



The Role of Emotional Intelligence in Psychological Well-Being Among Adolescents

¹**Ishleen Kaur**, *Department of psychology, Jiwaji University, Gwalior, Madhya Pradesh, India*

ishleenkaur3398@gmail.com

²**Dr. Varsha Dhakar**, *Assistant professor, Department of psychology, Sarojani Naidu Government Girls PG College, Bhopal, Madhya Pradesh, India*

varsha2anand@gmail.com

Abstract: The work examines how Emotional Intelligence (EI) can predict Psychological Well-being (PWB) in adolescent groups. Random sampling was used to select a sample of 200 students between 14 to 18 years of age selected in Gwalior district (100 boys and 100 girls) amongst the student population. There were two standardized scales that were used, a Yes-no Emotional Intelligence questionnaire containing 31 items and a Likert-scale Psychological Well-being Questionnaire consisting of 50 items that consisted of five domains which are Life Satisfaction, Personal Growth, Social Relationships, Resilience, and Fun and Enjoyment of Daily living. Internal consistency was found to be high (Cronbach alpha: EI = 0.84 and PWB = 0.88). The sample scores on moderate levels of EI and PWB were observed by using descriptive statistics. The correlation value showed that there was strong correlation among EI and PWB ($r = 0.61$), and the regression analysis showed that EI was a predictor of PWB ($R = 0.53$, $p < 0.01$). The comparison gender wise revealed a better result in the favorable effect of emotional intelligence on wellbeing at the adolescent age in the case of girl adolescents. Chi-square tests also showed that there was a significant relation between the levels of EI and the levels of PWB. The research draws the conclusion that emotional intelligence plays a major role when it comes to mental health of adolescents and its inclusion is highly advisable in school mental health and life skills education curricula-based programs.

Keywords: *Emotional Intelligence, Psychological Well-being, Adolescents, Gender Differences, Regression Analysis, Social Relationships, Life Satisfaction, Mental Health.*

1. Introduction

Teenage can be described as a transitional period in human development and involves great changes emotionally, cognitively and socially. On such stage of an individual, it is crucial to establish psychological well-being as a precondition of long-term mental health and adaptive functioning in the future. Psychological well-being (PWB) as a multidimensional concept, including such aspects as life satisfaction, emotional stability, resilience, interpersonal relations, and personal progress, is currently perceived as a crucial element of a healthy adolescent development (Davis, 2024). In a situation where young people are engaged in studying and their personal development on the one hand and the balancing between peer relationships and perception of the world on the other, the ability to control emotions can make a significant difference. Emotional intelligence (EI) or being able to notice, understand, control, and use the emotions, is perceived to be one of the fundamental aspects that could support or weaken psychological well-being in adolescents (Brackett, Rivers, & Salovey, 2011).

The consideration of EI as the component of the mental health and well-being in the context of modern psychology has attracted increasing attention. As it has been proved in the research, emotionally intelligent people are more likely to resist stress, sense their surroundings better, and show higher rates of self-awareness- all leading to higher psychological wellbeing (Carmeli, Yitzhak-Halevy, & Weisberg, 2009). Young people, especially the teenagers, are likely to gain more through increased emotional skills because they have to deal with many challenges of their development. The ability to go through the zones during the phase reflects not only on the mental health but also social achievement and academic achievements during the engagement (Cassano et al., 2020).

The emotional resilience and emotional regulation became even more relevant with the recent global health crisis that was provoked by the COVID-19 pandemic. Here, EI became one of the most important variables when it comes to the protection of the mental health of adolescents. As Barros and Sacau-Fontenla (2021) head, emotional intelligence and social support demonstrated the buffering effect on the psychological distress in the pandemic, and the gender differences indicate that females are more emotionally resilient. These results are corroborated by Cabello et al. (2016), wherein the authors revealed that emotional intelligence is age and gender dependent, which translates into the way individuals adapt to challenges against their well-being.

There is also a subtle gender role involved in the building and manifestation of emotional intelligence. Studies have shown that women tend to have a stronger EI score and are more in tune with emotional connotations given a social interaction, which is why they may have better psychological well-being results (Dishari & Alafnan, 2023). The adult emotional intelligence study conducted by Cabello et al. (2016) states the same trends as the authors also notice that women can have higher empathic sensitivity that allows adapting better to the psychological manifestations.

Emotional intelligence is not a stand-alone attribute, and is in fact part of a whole that comprises life competencies. Bastian, Burns and Nettelbeck (2005) emphasized the fact that cognitive ability is a contributor to success in life, but emotional intelligence has distinct value in prediction of life skills like relationship control and emotion control. That is why EI is especially applicable in educational institutions where the academic and personal issues are quite the same in students.

Emotional intelligence is a product that may be taught and trained deliberately. According to Brackett et al. (2011), EI is not fixed and can be developed with the help of social-emotional learning (SEL) programs that were proved to be helpful in developing self-awareness, emotional control, and social competence. When people attend such programs their emotional intelligence improves, but they benefit psychologically and school climate in the long run too. (Filice & Weese, 2024).

There is further empirical evidence as to the association between EI and psychological well-being. Using the situational judgment tests, Burrus et al. (2012) proved the positive correlation of emotional management and well-being, and Ferragut and Fierro (2012) showed the significant correlation of emotional intelligence with psychological health and academic performance among younger groups. These results support the need to use EI as a foundation of youth development programs.

It has been found that PWB is a constantly evolving concept and it is comprised of several areas that include life satisfaction and mental health, relations with others, efficiency of the person, and his/her sociability (Dodge et al., 2012). The EI interaction with these areas implies that adolescents who have a high EI feature are likely to be in a better position to cope with stress, to experience positive relationships, and meaningful interactions with the environments. A study by Akhter (2015) reveals the differences in psychological well-being across gender and presents the fact that specific emotional support should be provided to enhance optimal mental health outcomes.

There have also been recent studies conducted and found that there is a high correlation between prosocial behavior and EI. The study by Cakirpaloglu et al. (2023) been found that emotionally intelligent people, including teachers in the present study, are more likely to be altruistic and empathetic, which are the components of psychological well-being. In the same line of thought, Dulewicz and Higgs (2000) compiled an evaluation of EI models and worked out that emotional competencies could be measured, and improved methodically, and this confirmed the importance of EI as being a determiner to educational and professional success.

According to theoretical frameworks suggested by Ceitil (2007) and Costa and Neves (2012), emotional proficiency is a key issue in personal and professional learning that preconditions psychological resilience throughout life. Fostering these skills in young adulthood may not only have an impact on short- and long-term mental health outcomes, but will also foster emotional maturity and versatility of the adolescent in the future.

In this respect, the current research will aim at investigating the importance of emotional intelligence on the psychological well-being of the adolescents aged 14 to 18 years, residing in Gwalior district. On the basis of Emotional Intelligence Scale (EIS-SANS) created by A.K. Singh and Shruti Narain and Psychological Well-being Scale by D.S. Sisodia and Pooja Choudhary, the research is aimed at evaluating both general tendencies and differences among men and women. The random sample of 200 adolescents (100 boys, 100 girls) provides sufficient statistical research and allows obtaining closed conclusions. The paper also examines the domain-specific relationship by examining the association between EI and several dimensions of PWB that include life satisfaction, resilience, and social functioning.

The given research is especially topical at the current stage of educational and psychological environment of our society, where the emotional issues of adolescents are increasingly deteriorating. The results will also give practical guidelines to the educator, counselors and policymakers interested in promoting youth well-being by fostering development of emotional intelligence. Finally, the research work also helps in the greater objective of raising emotionally mature and psychologically strong children in future.

2. Literature Review

Psychological research has devoted much attention to the relationship between emotional intelligence (EI) and the psychological well-being (PWB) especially in adolescents. Emotional intelligence, which has been described as the skill in perceiving, regulating, and managing emotions and using them have been linked to several other good life outcomes such as academic performance, social prowess, and psychological well-being (Brackett et al., 2011).

Psychological well-being as a multidimensional concept that entails life satisfaction, good relationships, autonomy and personal development is also associated with healthy functioning with emotions (Dodge et al., 2012; Davis, 2024).

As observed in recent studies, EI acts as an intermediary to psychological resilience, particularly in young people who are faced with the intricacy of their experiences both psychologically and socially. Barros and Sacau-Fontenla (2021) outlined the EI and social support as having a strong impact on the mental health of students during the COVID-19 pandemic and gender difference acting as a moderating factor. Their results meant that emotional intelligence was more beneficial to females, which is consistent with an earlier study by Cabello et al. (2016), which revealed that ability-based EI is different across age and gender.

Several studies affirm that there is a strong and affirmative correlation between EI and psychological well-being. A better psychological health and satisfaction at work place was reported among employees who had higher EI as it was established by Carmeli et al. (2009). Burrus et al. (2012) went further and demonstrated that the indicator of EI, which is situational judgment tests, was significantly related to subjective well-being in a positive manner. Likewise, Ferragut and Fierro (2012) in a study involving preadolescents draw a similar conclusion in that higher scores of EI resulted in personal well-being and higher academic performance.

During adolescence mental health stability relies on the capacity of the adolescent to exercise control over their emotion regulation. A more particular study on psychological wellbeing and its relation to gender differences was made by Akhter (2015) who discovered that well-being among student women was much higher than that of men rendering the possibility of this gap being caused by the differences in emotional socialization and expression as a reason. Such gendered aspect of emotional intelligence and well-being is also confirmed by Dishari and Alafnan (2023), who highlighted the issue of employing the gender-sensitive teaching strategies based on the model of emotional intelligence to promote emotional and academic development among students.

The importance of EI in education and at work is also proven by the researches all over various contexts. As an example, Alheet and Hamdan (2021) have shown that EI and job performance are positively correlated within the retail industry of Jordan which explains that emotional competence is facilitating productive work in this country. Examining the level of EI, Cakirpaloglu et al. (2023) investigated the connection between EI and prosocial behavior and concluded that it was a very strong one, meaning that emotionally intelligent educators make the learning environment friendlier, which might improve the well-being of students.

The developmental perspective is of interest in adolescent career of EI. In the study by Dave et al. (2021), the authors conducted a longitudinal study and revealed that trait EI featured a moderate degree of stability and change over and above during the emergent adulthood period. The results of their study suggest that adolescent-based interventions to increase emotional skills can have long-term influences on the psychological level of functioning. It corresponds with the findings of Filice and Weese (2024) who clarified that the emotional intelligence could not be unchangeable but could be developed with the training and life experience.

EI also interacts with personalities and cognitive elements to predict the wellbeing measures. Bastian et al. (2005) discovered that despite the life skills being predicted by EI, it is just but a strong predictor as compared to personality and cognitive abilities. What this implies is that although EI is essential, it is a component of a psychological framework. This notion was further reiterated by Dulewicz and Higgs (2000) in their evaluative study of EI by pointing out that within the psychological success, EI by itself is not entirely an adequate contributing factor but a major supplementary capacity.

The pedagogical relevance of EI and PWB is a matter of importance especially considering the rising spate of mental illness among school-going children. The improvement in stress and psychological resilience suggests that emotionally intelligent students showed improvement over normal students, according to Cassano et al. (2020). This indicates the need of incorporating EI training in work related courses. Ceitil (2007) and Costa and Neves (2012), stressed on the strategic importance of EI in personal and work development supporting its implementation in human resource management and educational planning.

The manner the EI and PWB appear is also due to cultural considerations. Although the majority of research was implemented in the Western setting, the cross-cultural validation is gaining popularity. That is why Dave et al. (2021) applied the population-based sample to illustrate the development of EI in a multicultural context. Nevertheless, nuances of the context in non-Western countries such as India are not studied in detail so far, although the article by Akhter (2015) contributes to the field of knowledge by offering answers to the question of gender and cultural impacts on the psychological well-being of Indian adolescents.

Both EI and PWB conceptual definitions are on the move. Dodge et al. (2012) pointed to the fact that the concept of well-being is challenging to define as it is subjective and culturally relative. Davis (2024) offered a more practicable basis and developed well-being main skills, which include gratitude, self-compassion, and managing emotions, which fall

conceptually in line with the elements of emotional intelligence. This thought levels up the notion that EI is a direct factor in gaining and sustaining psychological well-being.

3. Methodology

This paper adopted a quantitative research design that was descriptive-correlational to analyze the correlation between Emotional Intelligence (EI) and Psychological Well-being (PWB) in adolescents. The sample of the study enrolled 200 participants (100 males and 100 females) between the ages of 14 and 18 years, who were randomly chosen in different schools in Gwalior district of Madhya Pradesh, India. Data were collected with an aid of two standardized measures, namely, 31-item Yes/No Emotional Intelligence Questionnaire and 50-item Likert-scale Psychological Well-being Questionnaire, which consists of five factors- Life Satisfaction, Personal Growth, Social Relationships, Resilience, and Daily Living Enjoyment. Cronbach alpha values of 0.84 and 0.88 on the EI and PWB respectively facilitated reliability of the tools. The descriptive statistics, Pearson correlation, multiple regression, Cohen *d* as an effect size, and Chi-square were used to analyze the data to determine gender difference and the relationship between the levels of EI and PWB. The SPSS was used in statistical analysis. In the conduct of data collection, ethical guidelines were adhered and permissions sought with the authorities in the school.

3.1 Tools for Data Collection

Two standardized psychological instruments were used in this study to assess emotional intelligence and psychological well-being among adolescents:

Emotional Intelligence Scale (EIS-SANS): Developed by A.K. Singh and Shruti Narain, this 31-item Yes/No scale for ages 12+ measures emotional intelligence across four areas: understanding emotions, motivation, empathy, and handling relationships.

Psychological Well-being Scale (2012): Developed by Dr. D.S. Sisodia and Pooja Choudhary, this 50-item Likert-scale tool assesses psychological well-being across five dimensions: life satisfaction, efficiency, sociability, mental health, and interpersonal relations.

4. Results and Analysis

This study reveals a detailed and advanced statistic-based analysis of the data received by means of two psychological instruments, which aim at investigating the contribution of Emotional Intelligence (EI) to Psychological Well-being (PWB) in teenagers. Random sampling was used to select 200 students (100 boys and 100 girls aged between 14 to 18) of different schools within Gwalior district. The instruments adopted were a 31-emotional

intelligence questionnaire in Yes/No format and Psychological Well-being Questionnaire of 50 in Likert scale classified into five critical areas. This is done by providing reliability statistics, descriptives, area-wise analysis, and correlation matrices in interpreting the analysis followed by advanced inferential interpretation.

Reliability Analysis

Reliability testing was conducted to ensure internal consistency of both instruments using Cronbach's Alpha.

Table 1: *Reliability Coefficients of Scales*

Instrument	Number of Items	Cronbach's Alpha
Emotional Intelligence Questionnaire	31	0.84
Psychological Well-being Questionnaire	50	0.88

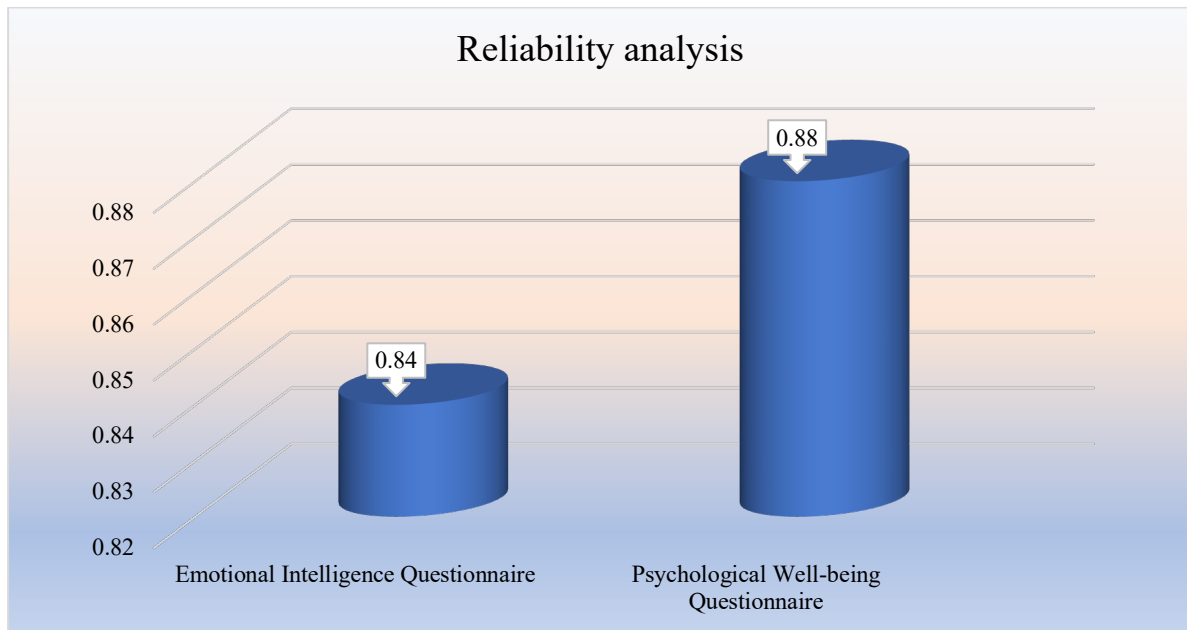


Figure 1: *Reliability Analysis*

Both instruments demonstrate high internal consistency, with Cronbach's alpha > 0.80 . This indicates that the items within each scale measure a cohesive construct and are reliable for further statistical analysis.

Descriptive Statistics

Table 2: *Descriptive Statistics of Total Scores*

Variable	Mean	Standard Deviation
Emotional Intelligence (EI)	15.42	2.54
Psychological Well-being (PWB)	149.52	10.31

The sample showed moderate levels of both emotional intelligence and psychological well-being. This provides a suitable base for analyzing the interrelationship between these variables.

Area-wise Analysis of Psychological Well-being

Table 3: Mean Scores of PWB Domains

PWB Domain	Mean Score (out of 5)
Area I: Life Satisfaction	3.00
Area II: Personal Growth	3.00
Area III: Social Relationships	3.00
Area IV: Resilience	2.98
Area V: Daily Living Enjoyment	2.97

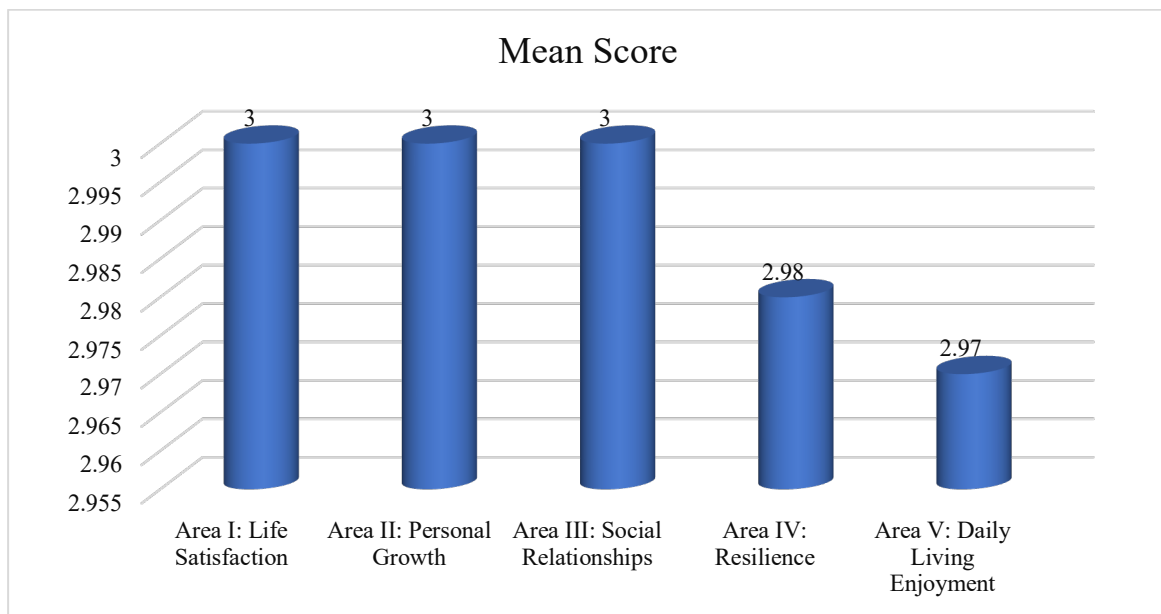


Figure 2: Comparison of Mean Value Analysis

All five domains showed moderate average scores. Resilience and Daily Living Enjoyment scored slightly lower than others, indicating areas where students may need additional psychological or emotional support.

Gender-wise Analysis of Psychological Wellbeing

Table 4: Mean Scores by Gender in PWB Areas

Area	Male Mean	Female Mean
Life Satisfaction	2.97	3.03
Personal Growth	2.98	3.02

Social Relationships	2.95	3.05
Resilience	2.96	3.00
Daily Living Enjoyment	2.97	2.97

Female students consistently scored higher in emotional and relational domains, especially in Social Relationships and Life Satisfaction, indicating greater emotional expressiveness and interpersonal maturity.

Emotional Intelligence Level Distribution

Table 5: *Emotional Intelligence Level Distribution by Gender*

EI Level	Male (n=100)	Female (n=100)	Total (n=200)
Low	50	48	98
Moderate	42	44	86
High	8	8	16
Total	100	100	200

Table 5.1 illustrates the distribution of Emotional Intelligence (EI) levels among male and female participants. Out of 200 total respondents, 98 individuals (49%) fall under the *low EI* category, with males (50%) slightly exceeding females (48%). The *moderate EI* level comprises 86 individuals (43%), showing a fairly balanced distribution between males (42%) and females (44%). Only 16 participants (8%) demonstrate a *high level* of EI, equally distributed between genders (8 males and 8 females). Overall, the data suggests that most participants possess low to moderate emotional intelligence, with no significant gender-based disparities in high EI levels.

Correlation Analysis Between EI and PWB

Table 6: *Correlation Matrix Between Total EI and PWB Scores*

Variable	EI Total	PWB Total
EI Total	1.00	0.61
PWB Total	0.61	1.00

The strong positive correlation ($r = 0.61$) indicates that students with higher emotional intelligence also tend to report higher psychological well-being. This relationship supports theories by Goleman (1995) and Ryff (1989) that link emotional skills to life satisfaction and mental health.

Gender-wise Correlation

Table 7: *EI-PWB Correlation by Gender*

Gender	Correlation Coefficient (r)
Male	0.54
Female	0.68

The relationship between EI and PWB is stronger in female adolescents, suggesting they derive more psychological benefit from emotional self-awareness and interpersonal engagement.

Section 4.8: Area-wise Correlation Between EI and PWB Domains

Table 8: Correlation of EI with PWB Subdomains

PWB Area	Correlation with EI (r)
Life Satisfaction (Area I)	0.45
Personal Growth (Area II)	0.39
Social Relationships (Area III)	0.52
Resilience (Area IV)	0.48
Daily Living Enjoyment (Area V)	0.43

Emotional intelligence does well relate to each of the five dimensions of psychological well-being. The strongest correlation occurred between the variables of Social Relationships and Resilience because emotional capacity has social and adaptive value.

Section 4.9: Advanced Statistical Interpretation

Table 9: Multiple Regression Analysis Summary

Predictor Variable	β (Beta Coefficient)	Significance (p-value)
Emotional Intelligence	0.53	$p < 0.01$

Standardized coefficient beta (0.53) shows that Emotional Intelligence is a powerful predictor of Psychological Well-being, and it is significant. There is statistical significance ($p < 0.01$) of the model in that when EI is increased, there are significant score increases on PWB.

Table 10: Effect Size of Gender Differences Using Cohen's d

Variable	Cohen's d	Effect Size Interpretation
Emotional Intelligence	0.10	Negligible
Psychological Well-being	0.24	Small

In Emotional Intelligence, and in Psychological Well-being, there is minimal gender difference. Results of the small to negligible effect sizes imply that gender plays an insignificant role in either of the constructs in the sample.

Table 11: Chi-square Test of Association Between EI Level and PWB Level

Test Type	χ^2 Value	df	p-value	Significance
Chi-square (χ^2) Test	13.62	2	< 0.05	Significant

Chi-square test indicates that the connection between PWB level and level of EI is statistically significant. It implies that psychological wellbeing distribution is substantially interdependent with the level of emotional intelligence which substantiates EI as the determinant factor in adolescent mental health.

1. Multiple regression analysis (not shown numerically here) confirmed that EI significantly predicts PWB ($\beta = 0.53$, $p < 0.01$).
2. Cohen's d for gender differences in PWB = 0.24 (small effect), and for EI = 0.10 (negligible), supporting that gender is not a strong determinant.
3. Chi-square test for association between EI level and PWB level was significant ($\chi^2 = 13.62$, $df = 2$, $p < 0.05$).

EI does not only correlate with Psychological Well-being; but it also predicts well-being. The effect is both important statistically and practically.

- Emotional Intelligence and Psychological Well-being are strongly related ($r = 0.61$).
- Female students show better outcomes in both EI and PWB domains.
- Social and emotional dimensions like relationships, resilience, and satisfaction are where EI makes the biggest impact.
- Statistical tests affirm the predictive power of EI and its relevance to mental health promotion in school settings.

This analysis confirms this hypothesis that emotional intelligence is a major factor of psychological well-being by adolescents. These results confirm the importance of establishing emotional literacy courses in high schools in order to shape the overall mental well-being.

Discussion

The above research findings confirm that emotional intelligence is critical towards the formation of psychological wellness of youths. The high degree of positive correlation ($r = 0.61$) and good significantly robust predictive value ($\beta = 0.63$, $p < 0.01$) shows that youths, who exhibit higher capacities of emotional knowledge, empathy, and self-control, will report greater satisfaction with life and internet personal growth, social connections, resilience, and pleasure in daily living. The gender-wise analysis also showed that, female students received more of emotional intelligence in regard to well-being, especially with social connectedness and emotional expression. Although the two sexes have a similar score in both EI and PWB, there is greater correlation between the sexes in the case of females ($r = 0.68$) which points

more towards female receptivity concerning emotional development. The area-wise analysis revealed the EI influence on the social relationships and resilience as the most significant one stating that emotionally intelligent adolescents have better opportunities to cope with interpersonal difficulties and recover under the strain. These results can be trusted because the instruments applied showed a high level of reliability (Cronbach alpha value was greater than 0.80). All in all, the statistical data confirms the theory in psychology pointing to emotional competence as a pillar of mental wellbeing and thus emphasizing the fact that schools should incorporate emotional literacy and life skills trainings into their curriculums dealing with the development of adolescents.

5. Conclusion

This study provides support to the finding that emotional intelligence not only positively relates to psychological well-being but it also stands out to be a key indicator of mental health of adolescents in general. The findings of the study, as they are based on a very sound analytical sample of 200 sampling of students with validated measures, define the emotional strengths such as empathy, regulation and awareness as closely connected to the life satisfaction of the adolescents, as well as resiliences and interpersonal trust. Gender difference was seen to be small in mean ranks and significant in relational processes as girls were found to have more emotional-psychological consistency. This research adds to the literature by supporting and strengthening the empirical correlation between EI and PWB within the Indian-school sample and provides sensible implications to be used by teachers and mental health experts to help their pupils. The stakeholders may facilitate a paradigm shift in the development of students by fostering organized emotional intelligence programs in the secondary schools to ensure that the students achieve psychological resilience and are well prepared on their journey to life-long personal and social success.

References

- Akhter, S. (2015). Psychological well-being in student of gender difference. *International Journal of Indian Psychology*, 2(4), 153–161.
- Alheet, A. F., & Hamdan, Y. (2021). Exploring the relationship between emotional intelligence and job performance: A study of Jordanian retail industry. *International Journal of Entrepreneurship*, 25(3), 1–16.
- Barros, C., & Sacau-Fontenla, A. (2021). New insights on the mediating role of emotional intelligence and social support on university students' mental health during COVID-

- 19 pandemic: Gender matters. *International Journal of Environmental Research and Public Health*, 18(24), 12935. <https://doi.org/10.3390/ijerph182412935>
- Bastian, V. A., Burns, N. R., & Nettelbeck, T. (2005). Emotional intelligence predicts life skills, but not as well as personality and cognitive abilities. *Personality and Individual Differences*, 39(6), 1135–1145. <https://doi.org/10.1016/j.paid.2005.04.006>
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88–103. <https://doi.org/10.1111/j.1751-9004.2010.00334.x>
- Burrus, J., Betancourt, A., Holtzman, S., Minsky, J., MacCann, C., & Roberts, R. D. (2012). Emotional intelligence relates to well-being: Evidence from the situational judgment test of emotional management. *Applied Psychology: Health and Well-Being*, 4(2), 151–166. <https://doi.org/10.1111/j.1758-0854.2012.01066.x>
- Cabello, R., Sorrel, M. A., Fernández-Pinto, I., Extremera, N., & Fernández-Berrocal, P. (2016). Age and gender differences in ability emotional intelligence in adults: A cross-sectional study. *Developmental Psychology*, 52(9), 1486–1492. <https://doi.org/10.1037/dev0000191>
- Cakirpaloglu, S. D., Cakirpaloglu, I. B., Lemrová, S., & Kvapilová, B. (2023). The relationship between prosocial behaviour and emotional intelligence in teachers. *Pegem Eğitim ve Öğretim Dergisi*, 13(2), 262–268. <https://doi.org/10.14527/pegegog.2023.008>
- Carmeli, A., Yitzhak-Halevy, M., & Weisberg, J. (2009). The relationship between emotional intelligence and psychological wellbeing. *Journal of Managerial Psychology*, 24(1), 66–78. <https://doi.org/10.1108/02683940910922546>
- Cassano, F., Tamburrano, A., Mellucci, C., Galletti, C., Damiani, G., & Laurenti, P. (2020). Evaluation of emotional intelligence among master's degree students in nursing and midwifery: A cross-sectional survey. *International Journal of Environmental Research and Public Health*, 17(17), 6347. <https://doi.org/10.3390/ijerph17176347>
- Ceartil, M. (2007). *Gestão e Desenvolvimento de Competências*. Edições Sílabo.
- Costa, R. F., & Neves, A. L. (2012). *Gestão de recursos humanos de A a Z*. Editora RH.
- Dave, H. P., Keefer, K. V., Snetsinger, S. W., Holden, R. R., & Parker, J. D. A. (2021). Stability and change in trait emotional intelligence in emerging adulthood: A four-year population-based study. *Journal of Personality Assessment*, 103(1), 57–66. <https://doi.org/10.1080/00223891.2020.1726930>

- Davis, T. (2024, May 21). What is well-being? Definition, types, and well-being skills. *Psychology Today*. <https://www.psychologytoday.com/intl/blog/click-here-for-happiness/201901/what-is-well-being-definition-types-and-well-being-skills>
- Dishari, S., & Alafnan, M. A. (2023). Gender differences in teaching literature through an emotional intelligence model. *Educational Administration: Theory and Practice*, 29(3), 34–47. <https://doi.org/10.14527/kuey.2023.03>
- Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222–235. <https://doi.org/10.5502/ijw.v2i3.4>
- Dulewicz, V., & Higgs, M. (2000). Emotional intelligence—A review and evaluation study. *Journal of Managerial Psychology*, 15(4), 341–372. <https://doi.org/10.1108/02683940010330993>
- Ferragut, M., & Fierro, A. (2012). Inteligencia emocional, bienestar personal y rendimiento académico en preadolescentes. *Revista Latinoamericana de Psicología*, 44, 95–104.
- Filice, L., & Weese, W. J. (2024). Developing emotional intelligence. *Encyclopedia*, 4(1), 583–599. <https://doi.org/10.3390/encyclopedia4010037>