

Exploring the Interplay of Emotional Competency and Subjective Wellbeing among Young Adults of Tripura

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Abstract

The aim of the present study is to explore the Interplay of Emotional Competency and Subjective Well-being in Young Adults: A Study in Tripura. The study was carried out among 160 young adults (College and University students) their age ranging 19 to 23 years. A purposive sampling technique was used to select the sample. The Subjective Well-being Inventory, developed by Sell and Nagpal in 1992, and the Emotional Competence Scale (ECS), developed by Bharadwaj and Sharma in 1998, was used to gather data. The data were analyzed using descriptive statistics like mean, standard deviation, t test, and correlation. The findings showed that there are notable differences between boys and girls in terms of both subjective well-being and emotional competence. Comparatively speaking, boys typically exhibit higher levels of emotional competence and subjective well-being than their peers. Additionally, it was discovered that there is a strong relationship between emotional competence and subjective well-being.

Keyword: Emotional Competence, Young Adults, Subjective Well-Being, College and University students.

Introduction:

Emotional competency, often referred to as emotional intelligence (EI) or emotional intelligence quotient (EQ), has garnered significant attention in recent years as a crucial factor in personal and professional success (Salovey & Mayer, 1990; Goleman, 1995). It is the capacity to recognise, understand, control, and make appropriate use of one's own emotions as well as those of others (Mayer & Salovey, 1997). Simultaneously, subjective well-being—a complicated construct that encompasses positive emotions, overall life satisfaction, and the absence of negative emotions—is a crucial aspect of people's quality of life (Diener, Lucas, & Oishi, 2002). It is imperative that the fields of psychology and personal development investigate the complex relationship that exists between subjective well-being and emotional intelligence. Research over the last few decades has repeatedly indicated that an individual's subjective wellbeing is significantly shaped by their emotional competency. The underlying premise of this relationship is that individuals with greater degree of emotional competency are better able to deal with the difficulties of life, maintain healthier relationships, and have greater life satisfaction (Brackett & Mayer, 2003; Mayer, Salovey, & Caruso, 2004). Reduced stress, stronger interpersonal ties, and increased emotional well-being are frequently the results of their capacity to control their own emotions and react to those of others in an empathic manner (Salovey et al., 2002). The significance of effectively managing emotions for both personal and professional success is emphasised by Goleman's Emotional Intelligence model (Goleman, 1995). Applying this concept to young people, Mayer et al. (2008)'s meta-analysis's findings highlight the importance of emotional intelligence in promoting favourable psychological outcomes.

Furthermore, studies conducted by Diener and Diener (1995) have demonstrated a strong relationship between life satisfaction and emotional wellbeing, highlighting the subjective aspect of wellbeing. Studies looking into how emotional regulation affects overall life satisfaction provide more evidence for this relationship (Gross, 2002; Larsen & Prizmic, 2008).

The significance of this study lies in its potential to inform and improve various aspects of human life, from personal well-being and mental health to workplace dynamics, education, and community development. By uncovering the relationship between emotional competency and subjective well-being, the study can pave the way for more informed and effective strategies for enhancing the quality of life for individuals and communities alike.

Methodology

Objectives:

1. Evaluate the emotional competence levels of young adults in Tripura.
2. Examine the subjective well-being experienced by young adults in Tripura.
3. Investigate the impact of gender differences on emotional competence and subjective wellbeing among young adults in Tripura.
4. Explore the relationship between emotional competence and subjective well-being among young adults in Tripura.

Hypotheses (H₀):

1. There is no significant gender difference in Emotional Competency levels among young adults in Tripura.
2. There is no significant gender difference in Subjective Well-Being among young adults in Tripura.
3. There is no significant correlation between emotional competency and subjective wellbeing among young adults in Tripura.

Sample:

An adequate number of 160 young adults (80 Boys & 80 Girls) from different degree colleges of Tripura were selected for the present study considering the inclusion and exclusion criteria. The sample constituted of both boys & girls, age ranging (19-23 years).

Sampling technique:

A Purposive sampling technique was adopted for the present study.

Tools Used:

1. The Subjective Well-Being Inventory (Sell. H. and Nagpal. R., 1992) is a 40-item self-report questionnaire developed to gauge a person's general feelings about life and mental health. Eleven factors make up the inventory: negative affect related to general wellbeing, perceived ill-health, lack of social contacts, transcendence, positive affect, expectation-achievement congruence, confidence in coping, and transcendence. The validity of the SUBI inventory is 0.86 and its test-retest reliability is 0.87.

2. Emotional Competence Scale (ECS) by Bharadwaj and Sharma (1998): This scale consists of 30 items based on five-point scale. The scale is used to assess five emotional competencies: (1) sufficient emotional depth; (2) appropriate expression and regulation of emotions; (3) emotional functioning; (4) emotional problem-solving; and (5) amplification of positive feelings. Each item's response is totaled, and a single score is produced that indicates the subject's level of emotional competency. Subject scores range from 30 to 150, with 150 being the maximum achievable. The full test scale's test-retest reliability was determined to be $r = 0.76$, while the emotional competence scale's split half reliability was found to be $r = 0.74$. An internal validity of 0.64 was discovered.

3.

1. Procedure:

The researcher obtained permission from various college and university authorities and a rapport was built with the students, and explanation was given about the research topic and its purposes. The researcher also explained that the participation is totally voluntary and they have every right to withdraw at any point of time. Verbal instructions were given regarding each scale before handing out the questionnaires. It was also reminded to read each question attentively and tick the statements according to which they feel more appropriate to them. 180 young adults were selected for the sample. Data from the final sample was collected and appropriate statistical techniques were used to analyze the obtained data using latest version of SPSS.

Results And Discussion

Table -1 shows the mean, SD & t values of boys and girls young adults of Tripura with regard to their Emotional Competence.

Variables	Gender	N	Mean	SD	t-value	Level of sig
Emotional Competence	Boys	80	84.36	10.30	16.819**	Significant at 0.01 level
	Girls	80	53.07	13.07		

Fig.1: Graphical Representation of the data showing mean differences between boys and girls with regard to emotional competence.

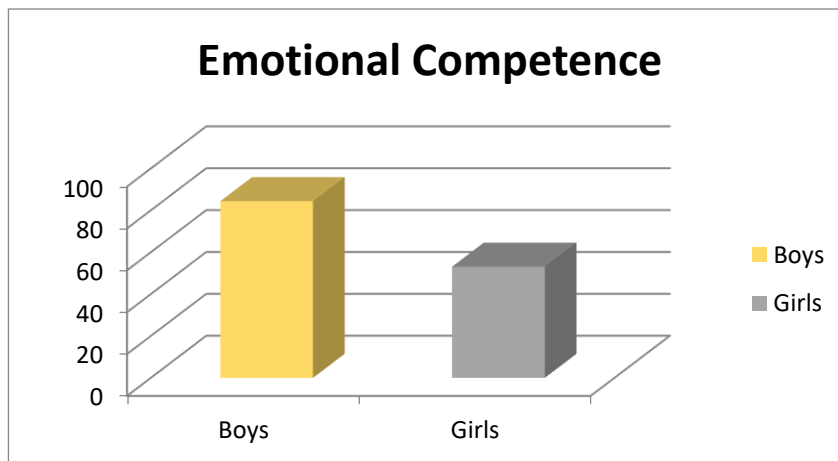


Table 1 and Figure 1 shows the descriptive statistics (mean & SD) and t value for emotional competency of boys and girls. The mean value of both the group was found to be 84.36 & 53.07 and SD values 10.30 & 13.07 respectively. The t value was found to 16.819, which indicates that it is significant at 0.01 level. Therefore, the result showed significant difference between boys and girls with regard to emotional competence. Hence, the null hypothesis (H_0) is hereby rejected. The present finding is also supported by the earlier research done by Ahmad, S., H. Bangash and S.A. Khan. (2009) which stated males have high emotional competence as compared to females.

Table -2 shows the mean, SD & t values of boys and girls young adults of Tripura with regard to their Subjective Wellbeing.

Variables	Gender	N	Mean	SD	t-value	Level of sig
Subjective Wellbeing	Boys	80	102.90	14.29	12.954**	Significant at 0.01 level.
	Girls	80	71.70	16.12		

Fig.1: Graphical Representation of the data showing mean differences between boys and girls with regard to subjective well-being.

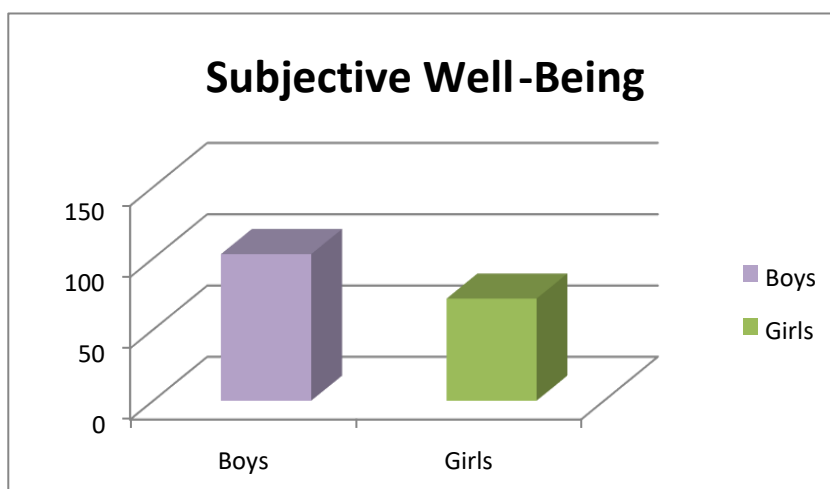


Table 2 and Figure 2 shows the descriptive statistics (mean & SD) and t value for subjective well-being of boys and girls. The mean value of both the group was found to be 102.90 & 71.70 and SD values 14.29 & 16.12 respectively. The t value

was found to 12.954, which indicates that it is significant at 0.01 level. Therefore, the result showed significant difference between boys and girls with regard to subjective wellbeing. Hence, the null hypothesis (H_{02}) is hereby rejected. The present finding is also supported by the earlier research done by Dagmar Nemček. et.al. (2019) reported significantly higher level of SWB in healthy male high school students comparing to healthy female high school students.

Table-3 Shows the coefficient of correlation between Emotional Competency and Subjective Wellbeing of the young adults of Tripura.

Variable	Co-efficient of Correlation with Subjective Wellbeing
Emotional Competency	.625**

** $p > .01$

Table 3 indicates that, emotional competence shows significant positive correlation with Subjective WellBeing at the 0.01 level of significance. Hence, the null hypothesis (H_{03}) is hereby rejected. The present finding is also supported by the earlier finding conducted by Rema M.K. and Gupta R. (2021) which states that people with high emotional intelligence are happier in their lives and that contributes to their overall subjective well-being.

Conclusion

Finally, the findings of this study offer insight on the complex interplay between emotional competence and subjective well-being. The findings revealed that boys and girls differ significantly with regard to emotional competence and subjective well-being. The study clearly shows that the boys are more emotionally competent as compared to their counterparts. And also the boys are having high subjective well-being than girls. Furthermore, the study also revealed a link between emotional competence and subjective well-being. People with high emotional competence tend to have a better understanding of themselves and others, manage emotions effectively, build positive relationships, and approach life with optimism and adaptability. These factors collectively contribute to a higher subjective well-being.

Conflict of interests

The authors disclose that no competing interests exist.

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