EMOTIONAL INTELLIGENCE AS PREDICTOR OF PSYCHOLOGICAL WELL-BEING: BASIS FOR COUNSELING SERVICE DELIVERY

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Abstract

Emotion is one aspect in adolescents that is often overlooked. In school, students are measured in terms of their performance and grades. In present time, many considered emotional intelligence as an essential for successful living The researcher also secured a letter asking permission to the College Dean to administer the test through online form. Proper consent was also asked from the students to participate in the study specifically the test administration. This self-assessment questionnaire is designed to get you thinking about the various emotional intelligence competencies as they apply to you (Goleman, 1995). It must not be underestimated. Every institution must address these challenges that threaten the well-being of their stakeholders.

Keywords: Self-motivation, self-awareness, social skills.

INTRODUCTION

The study intended to determine emotional intelligence as predictor of psychological well-being of first year college students. Specifically, this study assessed the level of emotional intelligence components and level of psychological well-being.

Although mental health is a fundamental component of health, recognition of mental disorders and awareness about its importance is limited. Emotion is one aspect in adolescents that is often overlooked. In school, students are measured in terms of their performance and grades. In present time, many considered emotional intelligence as an essential for successful living. Additionally, in order to help daily struggles and to have a good understanding of emotions, it is important in determining their psychological well-being.

Students of LSPU-SPCC are not exempted to this situation. Most of them started to feel the strain and struggled to adapt to the setup of new normal. Others started to feel the lack of self-motivation and problems with time management.

As higher education adapts to distance teaching and learning, the workload and the learning load also needs to adapt. While there are some students who are can easily adjust through online learning, the isolation and limitation to travel, increased workloads and other associated effects are rising among many students, staff and faculty members. It must not be underestimated. Every institution must address these challenges that threaten the well-being of their stakeholders.

In addition, with the help of many research and assessments results, school counselors and psychologists could develop programs and use to enhance emotional state and psychological well-being of students.

OBJECTIVES OF THE STUDY

This research attempted to study Emotional Intelligence as Predictor of Psychological Well-Being: Basis for Counseling Service Delivery.

Specifically, it sought answers to the following questions:
1. What is the description of the profile of respondents in terms of: Age; Gender; Interests; Socio-Economic Status; and Academic Performance
2. What is the level of the respondents' emotional intelligence components in terms of: Empathy; Motivation; Self-awareness; Self-regulation; and social skills?
3. What is the level of the respondent's psychological well-being in terms of: Autonomy; Environmental Mastery; Personal Growth; Positive Relations with others; Purpose in Life; and Self-Acceptance?
4. Is there a significant relationship between the respondents' emotional components and level of psychological well-being?
5. Based on the results of the study, do the emotional intelligence components significantly predict the levels of psychological well-being of respondents?
6. Based on the results of the study, what counseling service can be designed?

MATERIALS AND METHODS
Research Design and Participants
This study used the descriptive-correlation method to determine the relationship between emotional intelligence components and the psychological well-being of 112 first-year college students of the College of Arts and Sciences of Laguna State Polytechnic University-San Pablo City Campus.

Instrumentation
There were three sets of instruments utilized in the study. The first is self-made survey questionnaire to gather the profile of the respondents that includes their gender, age, interest, socio-economic status, and academic performance. Then standardized tests were also utilized such as Emotional Intelligence Questionnaire adapted from the London Leadership Academy, based on Daniel Goleman's Theory of Emotional Intelligence, stated that emotional intelligence is the capacity to recognize our feelings and those of others, motivate ourselves, and manage emotions effectively in ourselves and others. This self-assessment questionnaire is designed to get you thinking about the various emotional intelligence competencies as they apply to you (Goleman, 1995). And Ryff Scales of Psychological Well – Being is a psychometric inventory based on six factors: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Ryff, 1995). Higher scores mean higher levels of emotional intelligence and psychological well-being. Questionnaires had undergone validation to follow the standards of the research process before they were administered to the respondents.

Data Collection Procedure
Before the conduct of the study, the researcher administered a survey questionnaire to gather the profile of the respondents. After gathering the profile of the respondents, the Emotional Intelligence Questionnaire was administered followed by Ryff Psychological well-being questionnaire. All data are gathered online, and the respondents answered with the use of Google Forms.

Ethical Considerations
Prior to the conduct of the study, the researcher sought permission through email from Stanford

SPARQ and London Leadership Academy for utilization of test material for research purposes only. The researcher also secured a letter asking permission to the College Dean to administer the test through online form. Proper consent was also asked from the students to participate in the study specifically the test administration. Moreover, the researcher guaranteed the confidentiality of the results for each participant.

Data Analyses

The researcher utilized different statistical measures to ensure that the objectives of the study were answered. The researcher used the mean, standard deviation, Pearson r, and R square to measure the variables of this study. In addition, Pearson product-moment correlation coefficient is the measure of the correlation of two intervals or ratio variables, which supported the researcher in assessing the relationship of the profile of the respondents, emotional intelligence components, and level of psychological well-being.

RESULTS AND DISCUSSIONS

Table 1. Distribution of Respondents According to Age

Age	f	%
18	34	30.4
19	57	50.9
20	11	9.8
21	4	3.6
22	1	.9
23	1	.9
25	1	.9
29	1	.9
*N/R	2	1.8
TOTAL	**112**	**100**

*Note: *N/R – no response*

The study was composed of 112 respondents, and 110 disclosed their age. The representation of the table considered the respondents based on their age.

As shown on the table, the respondents' age ranged from 18 up to 29 years old, for which that range of age falls under the stage of adolescence and young adulthood where the college students were included.

Based on the data gathered, the respondents that posted the highest number of respondents based on age came from 19 years of age that includes 50.9 % of the respondents, while the lowest number of respondents based on age came from the ages of 22, 23, 25 & 29 that includes .9 % of respondents respectively.

Table 2. Distribution of Respondents According to Gender

Gender	f	%
Male	18	16.1
Female	94	83.9
TOTAL	**112**	**100**

In the table, most respondents were female, with 94 respondents or 83.9% of the sample size, while 18 or 16.1% were male.

Table 3. Distribution of Respondents According to Interests

Interests	f	%
Arts (drawing, calligraphy, crafts, painting)	8	7.1
Cooking	4	3.6
Dancing	8	7.1
Listening to Music	7	5.4
Playing musical instruments (piano, drum)	2	1.8
Playing online games	4	3.6
Reading	15	13.5
Riding (bike, skates)	3	2.7
Singing	6	5.4
Social work (volunteering)	1	0.9
Sports (volleyball, basketball, badminton)	10	9.0
Watching (movies, series, etc.)	29	26.1
Others (household chores, make up)	2	1.8
*N/R	13	11.7
TOTAL	**112**	**100**

*Note: *N/R – no response*

This table shows the different interests of the respondents and among those watching various movies, series, etc., gathered the highest number from 112 respondents with a total of 29 responses or 26.1%. Also, reading gathered 15 responses or 13.5%, and different sports with ten responses or 9% are the top interests mentioned by respondents. It is also noted that there are 13 respondents, or 11.7%, who did not disclose their interest.

Table 4.1. Distribution of Respondents According to Socio-Economic Status

Parent's Educational Attainment	Father		Mother	
	f	%	f	%
College Graduate	12	10.7	23	20.5
College Undergraduate	24	21.4	22	19.6
Elementary Undergraduate	13	11.6	7	6.3
High School Graduate	39	34.8	43	38.4
High School Undergraduate	14	12.5	13	11.6
No Formal Schooling	3	2.7	0	0.0
Others	3	2.7	0	0.0
Vocational Graduate	3	2.7	3	2.7
*N/R	1	.9	1	.9
TOTAL	**112**	**100**	**112**	**100**

Note: *N/R – no response

Table 4.1 shows the parent's socio-economic status in terms of educational attainment. It is revealed that the high school graduate level gathers the highest number of responses; 39 or 24.8% for father's highest educational attainment and 43 or 38.4% for mother's highest educational attainment. College undergraduate follows it as the highest educational attainment of the father with 24 or 21.4% and for mother with 22 or 19.6%.
It is also noted that there is one respondent or .9% that did not disclose any information for both parents.

Table 4.2. Distribution of Respondents According to Socio-Economic Status

Parent's Monthly Income	Father		Mother	
	f	%	f	%
Above Php 20,001	14	12.5	12	10.7
Php 10,001 – 20,0	21	18.8	15	13.4
Php 5,000 and below	40	35.7	50	44.6
Php 5,001 – 10,00	32	28.6	26	23.2
*N/R	5	4.5	9	8.0
TOTAL	112	100	112	100

Note: *N/R – no response

Table 4.2 shows the distribution of parent's monthly income. The highest responses came from 40 or 35.7% that disclosed that their father has Php 5,000 and below monthly income and 50 or 44.6% whose mothers have the same monthly income. It is also noted that there are 5 or 4.5% who did not disclose their father's monthly income and 9 or 8% who did not disclose their mother's monthly income.

Table 5. Distribution of Respondents According to Academic Performance

SHS General Weighted Average	F	%
85 and below	1	1%
86-90	31	28%
91-95	55	49%
96-100	3	3%
No Response	22	20%
TOTAL	112	100

As shown on the table, the respondents' senior high school weighted average ranged from 85 to 97, respectively. The highest average grades are 91 with 16 responses or 14.3% and 93 with 15 responses or 13.4%. Unfortunately, the highest number of responses, with a total of 22 or 19.65%, did not disclose their senior high school weighted average.

Table 6. Distribution of Respondents as to their Level of
Emotional Intelligence Components

INDICATORS	STRENGTH		NEEDS ATTENTION		DEVELOPMENT PRIORITY	
	F	%	F	%	F	%
Empathy	99	88	13	12	0	0
Motivation	69	62	43	38	0	0
Self-Awareness	100	89	12	11	0	0
Self-Regulation	35	31	76	68	1	1
Social Skills	83	74	29	26	0	0
Note: f=112						

This table sums up the level of emotional intelligence components of the respondents. Based on the results, the self-awareness indicator got the highest frequency score, which means that 100 out of 112 respondents or 89% show strength on their self-awareness level.
Results revealed that the respondents have a high level of self-awareness and can monitor their own emotions, recognize their different emotional reactions, and correctly identify each particular emotion. They have the ability to recognize the relationships between the things they

feel and how they behave, meaning having knowledge of their own emotions, feelings, and behavior, morals, strengths, and weaknesses. They can also recognize their strengths and limitations, open to new information and experiences, and learn from their interactions with others. This is inconsistent with the various interest they revealed in Table 3, wherein music, dancing, arts, sports are some of the most mentioned interests.

This table also shows that 76 out of 112 respondents or 68% are identified that their self-regulation needs attention. Additionally, it is identified that 1% is on the list of development priorities.   Based on these data, it is revealed that these respondents need to be flexible and adapt well to change and have difficulty managing conflict and difficult situations, which may affect their self-confidence and have trouble handling stress and anxiety. Since the respondents are in their first year of being college students, they are still adjusting to a new culture, class setup, and subjects. They started to feel the strain and struggle to adapt to the setup of the new normal. Table 1 posted that the highest frequency of respondents age is 19 years old, with 57 or 50.9% and 18 years old with 34 or 30.4%, respectively. This age falls under the stage of adolescence.

To help these respondents improve their ability to self-regulate and develop emotional intelligence, they must learn to manage negative emotions by not jumping to conclusions and looking at things objectively. Furthermore, people should practice being mindful of one's vocabulary and use more specific words that can help communicate deficiencies.

Table 7. Distribution of Respondents as to their Level of Psychological Well-Being

Indicators	High		Moderate		Low	
	f	%	f	%	f	%
Autonomy	49	44	60	54	3	3
Environmental Mastery	29	26	75	67	8	7
Personal Growth	99	88	12	11	1	1
Positive Relations with others	52	46	59	53	1	1
Purpose in life	42	38	69	62	1	1
Self-Acceptance	57	51	54	48	1	1
Note: f=112						

This table summarizes the level of psychological well-being of the respondents.
It shows that personal growth got the highest frequency score of 99 or 88%. This score was interpreted that they have a high level of personal growth. The respondents revealed that their personal growth is inclined to accomplish their goals, as offered by their high weighted average during their senior high school year, with 91% and 92% as the highest scores indicated by the respondents. An elevated level of personal growth is associated with continued development. That is why the respondents continuously develop and expands themselves to become fully functioning people.

The table also shows that environmental mastery got the highest frequency score of 75 or 67% that have a moderate level of environmental mastery. It can be interpreted that the respondent's level of environmental mastery has reasonable control over complex environmental and life situations. These individuals can interact and relate to various people in diverse situations and adapt to various contexts upon demand.

Table 8. Correlation between Emotional Intelligence Components
and Levels of Psychological Well-Being

Emotional Intelligence Components	Levels of Psychological Well-Being					
	Autonomy	Environmental Mastery	Personal Growth	Positive Relations with others	Purpose in life	Self Acceptance
Self Awareness	-	-	-	-	.208*	.227*
Self Regulation	-	-	-	-	-	-
Motivation	-	-	-	-	-	-
Empathy	-	-	.234*	-	-	.201*
Social Skills	-	-	-	-	-	-

**. Correlation is significant at the 0.01 level (2-tailed) *. Correlation is significant at the 0.05 level (2-tailed).

Interpretation for R-value: .90-1.00 (very strong correlation) .10-.39 (weak correlation) .70-.89 (strong correlation .00-.10 (negligible correlation) .40-.69 (moderate correlation) source: Anesthesia & Analgesia, 2018

The result of .208 indicates a direct and weak correlation between self-awareness and purpose in life. This means that self-awareness is significantly related to purpose in life. The respondents are aware of their own emotions and have a strong sense of self-worth. People with a high level of self-awareness have an accurate sense of strengths and limitations, which gives the person self-confidence. These respondents also have clarity on their values and a sense of purpose, so they are decisive on their course of action.

Table 4 indicated their socio-economic status and posted that 35.7% of father's and 44.6% of mother's monthly incomes are Php 5,000 and below. Additionally, the highest percentage of parents' highest educational attainment is high school graduates, with 34.8% of the respondent's fathers and 38.4% of their mothers. These may give respondents additional purpose and motivation to reach their goals and appreciate life fully. Further, these respondents have a sense of direction and acceptance of the present and past life and do not wander in life aimlessly and improve their quality of life.

Also, a result of .227 indicates a direct and weak correlation between self-awareness and self-acceptance. Self-awareness plays a critical role in understanding ourselves and how we relate to others and the world. Being self-aware allows you to evaluate yourself concerning others. Self-awareness is the primary step, while self-acceptance is the one that follows. This can be reflected in the respondents' highest scores on their academic performance, 91%, and 92%, respectively, as indicated in Table 9. The respondents can recognize oneself as an individual as well as their feelings, character, and desires. With these, they can be aware of their strengths and weaknesses, allowing them to accept their capabilities, general worth, and satisfaction with themselves despite being aware of all the disabilities, deficiencies, or past behavior and choices.
The result of .234 indicates a direct and weak correlation between empathy and personal growth. This result is interpreted as empathy is significantly related to personal growth.
The respondents can understand other's emotions, reactions and understand the needs and concerns of other's emotional responses. Because empathy involves learning to put oneself in the perspective of others, one can find ways to explain their perspective in a way that best resonates with the situation. The respondents can limit misunderstandings with other people.

They will need to gauge better what someone means because it can help them decode nonverbal cues a little easier and respond accordingly. The better we can hone our compassion for others, the stronger our social skills and ability to connect with others can become.

The respondents think it is essential to have new experiences that challenge how they think about themselves and the world. They have a feeling of continued development, see themselves as growing and expanding. The respondents are open to new experiences and have a sense of realizing their potential. Furthermore, they see self-improvement and reflect more self-knowledge and effectiveness over time.

Also, this table displays the result of .201 that indicates a direct and weak correlation between empathy and self-acceptance. This means that it is empathy is significantly related to self-acceptance.

Empathy is the ability to understand what other people feel, see things from their point of view, and imagine yourself in their place. It is putting yourself in someone else's position and feeling what they must be feeling. These characteristics are consistent with one of the indicators of Table 11 with a high mean score of 3.89, which is interpreted that the respondents are excellent in empathizing with someone else's problem.

Given that the age range of the respondents is from 18 to 29 years old, wherein interaction with many classmates and friends is happening, understanding other people is essential to building one's character, confidence, and relationships are with high importance. The respondents possess a positive attitude toward themselves by acknowledging this interaction and relationships.

Table 9. Regression of Psychological Well-being as to Personal Growth on Emotional Intelligence

Emotional Intelligence	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	12.168	2.097		5.802	.000
Empathy	.216	.086	.234	2.523	.013
F(110,1) = 8.981, p<.05; Adj R squared = .046					

Table 9 shows a p-value of .013, which indicates that empathy significantly predicts personal growth. Its coefficient of determination value is .046, which means that 4.6% of the variability of personal growth is accounted for by empathy.

The results revealed that the respondents are empathetic people aware that people tend to crave connection, attention, and compassion as humans. Table 3 listed the different interests that respondents enjoyed doing, including sports, social work, dancing, singing, etc., and those activities involve interaction with different types of people. These different life events shape people differently, like reactions to grief, adversity, and celebration, and these helped people grow towards goals, be more productive and follow dreams with unwavering passion.

These respondents may differ in their initial talents and aptitudes, interests, or temperaments, but they believe everyone can change and grow through application and experience. They plan to be attentive to information that could help them expand their existing knowledge and skill, thrive on challenges, and see failure not as evidence of unintelligence but as a heartening springboard for growth and stretching their existing abilities.

Table 10. Regression of Psychological Well-being as to Purpose in Life on Emotional Intelligence

Emotional Intelligence	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.598	2.564		2.964	.004
Self-Awareness	.175	.078	.208	2.234	.028
$F_{(110,1)} = 8.981$, $p<.05$; Adj R squared = .046					

Table 10 displays a p-value of .028, which indicates that self-awareness significantly predicts purpose in life. Its coefficient of determination value is .046 that can be interpreted that 4.6% of the variability of purpose in life can be explained by self-awareness.

The respondent's level of self-awareness helped them to see themselves. They are confident about what they want and what their goals are in life. This will help the respondent to see things from the perspective of others, practice self-control, work creatively and productively, and experience pride in oneself and work and increase general self-esteem.

Table 11. Regression of Psychological Well-being as to Self-Acceptance on Emotional Intelligence

Emotional Intelligence	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.684	1.861		5.205	.000
Motivation	.251	.097	.240	2.595	.011
$F_{(110,1)} = 6.733$, $p<.05$; Adj R squared = .049					

Table 11 shows a p-value of .011, which indicates that motivation significantly predicts self-acceptance. Its coefficient of determination value is .049 means that 4.9% of the variability of self-acceptance is accounted by motivation.

Being aware and recognizing these strengths and capabilities, they can be determined that they can do something to fix the problem and action to correct the mistake. For a person to be motivated to take on challenges, especially if they seem difficult or involve doing something new, they need a positive view and acceptance of who they are and what they can do. These respondents have the ability to take on new responsibilities or face new challenges, to take steps to achieve their goals.

A person can improve their motivation by boosting their self-esteem. It makes sense that self-esteem stems from self-acceptance. This means that a person needs to accept themselves, together with all the bad and good qualities.

CONCLUSIONS AND RECOMMENDATION
Summary of Findings
The study generated the following findings:

1. The description of the profile of the respondents revealed their age, gender, interest, socio-economic status, and academic performance.
2. Emotional intelligence components as to empathy, motivation, self-awareness, self-regulation, and social skills all show strength based on the results.
3. The level of psychological well-being as to autonomy, environmental mastery, personal

growth, positive relations with others, purpose in life, and self-acceptance results are high except for environmental mastery and purpose in life that shows moderate level only.

4. There are significant relationships between emotional intelligence components and level of psychological well-being; specifically, there is a significant correlation between self-awareness and purpose in life. Additionally, there is a significant correlation between empathy and personal growth, and lastly, the results indicated a correlation between empathy and self-acceptance.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The study revealed that there is a significant relationship between emotional intelligence components and level of psychological well-being. Therefore, the null hypothesis posited in the study is rejected.
2. Emotional intelligence components significantly predict the level of psychological well-being of respondents. Therefore, the null hypothesis posited in the study is rejected.

RECOMMENDATIONS

Based on the findings and conclusions made, the following were hereby recommended:

1. Since the study revealed that there is a significant relationship between emotional intelligence components and level of psychological well-being, the administration of the school may encourage the instructors to enhance their instruction method that may cater to the needs of students in terms of ways to improve the emotional intelligence components and level of psychological well-being of the students.
2. Since the study's finding revealed that emotional intelligence components significantly predict the level of psychological well-being, it may assist the guidance center in designing and offering programs relevant to the needs of the students in terms of self-regulation and environmental mastery.
3. Future researchers may study to widen the research locale to add more information from other college levels.

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