

Emotional Intelligence And Mental Well-Being Of Chinese College Students: A Personal Development Plan Abstract

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Abstract: This study employed a quantitative descriptive correlational design, the study surveyed a total of 202 participants. Emotional intelligence levels were measured using a standardized questionnaire, while mental health status was assessed using the 20-item EPOCH scale. The findings revealed that respondents generally exhibited high levels of emotional intelligence and mental well-being. Gender and age were not found to significantly influence emotional intelligence or mental well-being. Furthermore, a positive correlation was observed between emotional intelligence and mental well-being among the participants.

Keywords: *emotional intelligence, mental wellbeing, college students, personal development program.*

1 Introduction

Psychological research has found that emotional intelligence (EI) can determine whether a person is successful more than intelligence quotient (IQ), and it plays an extremely important role in people’s study, work and life. At present, the research on emotional intelligence in Chinese academic circles mainly focuses on the measurement of emotional intelligence and the overview and development of emotional intelligence in different groups, while there are few empirical studies on the relationship between emotional intelligence and mental health of college students. In order to fill this gap, this study was made. This study is based on Emotional Intelligence Theory and PERMA Model of Well-being to study the relationship among emotional intelligence, mental well-being and demographic profile of the college students. According to findings, the researcher will formulate a personal development program.

2 Rationale

Emotional intelligence is essential for coping with the challenges of college life and fostering positive mental wellbeing. According to the findings of this study, higher emotional intelligence has a positive impact on mental wellbeing. The findings highlight freshmen having higher overall levels of emotional intelligence, but low scores were found in certain items among self-awareness, self-motivation, empathy, and social awareness. Addressing these issues can significantly improve their overall emotional intelligence and mental health.

The results of the study show:

*The results showed that the participants’ emotional intelligence was generally high in self-awareness, self-regulation, self-motivation, empathy, and social awareness.

*The results showed that the participants had generally high levels of mental well-being in terms of engagement, perseverance, optimism, connectedness, and happiness.

*The results of Cramer’s V analysis showed that the sex and age of the participants were not associated with emotional intelligence. The sex and age of the participants were not associated

with mental well-being. Therefore they are not statistically significant.

*Pearson correlation analysis showed that there was a positive correlation between mental health and emotional intelligence and the five dimensions of emotional intelligence, and the correlations are very strong.

3 Talk Over

Frequency Distribution of Participants’ Demographic Characteristics

Table 1. Frequency Distribution of Participants’ Demographic Characteristics

Demographic Characteristics	Frequency	Percent
Sex		
Male	103	51
Female	99	49
Age		
18 years old	71	35.1
19 years old	59	29.2
20 years old	72	35.6

Note: N=202

The sample was almost evenly split between male and female participants, with 51 percent male and 49 percent female. This suggests that gender representation in the study is relatively balanced. As for age, most of the participants were between 18 and 20 years old, accounting for 35.1%, 29.2% and 35.6% respectively. Across these ages, the distribution was relatively even, with slightly more participants aged 20 than 18 or 19. In China, high school students generally take the National College Entrance Examination at the age of 17, so first-year students are at least 18 years old. On the whole, the age of the respondents and the proportion of men and women were reasonable, which was in line with the expected distribution of the questionnaire sample.

Emotional Intelligence among College Freshmen Students

Table 2. Emotional Intelligence among College Freshmen Students

Dimensions	Mean Score	Interpretation
Self-Awareness (Sea)		
I always know when I'm being unreasonable	3.8	High
I can tell if someone has upset or annoyed me	3.8	High
When I am being 'emotional' I am aware of this	3.79	High
I can let anger 'go' quickly so that it no longer affects me	3.78	High
Awareness of my own emotions is very important to me at all times	3.76	High
I realize immediately when I lose my temper	3.74	High
I usually recognize when I am stressed	3.73	High
I know when I am happy	3.7	High
I know what makes me happy	3.7	High
When I feel anxious I usually can account for the reason(s)	2.26	Low
Self-regulation (SR)		
I can 'reframe' bad situations quickly.	3.83	High
I rarely worry about work or life in general	3.81	High
Others often do not know how I am feeling about things	3.81	High
I rarely 'fly off the handle' at other people	3.8	High

Note: N=202 : Legend: Very Low (1.00-1.80); Low (1.81-2.61); Moderate (2.62-3.42); High (3.43-4.23); and Very High (4.24-5.0).

Table 2 (continued)

Dimensions	Mean Score	Interpretation
I Can Suppress My Emotions When I Need To	3.78	High
I Do Not Wear My 'Heart On My Sleeve'	3.75	High
Difficult people do not annoy me	3.74	High
I can consciously alter my frame of mind or mood	3.68	High
I do not let stressful situations or people affect me once I have left work	3.67	High
Others can rarely tell what kind of mood I am in	3.63	High
Self-motivation (SM)		
I believe you should do the difficult things first	3.78	High
I believe in 'Action this Day'	3.71	High
I can always motivate myself even when I feel low	3.69	High
I am usually able to prioritize important activities at work and get on with them	3.68	High
Delayed gratification is a virtue that I hold to	3.68	High
I always meet deadlines	3.66	High
Motivations has been the key to my success	3.64	High
I do not prevaricate	3.62	High
I am able to always motive myself to do difficult task.	2.63	Moderate
I never waste time	2.54	Low
Empathy (EP)		
I can sometimes see things from others' point of view	3.85	High
I can understand why my actions sometimes offend others	3.82	High
I can usually understand why people are being difficult towards me	3.79	High
I can understand if I am being unreasonable	3.79	High
I am always able to see things from the other person' s viewpoint.	3.75	High
Reasons for disagreements are always clear to me	3.74	High
I can tell if someone is not happy with me	3.73	High
Other individuals are not "difficult" just "different"	3.72	High
I am excellent at empathizing with someone else' s problem	2.61	Low

I can tell if a team of people are not getting along with each other	2.58	Low
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Note: N=202 : Legend: Very Low (1.00-1.80); Low (1.81-2.61); Moderate (2.62-3.42); High (3.43-4.23); and Very High (4.24-5.0).

Table 2 (continued)

Dimensions	Mean Score	Interpretation
Social Awareness (Soa)		
I Never Interrupt Other People’ S Conversations	3.90	High
I Am Good At Adapting And Mixing With A Variety Of People	3.74	High
I Need A Variety Of Work Colleagues To Make My Job Interesting	3.74	High
I generally build solid relationships with those I work with	3.74	High
I am an excellent listener	3.73	High
I like to ask questions to find out what it is important to people	3.73	High
I see working with difficult people as simply a challenge to win them over	3.72	High
I am good at reconciling differences with other people	3.71	High
I love to meet new people and get to know what makes them “tick”	3.67	High
People are the most interesting thing in life for me	2.28	Low

Note: N=202 : Legend: Very Low (1.00-1.80); Low (1.81-2.61); Moderate (2.62-3.42); High (3.43-4.23); and Very High (4.24-5.0).

As can be seen from Table 2, the interpretation of most items emotional intelligence. is high level. It shows that freshmen in this college have high Mental Well-being among College Freshmen Students

Table 3. Mental Well-being among College Freshmen Students

Dimensions	Mean Score	Interpretation
Engagement (E)		
When I am learning something new, I lose track of how much time has passed.	3.83	High

Note: N=202, Legend: Very Low (1.00-1.80); Low (1.81-2.61); Moderate (2.62-3.42); High (3.43-4.23); and Very High (4.24-5.0).

Table 3 (continued)

Dimensions	Mean Score	Interpretation
I Get So Involved In Activities That I Forget About Everything Else.	3.82	High
I Get Completely Absorbed In What I Am Doing.	3.75	High
When I do an activity, I enjoy it so much that I lose track of time.	3.68	High
Perseverance (P)		
I finish whatever I begin.	3.8	High
I am a hard worker.	3.8	High
I keep at my schoolwork until I am done with it.	3.74	High
Once I make a plan to get something done, I stick to it.	3.72	High
Optimism (O)		
I think good things are going to happen to me.	3.84	High
I believe that things will work out, no matter how difficult they seem.	3.82	High
In uncertain times, I expect the best.	3.76	High
I am optimistic about my future	3.73	High
Connectedness (C)		
There are people in my life who really care about me.	3.8	High
I have friends that I really care about.	3.75	High
When something good happens to me, I have people who I like to share the good news with.	3.7	High
When I have a problem, I have someone who will be there for me.	3.66	High
Happiness (H)		
I feel happy.	4.07	High
I have a lot of fun.	3.96	High
I love life.	3.93	High
I am a cheerful person.	3.91	High

Note: N=202, Legend: Very Low (1.00-1.80); Low (1.81-2.61); Moderate (2.62-3.42); High (3.43-4.23); and Very High (4.24-5.0).

Table 3 provides an overview of the mental wellbeing of college freshmen across five dimensions, and it can be seen that on all dimensions (engagement, perseverance, optimism, Connectedness, and Happiness), participants scored high level on average, indicating that college freshmen exhibited positive mental health across all dimensions, including engagement, perseverance, optimism, Connectedness, and Happiness. This positive mental wellbeing predicts a healthy and fulfilling college experience.

Significant Relationship between Demographic Profile and Emotional Intelligence

Table 4. Significant Relationship between Demographic Profile and Emotional Intelligence

Independent Valuable	Cramer's V value	p value	Decision	Interpretation
Age	0.455	0.721	Failed to reject Ho1	Not significance
Sex	0.244	0.571	Failed to reject Ho1	Not significance

Note: Dependent variable: Emotional Intelligence, Legend: Significant if p value is < .05. Cramer's V strength of association: >.5 is high association, .3 to .5 is moderate association, .1 to .3 is low association, 0 to .1 is little if any association.

As can be seen from Table 4, neither age nor sex had a statistically significant association with respondents' emotional intelligence.

Significant Relationship between Demographic Profile and Mental Wellbeing

Table 5. Significant Relationship between Demographic Profile and Mental Well-being

Independent Valuable	Cramer's V Value	p value	Decision	Interpretation
Age	0.396	0.713	Failed to reject Ho2	Not significance
Sex	0.484	0.052	Failed to reject Ho2	Not significance

Table 7. Correlation Analysis of Emotional Intelligence and Mental Well-being

	Sea	Sr	Sm	Ep	Soa	Ei	Mw
Self-Awareness	1						
Self Regulation	.883**	1					
Self-Motivation	.854**	.846**	1				
Empathy	.828**	.846**	.813**	1			
Social Awareness	.898**	.888**	.862**	.816**	1		
Emotional Intelligence	.951**	.950**	.930**	.911**	.953**	1	
Mental Well-Being	.908**	.924**	.898**	.869**	.918**	.964**	1

Note: **means $p < 0.01$ with significant correlation.

Table 7 shows the correlation coefficients between emotional intelligence, mental well-being and as well as the correlation of five dimensions of emotional intelligence and mental well-being. The correlation coefficient between emotional intelligence and mental well-being was 0.743**, indicating a strong positive correlation between emotional intelligence and mental well-

Note: Dependent variable: Emotional Intelligence, Legend: Significant if p value is < .05. Cramer's V strength of association: >.5 is high association, .3 to .5 is moderate association, .1 to .3 is low association, 0 to .1 is little if any association.

According to table 5, The Cramer for age and mental wellbeing had a V value of 0.396 and a p value of 0.713 which is greater than 0.05, so the decision is "Failed to reject Ho2", indicating that there is no significant relationship between age and mental health. Therefore, age did not have a statistically significant effect on the mental health of the respondents in this study.

Significant Relationship between the Emotional Intelligence and Mental Well-being

Table 6. Significant Relationship between the Emotional Intelligence and Mental Well-being

Independent Valuable	Cramer's V value	p value	Decision	Interpretation
Emotional Intelligence	0.607	< 0.01	Rejected Ho3	Significance

Note: Dependent variable: Mental Well-being, Legend: Significant if p value is < .05. Cramer's V strength of association: >.5 is high association, .3 to .5 is moderate association, .1 to .3 is low association, 0 to .1 is little if any association.

From Table 6, we can see that Cramer's V value is 0.607, indicating that emotional intelligence is highly correlated with mental health. A p value of less than 0.01 indicates statistical significance. The decision was to "rejected Ho3," meaning that there is a significant relationship between emotional intelligence and mental health. This showed that there was a statistically significant correlation between respondents' emotional intelligence and mental wellbeing. This means that people with higher levels of emotional intelligence tend to have better mental wellbeing, while people with lower levels of emotional intelligence may have poorer mental wellbeing.

Correlation Analysis of Emotional Intelligence and Mental Well-being

being. This suggests that people with higher levels of emotional intelligence tend to have better mental well-being. The table also shows the correlation between the various dimensions of emotional intelligence and mental health.

4 Conclusions

Using the theory of emotional intelligence (Goleman, 1998) and PERMA happiness model (Seligman, 2011) as the research basis, this study found that college students have a high overall level of emotional intelligence and generally good mental well-being. In addition, the study also found that the emotional intelligence of college students is positively correlated with their mental well-

being, that is, the higher the emotional intelligence, the better the mental well-being. The researcher put forward some corresponding improvement strategies according to the items with low scores in the questionnaire of emotional intelligence, which is as the output of this study—a Personal Development Plan.

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