an unending process there is always persistent need of finding solutions to new problems and testing the variety of the solutions to older problems. Due to lack of sufficient time all aspects of the problem cannot be expected to deal with therefore the present study opens up certain opportunities for further research which are listed below:-

- (1) The same study can be conducted on the large sample to know the relationship between Psychological Well Being and Emotional Intelligence.
- (2) The present study may be repeated involving more schools.
- (3) The same type of study can be conducted on the different age group students at College or University level.
- (4) The study of same nature can be undertaken for different districts and states.

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