

Exploring the Role of Emotional Intelligence in Promoting psychological Well-being among Student's

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Abstract

The present study aims to explore the role of emotional intelligence in promoting psychological well-being among students. It adopts a qualitative descriptive approach that relies on secondary sources, such as existing research, articles and relevant literature. The finding show that emotional intelligence contribute significantly to students psychological well-being by helping them understand their emotional regulations, cope with stress and maintain positive relationships with others. In addition teachers play a role in supporting student's psychological well-being by fostering an empathetic classroom environment, encouraging collaborative activities, and guiding students in developing emotional regulation skills. The study also highlights that student's well-being is influenced by various factors, including family environment, demographic characteristics, peer relationships, socio-cultural factors. This study also found a positive relationship between emotional intelligence and psychological well-being.

Keywords: Emotional intelligence, psychological well-being, emotional regulation, family factors, students,.

Introduction

In the today's educational environment, emotional intelligence and student's psychological well-being are becoming more interconnected. Emotional intelligence is the ability to understand one's own feelings, regulate emotional response, recognize and manage emotional interaction with others. It encompasses a set of personal and interpersonal competencies that influences how individuals think, feel, behave and interact with others. Emotional intelligence enables individuals to manage and control their emotions, respond effectively to different situations, and maintain healthy relationships (Manikandan & Sasikumar, 2017). Initially, the concept of emotional intelligence was introduced by Mayer and Salovey in 1990 after Goleman popularized the concept in 1995 through his famous book *Emotional Intelligence: Why It Can Matter More Than IQ* (Saini & Tyagi, 2025). Goleman (1998) defined emotional intelligence as, "The capacity to recognize our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

An individual's well-being reflects how satisfied they are with their life and how positively they experience their everyday living conditions. It depends on the balance between the challenges individuals face and the psychological, social, and physical resources they possess to overcome them. When these resources are insufficient to meet life's challenges, a person's well-being can be affected (Dodge et al., 2012). Psychological well-being refers to how a person feels about their life and mental

state. It is a multidimensional concept that encompasses several dimensions of mental and emotional health, including positive social relationships, personal development, self-acceptance, self-esteem and autonomy in managing one's life (Dhanabhakya & Sarath, 2023). Psychological well-being contributes significantly to a person's overall health and quality of life. It also reflects an individual's ability to function effectively and experience fulfillment in everyday life (Bhuvanendran, 2024).

World Health Organization (WHO) defines psychological well-being involves the ability to develop one's potential, function productively and creatively and cope effectively with the normal pressure of everyday life (WHO, 2021).

Ryff & Keyes (1995) defined "Psychological well-being as a state in which an individual can function psychologically well-equipped on tuned to realize his/her true potential" (Bhuvanendran, 2024).

Emotional intelligence and psychological well-being are positively interconnected. People with higher emotional intelligence generally showed better environmental mastery, personal growth, a sense of purpose in life, self-acceptance, and overall psychological well-being (Sergienko, 2021). Emotional intelligence is essential for maintaining psychological well-being among adolescents. Adolescence is a transitional period marked by rapid physical, emotional, and social changes, which may create difficulties and affect their mental health (Erikson, 1968).

Review of Literature

Jungu & Vivekananda (2018), in their paper "Emotional Intelligence and Psychological Well-Being among Undergraduate Students" Focus on the relationship between emotional intelligence and psychological well-being among the undergraduate students along with the meaning and concepts of emotional intelligence and psychological well-being. The study was conducted among 100 female participants selected through purposive sampling, and the data were analyzed with SPSS version 20. The result indicated a significant association between emotional intelligence and psychological well-being. Self-control was associated with self-acceptance, emotionality with personal growth and self-acceptance. Sociability demonstrated significant relationships with all dimensions of psychological well-being except environmental mastery.

Toscano-Hermoso et al. (2020) conducted a study entitled "Emotional Intelligence and Its Relationship with Emotional Well-Being and Academic Performance: The Vision of High School Students." The main objective of the study was to examine the levels of emotional intelligence among high school students and investigate its relationship with emotional well-being and academic performance. The study also aimed to identify differences in emotional intelligence based on gender and students' grades. A sample of 333 high school students participated in the study. The results of the study demonstrated a significant relationship between emotional intelligence and emotional well-being, with particular reference to the ability to understand and identify emotions clearly and the capacity to regulate and manage emotional responses. Significant gender differences were also observed in the dimensions of emotional intelligence. However, the study found no significant relationship between emotional intelligence and academic performance. The study highlights the importance of developing emotional intelligence to promote students' emotional well-being.

Shekhar, Chandel, and Prashant (2022) conducted a study on adolescents' emotional intelligence and psychological well-being in different school environments. The principal aim of the research was to examine the relationship between emotional intelligence and psychological well-being in different school environments, namely residential and non-residential settings. The study involved a sample of

400 adolescents. The findings revealed that emotional intelligence and psychological well-being differed significantly according to students' residential status. The study offers valuable insights into the contribution of emotional intelligence and an emotionally supportive school climate to facilitating students' emotional and psychological well-being.

Kuldeep et al. (2026), in their paper “Emotional Intelligence and psychological well-being a study among college students” Focus on the connection between emotional intelligence and psychological well-being among college students. The researcher selected a sample of 200 students (100 boys and 100 girls), through a cluster random sampling. The study measured emotional intelligence and psychological well-being using the emotional scale develop by Darolia(2003) and the psychological well-being scale develop by Siasodia & Choudhary (2003). The findings reveal a strong positive association between emotional intelligence and psychological well-being.

Shoukat et al. (2026) conducted a study on the relationship between emotional intelligence and psychological well-being among university students. The principal purposes of the research were to examine the degree of emotional intelligence demonstrated by university students, assess their level of psychological well-being, and analyze the interrelationship between emotional intelligence and psychological well-being among university students. To conduct this research, the researchers used a sample of 120 university students aged 18–25 years. The study concluded that the levels of emotional intelligence and psychological well-being among university students were moderate. Furthermore, the findings confirmed that emotional intelligence was significantly associated with psychological well-being among university students. The findings also highlighted the importance of incorporating emotional intelligence development programmes into educational institutions to promote students' mental health and psychological development.

Rational of the Study:

In the present educational context, students' face several academic, social, and personal challenges that may affect their psychological well-being. In such situations, the ability to understand and manage emotions becomes important. Emotional intelligence helps students recognize their feelings, control their emotional reactions, understand others, and deal with difficult situations more effectively. These abilities may support their psychological well-being. Therefore, the present study aims to explore the role of emotional intelligence in promoting psychological well-being among students through a review of relevant secondary sources. This study seeks to identify the potential contribution of emotional intelligence to students' psychological well-being and discuss relationships between emotional intelligence and psychological well-being.

Objective of the Study:

The present study aims to achieve these objectives

1. To explore the role of emotional intelligence in promoting student's psychological well-being.
2. To examine the relationship between emotional intelligence and student's stress, anxiety, and emotional difficulties.
3. To examine the Role of Teachers in enhancing Emotional Intelligence to Promote Students' Psychological Well-Being.
4. To identify the factors that influences the development of emotional intelligence and psychological well-being among students.

Methodology

To achieve these objectives, present study adopts qualitative descriptive research approach. The required secondary data was gathered from a variety of secondary sources such as research papers, articles, books and other relevant sources. Relevant literature is identified through academic platforms such as PubMed, Google Scholar using key words such as emotional intelligence, mental well-being, emotional regulations, psychological well-being etc. The selection of literature is guided by specific inclusion and exclusion criteria.

Inclusion criteria	Studies that examine the role of emotional intelligence on student's psychological well-being, publications available in English, accessible full text and relevant findings.
Exclusion criteria	Studies unrelated to the research objectives, duplicate publications, Publication available in other language, partial text, abstract only.

Table 1: Inclusion and exclusion criteria for this study

The selected literature is systematically reviewed and analyzed, and conclusions are drawn based on the existing literature.

Role of Emotional Intelligence in Promoting Student's Psychological Well-Being

1. Emotion Management

Student with good emotional intelligence are better able to handle their feelings and stay emotionally balanced in challenging situations. Student's often experience various emotional challenges in their academic and personal lives, such as academic pressure, fear of failure, anxiety, peer pressure and difficulties in maintaining relationships. Effective emotional regulation helps students to manage emotions, cope with academic pressure, stress, and anxiety, which contribute to improved psychological well-being (Larguinho et al., 2025).

2. Self-Awareness

Emotional intelligence contributes to promote self-awareness among the student's. Self-awareness supports students understand their own feelings and recognize how their emotions influence their everyday thoughts and behavior. By identifying their feelings and understanding the reasons behind them, students can develop greater control over their emotions. This control may help them build self-confidence, maintain emotional balance, develop healthier interpersonal relationships, and respond more constructively to stressful situations. Through this process students can develop greater emotional balance and resilience, which contribute to improve psychological well-being and a more positive outlook towards life (Larguinho et al., 2025).

3. Social Connectedness and Interpersonal Relationships

Emotional intelligence supports students' psychological well-being by improving their social relationships and interpersonal functioning. Loneliness and social isolation may create psychological difficulties, while strong and supportive relationships can improve happiness and psychological well-being. Emotional intelligence enables students to develop understanding capacity, empathy, and effective communication skill with others. Emotional intelligence was related to cooperation and the

ability to support others emotionally and it also contributes to fostering psychological well-being by encouraging cooperation, mutual understanding, and social relationships (Schutte et al., 2001).

4. Develops Intrinsic Motivation

Intrinsic motivation is an important factor that can contribute to students' psychological well-being, and emotional intelligence may help fostering this motivation. It also enables them to discover their interests, understand themselves, and identify their personal aspiration and academic goals. Intrinsic motivation encourages students to participate in learning activities because of their own interest and satisfaction rather than depending on external rewards. It may also help students develop perseverance, confidence, and a positive attitude when facing difficulties. These positive feelings may support their psychological well-being by enhancing life satisfaction and personal fulfillment (Jungu & Vivekananda, 2018).

5. Improve Quality of Life

Quality of life means a person's holistic well-being and satisfaction with life. Emotional intelligence is an important factor in promoting students' psychological well-being and improving overall quality of life. Students with high emotional intelligence better able to cope with stress, maintain good mental health, build positive relationships, feel satisfied with their achievements, and develop positive attitudes towards life. These factors are significant contributor to psychological well-being and can help students enjoy happy, healthier and more satisfying lives (Jungu & Vivekananda, 2018).

Relationship between Emotional Intelligence and Students' Psychological Well-Being

Existing research indicates that emotional intelligence is positively associated with psychological well-being. Individual with well-developed emotional intelligence generally demonstrate better psychological well-being, including effective environmental management, continuous personal growth, a strong sense of purpose, self-acceptance and satisfaction with life.

Jung & Vivekananda (2018) found a significant association between various dimensions of emotional intelligence and psychological well-being. The psychological well-being is closely related with personal growth, autonomy, positive relationships, purpose in life and self-acceptance. Student who can make their own decisions, control their behavior, and deal with different situations effectively may have clear goals, healthier relationships, and acceptance of themselves. The study also found a significant relationship between emotionality and two dimensions of psychological well-being- personal growth and self-acceptance. This suggests that emotional functioning may be associated with individual's efforts to develop their potential, personal strengths and improve a greater sense of self-acceptance. Overall emotional intelligence was significantly related to several dimensions of psychological well-being; however, no significant relationship was observed with environmental mastery.

Psychological well-being had a significant positive relationship with four major components of emotional intelligence: self-awareness, managing emotions, motivating oneself, and handling relationships (Kuldeep et al., 2026). Soukat et al, (2026) study found that there is a significant positive relationship between emotional intelligence and psychological well-being. The study found that students with higher level of emotional intelligence generally experiences better psychological well-being. The study by Mehmod& Gulzar (2014) revealed that emotional intelligence was significantly and positively linked to self-esteem, whereas it was negatively associated with depression, and the ability to understand and regulate emotions may contribute to healthier psychological adjustment among adolescents. On the other hand lower emotional intelligence among teenagers has been related with various difficulties, such

as hopelessness, substance abuse, bullying, and leaving school before completing their education. Pimple (2023) described psychological well-being in terms of experiencing positive emotions, feeling satisfied with life, and absence of negative emotions. The study considered resilience, social support, mindfulness, yoga and identified emotional intelligence as a key predictor of psychological well-being. Overall, existing research show that emotional intelligence has an important role in improving students' psychological well-being and there is a strong connection between emotional intelligence and psychological well-being. Students' with higher emotional intelligence have a better self-esteem, lower level of depression, strong coping abilities, and positive relationships, and contribute to overall psychological well-being.

The Role of Teachers in Enhancing Emotional Intelligence to Promote Students' Psychological Well-Being

Teachers are key stakeholders in education sector. However, the current educational landscape has gradually evolved from a traditional teacher-led approach towards a learner -centered approach. Although these changes have occurred, teachers still play a pivotal role in the teaching learning context (Saini&Saraswat, 2021). In accordance with changing educational needs, teachers' professional responsibilities have become more diverse. Studies indicate that emotional intelligence is essential in the field of education because students with well-developed emotional intelligence are likely to demonstrate better academic performance (KAI Global School, 2024). In the classroom setting, teachers and educators act as role models by influencing students' behavioural tendencies and promoting effective emotional regulation (Karthikeyan, 2015). They provide social and emotional support, offer mentorship, and cultivate a secure learning environment that enables students to enhance their self-awareness, self-confidence, and compassion (Legh, 2025).

The following discussion highlights the contribution of teachers to the development of emotional intelligence and students' mental well - being :

1. Empathetic atmosphere

Emotional intelligence influenced by environment factor (Karthikeyan, 2015). Teachers should foster a caring, emotionally supportive and empathetic classroom atmosphere .This encourages students to express their thoughts openly, share their opinions confidently, and foster effective interpersonal relationships (Musa, 2024).

2. Teachers emotional awareness and self-regulation:

To promote learners' emotional intelligence and psychological well-being, teachers should initially enhance their emotional self-awareness and strengthen their emotional self-management skills so that they can maintain emotional balance in stressful circumstances (Mark Twain International School, 2025). Since students see their teachers as role models, teachers' actions can influence students' behaviour and attitudes. Therefore, teachers should display mature and emotionally intelligent behaviour.

3. Foster goal setting and self - reflection:

Teachers should motivate students to determine the short term and long term personal and academic goals that are realistic and attainable. Goal setting contributes to effective planning, decision making and provides a clear sense of direction. Teachers should assist learner throughout the progress and support them to reflect on their progress and identify the limitations. These practices help to improve a sense of personal responsibility and enhance students' capacity to cope with adversity (Petty, 2025).

4. Develop collaborative activities:

Teachers should design group-based learning activities that foster cooperative attitudes and improve students' expressive abilities. While participating in cooperative task, students strengthen their emotional regulation, develop tolerance and empathetic understanding, and enhance their conflict - resolution skill and decision making abilities (Petty, 2025).

5. Focus on individual difference:

Within the learning environment learners with diverse characteristics learn collaboratively. In this regard , teachers should understand each learner's varied characteristics, requirements, cognitive abilities, strengths and limitations .Moreover, teachers need to display respect, acknowledge students' diverse needs, offer differentiated instruction and personal and academic assistance, and employ a range of instructional approaches that mitigate learners' emotional challenges and foster students' emotional resilience and overall psychological well-being (Saini&Saraswat, 2021).

6. Provide motivation and constructive feedback:

Teachers should encourage or motivate learners to participate in learning activities. Encouraging guidance boosts students' self-esteem, self-belief and resilience, even when they experience setbacks. Feedback and responsive guidance also facilitate the development of students' emotional competencies. Through teachers' provision of developmental feedback and proper direction, learners can assess their academic performance, identify aspects requiring development, and strengthen their willingness to learn (Karna&Nasrin, 2025).

7. Engage in mindfulness practices:

To enhance emotional self -regulation skills and mitigate stress, mindfulness practices are highly beneficial. Teachers should organize mindfulness and stress-management activities that help students can cope with difficult situations and maintain emotional stability (CSA Staff, 2024). Mindfulness techniques include mindful-breathing practices, guided mindfulness meditation and other relaxation practices (SUMS, 2024).

In today's context, teachers' duties and responsibilities are not limited to imparting knowledge; they also serve as role models, mentors, and guidance provider for their students (SUMS, 2024). For the enhancement of emotional intelligence and psychological well-being among students, are required consistent efforts and appropriate support. However teachers as the sole contributors are not responsible for this developmental process; parents should also play an active role in this process. Both should first gain an understanding of the child's emotional and psychological state and recognize the areas requiring appropriate intervention (Neihshal, 2024). When teachers establish a positive and supportive learning environment, demonstrate self-awareness, conduct collaborative activities, offer instructional guidance considering learners' diversity, and provide motivation and constructive feedback, students can express themselves without hesitation. Teachers should also communicate and work jointly with community stakeholders, students' parents and guardians. These interventions may mitigate psychological stress and anxiety and promote psychological well-being among students.

Factors Influencing the Development of Emotional Intelligence and Mental Well-Being among Students

Emotional intelligence is indispensable for impacting people's day-to-day lives. Thus, it is essential to determine the factors that influence the developmental pathway of individuals' emotional intelligence (Martínez-Rodríguez & Ferreira, 2025). There are several factors facilitating the development process of

emotional competencies and psychological well-being among students. It encompasses not merely one factor; numerous factors are function in an interconnected manner. These Factors of emotional intelligence can be categorized into academic and non-academic contexts. The key factors of both contexts are outlined below -

1. Family-Related Factors:

The household plays a foundational role in the formation of emotional intelligence among learners. Family-related factors shape the development of emotional intelligence among learners. Key factors associated with the family environment include upbringing, family structure, parents' literacy levels, parenting styles, care and guidance, family socioeconomic status, and interpersonal relationships within the household. Parents and other family members can facilitate the development of emotional intelligence by providing encouragement and appreciation, creating a safe and supportive environment, maintaining family stability, and modeling appropriate behaviour (Martínez-Rodríguez & Ferreira, 2025).

2. Teachers and school factors:

Teachers and school environment play a pivotal role in the development of learners' emotional intelligence. Teachers serve as significant supporters in promoting the development of awareness of one's own emotions, regulation of emotional responses, constructive interpersonal interactions, and healthy interpersonal relationships among learners (Karthik&Rekha, 2025). Beyond the family, teachers play an essential role in shaping learners' social, psychological, and emotional behaviour. When teachers establish a supportive and welcoming environment during classroom activities, students engage in learning, experience a sense of satisfaction, and develop a stronger feeling of emotional security and comfort (Saini&Saraswat, 2021). When students feel secure and happy, they are more likely to express their emotions freely, which enhances their psychological well-being and contributes to the development of emotional intelligence. This, in turn, can help improve students' academic success.

3. Demographic factor:

Demographic factors encompass gender and age. These personal attributes may indirectly influence emotional intelligence through their interaction with familial, cultural, and societal factors (Martínez-Rodríguez & Ferreira, 2025). Based on Gender difference, learners may differ in their emotional expression and regulation. As children grow with age, they gradually acquire knowledge, gain diverse experiences, and develop a better understanding of their emotional responses, which steadily develops their ability to handle emotions and feelings effectively in different contexts (Saini&Saraswat, 2021).

4. Peer relationship:

Learners maintain strong interpersonal bond with their peers. Learners communicate their emotions and discuss their problem through peer interactions. Thus, interpersonal relationship among peers facilitates the progression of interpersonal abilities and socio emotional competencies. Peers offer emotional support, stimulate learners to express their personal feelings, and enable them to cope with stressful experiences. Healthy relationships with peers can help students develop effective social interaction and teamwork skills (Karthik&Rekha, 2025).

5. Health and Lifestyle Factors:

Physical and psychological wellness has a favorable effect on the enhancement of emotional intelligence. When students experience physical illness, they may express emotional instability (Ashraf, 2020). A healthy and disciplined lifestyle also positively influences the process of emotional development. These habits comprise regular fitness activities, mindfulness meditation, quality sleep, and

the avoidance of harmful habits. These kinds of health-promoting practices contribute to the improvement of students' capacity for emotional self-regulation and enable them to maintain calmness under pressure (Martínez-Rodríguez & Ferreira, 2025).

6. Socio-cultural Factors:

Socio-cultural factors affect the development of emotional intelligence. Social factors include behavioural patterns within society, the surrounding social environment, social bonds, interpersonal interactions, social cohesion, empathetic attitudes, etc. These societal expectations influence students' emotional behaviour. Likewise, cultural influences, such as cultural norms and values, cultural background, diverse cultural practices, and cultural outlooks, shape the development of emotional regulation and management. When the social and cultural environment is supportive and cooperative, students experience a sense of security and belonging, which enhances students' psychological well-being (Martínez-Rodríguez & Ferreira, 2025).

Emotional intelligence is affected by multifactor like personal, social, Institutional etc. from the above discussion it can be concluded that emotional intelligence is multidimensional and it depends on cooperative support from teachers, peers, family member, institution etc. Fostering emotional intelligence among students will empower them to deal effectively with academic pressure, establish stronger interpersonal relationships, make thoughtful decisions, and attain positive outcomes in both individual and career-related contexts (Karthik&Rekha, 2025).

Conclusion:

On the whole, emotional intelligence contributes significantly to advancing psychological well-being. These two variables are strongly correlated, considering that students demonstrating well-developed emotional intelligence are more likely to exhibit greater emotional stability, stronger interpersonal relationships, greater academic achievement, and overall psychological health (Kuldeep et al., 2026). Emotional intelligence plays significant roles, such as enhancing emotional management and self-awareness, strengthening social connectedness and interpersonal relationships, developing intrinsic motivation, and improving the quality of life. The above study also discusses the role of teachers in promoting emotional intelligence and mental well-being among students. This includes creating an empathetic atmosphere, developing teachers' emotional awareness and self-regulation, fostering goal setting and self-reflection, developing collaborative activities, focusing on individual differences, providing motivation and constructive feedback, and engaging in mindfulness practices. In the development of emotional intelligence, various factors, such as family-related factors, teacher and school factors, demographic factors, peer relationship factors, and socio-cultural factors, have an effect, and these factors work in an interconnected manner.

Thus, it can be concluded that emotional intelligence is essential for promoting psychological well-being among students. Physical well-being and cognitive intelligence alone are not sufficient for students' overall growth; emotional intelligence is also important. Therefore, families, society, schools, and teachers should all work collaboratively to enhance students' emotional intelligence.

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