



**EXPLORING THE RELATIONSHIP BETWEEN EMOTIONS AND PSYCHOLOGICAL
WELL-BEING IN DISTURBED INTERPERSONAL RELATIONSHIP AMONG
EMERGING ADULthood**

¹Hibra Khan, BA (Hons) Applied Psychology, Amity institute of Psychology and Allied
Sciences, Noida, India

hibrakhan007@mail.com

²Dr. Sanjeev Kumar Gautam, Associate Professor, Amity Institute of Psychology and Allied
Sciences, Noida, India

skgautam@amity.edu

ABSTRACT

Emerging-adulthood, the period between the late teens and mid-twenties is a unique and important developmental period during which people gain relationship experiences. This study investigates the intricate relationship between emotional and psychological well-being within the context of

disturbed interpersonal relationships utilizing various dimensions of psychological well-being, as measured by Ryff's Psychological Well-being Scales. Findings reveal significant positive correlations between emotional regulation factors and psychological well-being dimensions, highlighting the crucial role of emotional regulation in fostering overall psychological health among emerging adults. While direct assessment of disturbed interpersonal relationships was not conducted, the study's results suggest that individuals with better emotional regulation skills are likely to exhibit healthier interpersonal dynamics. These findings underscore the importance of addressing emotional regulation in interventions aimed at promoting psychological wellbeing.

KEYWORDS: *Emotions, psychological wellbeing, interpersonal relationships.*

INTRODUCTION

Emotions are complex psychological and physiological states that involve subjective experiences, physiological responses, and behavioural responses. The subjective experience refers to the internal feeling state, like anger or joy, that is universally recognized across cultures. Physiological responses are the bodily reactions, such as increased heart rate or stomach turning, that occur with certain emotions. Behavioural responses are the outward expressions and body language that people use to interpret and understand each other's emotional states. Emotions fundamentally shape our thoughts, decisions, relationships, and overall well-being by integrating these three interconnected components.

Emotional body mapping explores how different emotions tend to manifest in specific bodily areas or sensations. Common metaphorical phrases like "a shiver down your spine" or "a gut reaction" hint at the physical experience of emotions. By mapping where we feel increased or

decreased activity for various emotions, we can become more attuned to our bodily sensations and the mind-body connection. A 2014 study mapped 13 emotions across the body, using cool colours like blue and green to represent decreased activation, and warm colours like red and yellow to show increased activation in those areas.

While individual experiences vary, emotional body mapping provides a tool to better understand and interpret the physical component of our emotional states. It complements other emotion regulation techniques to cultivate greater mind-body awareness.

Interpersonal Relationships and Emotions

Interpersonal conflicts can evoke intense negative emotions, particularly in emerging adults who experience heightened emotional sensitivity. Poor emotion regulation skills during conflicts, such as emotional outbursts or suppression, exacerbate tensions and impair communication, further straining relationships. Unresolved negative emotions like hurt, betrayal, or lingering anger can linger long after conflicts, adversely affecting overall emotional well-being, mood, and self-esteem.

Effective emotion regulation is crucial for constructively resolving disagreements while preserving emotional health within interpersonal relationships. Developing adaptive strategies to navigate heightened emotions during conflicts is vital for emerging adults to cultivate satisfying, supportive relationships and maintain psychological well-being during this formative life stage.

Psychological Well-being

Psychological well-being is a holistic state characterized by positive emotions, life satisfaction, purposefulness, and optimal functioning. It transcends merely the absence of mental

illness, encompassing emotional resilience, self-esteem, autonomy, stress management abilities, and supportive relationships. Psychological wellness enables individuals to engage fully in life, realize their potential, exercise mastery, and cultivate enriching connections. However, intense or chronic negative emotions can undermine daily functioning and well-being. Fostering positive emotions, interests, confidence, and meaning are vital for overall psychological health and quality of life. Nurturing protective factors like social support, values-congruent pursuits, adaptive coping strategies, and a sense of life purpose contributes positively to psychological flourishing. It is a dynamic process of fortifying internal and external resources for mental wellness.

Disturbed interpersonal relationships, emotions and psychological well-being

Healthy interpersonal relationships are vital for well-being, yet problematic interpersonal patterns involving poor communication, emotional dysregulation, and maladaptive behaviours can severely impair one's ability to cultivate satisfying relationships. Disturbed relationships breed ongoing conflicts, misunderstandings, and unresolved tensions, fostering chronic negative emotional states like irritability, anxiety, and anger that undermine mental health. Unhealthy relationships diminish self-worth through criticism and emotional abuse, fuelling insecurity, self-doubt, and a cycle of negative self-perception. Strained ties impair adaptive coping mechanisms for stress, driving people toward unhealthy habits like avoidance, suppression, and substance abuse that provide temporary relief but exacerbate dysfunction. Ultimately, troubled interpersonal connections create a toxic environment disrupting emotional stability, self-confidence, coping abilities, and psychological well-being. Resolving these issues through therapy and developing social-emotional skills is crucial for preserving individual mental health.

Disturbed Relationships and Emotions

Conflict, a lack of trust, and feelings of isolation in relationships can all lead to a cascade of bad emotions. When emerging adults' relational requirements are not addressed, they may become angry, frustrated, or resentful. As young adults cope with rejection or disappointment, they frequently experience feelings of melancholy, loneliness, and worry. The increased emotional sensitivity that comes with developing adulthood can amplify and prolong these feelings.

Young adults who have disturbed relationships may struggle to appropriately manage their emotions. They may struggle to communicate their emotions in a healthy manner, resulting in bottled-up sentiments or irritation that might finally manifest as outbursts. However, some emerging adults may find it difficult to emotional withdrawal to relationship distress.

Disturbed Relationships and Psychological Well-being:

Disruptive relationships can lower self-esteem and raise the risk of mental health issues such as sadness and anxiety. Social isolation, exacerbated by loneliness, can exacerbate these problems.

REVIEW OF LITERATURE

Quay, Morse and Cutler (2020) aimed to explore the Personality Patterns of Students in Special Classes for the Emotionally Disturbed. Emotionally disturbed children demonstrated problem behaviours impacted by conduct, inadequacy, and neuroticism, implying that specialized treatments may be required based on their core behavioural features.

Lewis (2018) for better or worse, interpersonal connections and individual outcomes. Interpersonal interactions are critical in individual health and illness, and approaches for increasing intensity and repairing disruptions may help both vascular reactivity and immunological competence

Lerner et al., (2015), did a study on emotion and decision making. Emotions had a substantial influence on decision making, sometimes negatively and sometimes positively, and the emotion-imbued choice model combines traditional rational choice theory with contemporary emotion research.

Carmeli et al., (2009), Relationship between emotional and psychological wellbeing. Higher emotional intelligence is connected with increased self-esteem, life satisfaction, and self-acceptance, but not with somatic problems. Emotional intelligence positively correlates with psychological welfare, including self-esteem, life satisfaction, and self-acceptance. There was only marginally significant support for the negative link between emotional intelligence and somatic symptoms

RATIONALE OF THE STUDY

This study examined the complex interplay of emotional regulation, psychological well-being, and interpersonal connections among emerging adults. This transitional stage involves navigating identity and forming meaningful relationships, where unhealthy interpersonal dynamics can severely impact mental health. By investigating how emotional regulation strategies relate to various psychological well-being domains, the research illuminates pathways through which emotional skills influence interpersonal functioning and overall well-being. The findings guide tailored interventions to promote emerging adults' emotional capacities, healthy relationships,

resilience, and long-term psychological flourishing as they transition into adulthood. Ultimately, it equips this population with emotional competencies that positively shape interpersonal experiences during this formative life stage.

METHODOLOGY

AIM

To study the role of emotions and psychological wellbeing in disturbed interpersonal relationships among emerging adulthood

HYPOTHESIS

- There will be a significant relationship between emotions and disturbed interpersonal relationships
- There will be a significant relationships between psychological and disturbed interpersonal relationships

Sample

For the purpose of this current study, a total 100 sample size of adults in the age criteria of (18-25) voluntarily participated in the study whereas per inclusive date of 45 males and 55 females. Data was collected in the Delhi-NCR region through google forms from various colleges.

Procedure

This study will adopt a correlation design to examine the relationship between emotion and psychological wellbeing in disturbed interpersonal relationship among emerging adulthood. Utilizing a quantitative approach, the study will involve administering validated scales, including The Interpersonal Emotion Regulation Questionnaire (IERQ) and The Ryff's Psychological Well-being Scale (PWB) to a convenience sample of 100 students.

Measures

The Interpersonal Emotion Regulation Questionnaire (IERQ) is a 20-item scale with four subscales: Enhancing Positive Affect, Perspective Taking, Soothing, and Social Modelling. It measures tendencies and perceived effectiveness in regulating emotions through interpersonal interactions. The IERQ has excellent psychometric properties, with high internal consistency ($\alpha = 0.89-0.94$) and validity (0.92-0.94), using a 5-point Likert scale for responses.

The Ryff Psychological Well-Being Scale (PWB) is a 42-item self-report measure assessing six dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life, and Self-Acceptance. It uses a 6-point Likert scale. The PWB has good psychometric properties, with high internal consistency ($\alpha = 0.86-0.93$) and test-retest reliability over intervals like six weeks. It provides a comprehensive evaluation of multiple psychological well-being domains.

ANALYSIS OF THE RESULTS

Table 1

Descriptive statistics

Variables	Sub-Variables	N	Min	Max	Mean	Std. Deviation	Variance
Emotional	Social Modelling	100	5	24	14.25	4.210	17.724
	Perspective Taking	100	5	23	13.05	3.909	15.280
	Soothing	100	5	24	12.87	4.651	21.629
	Enhance Positive Affect	100	6	25	16.26	4.052	16.416
Psychological	Self- Acceptance	100	15	37	25.96	4.882	23.836
	Purpose in Life	100	9	37	24.97	4.611	21.261
	Positive Relations	100	12	34	24.89	3.887	15.108
	Personal Growth	100	15	37	27.04	4.309	18.564
	Environmental Mastery	100	17	36	25.72	4.202	17.658

	Autonomy	100	11	36	22.46	5.233	27.382
--	-----------------	-----	----	----	-------	-------	--------

Table 2*Correlation Matrix*

	Social Modelling	Perspective Taking	Soothing	Enhance Positive Affect	Self- Acceptance	Purpose in Life	Positive Relations	Personal Growth	Environmental Mastery	Autonomy
Social Modelling	1.000**	0.562**	0.435**	0.499**	0.002*	-0.076	0.072*	-0.119	0.096*	-0.174
Perspective Taking	0.562**	1.000**	0.424**	0.287**	-0.122	-0.179	-0.147	-0.121	-0.018	-0.113
Soothing	0.435**	0.424**	1.000**	0.341**	-0.293	-0.178	0.006*	-0.410	-0.196	-0.399
Enhance Positive Affect	0.499**	0.287**	0.341**	1.000**	0.157*	0.106**	0.287**	0.032**	0.086*	-0.017
Self-Acceptance	0.002*	-0.122	-0.293	0.157*	1.000**	0.438**	0.250**	0.477**	0.488**	0.572**
Purpose in Life	-0.076	-0.179	-0.178	0.106*	0.438**	1.000**	0.450**	0.291**	0.405**	0.375**
Positive Relations	0.072*	-0.147	0.006*	0.287**	0.250**	0.450**	1.000**	0.255**	0.168*	0.115*
Personal Growth	-0.119	-0.121	-0.410	0.032*	0.477**	0.291**	0.255**	1.000**	0.285**	0.562**
Environmental Mastery	0.096*	-0.018	-0.196	0.086*	0.488**	0.405**	0.168*	0.285**	1.000**	0.511**

Autonomy	-0.174	-0.113	-0.399	-0.017	0.572**	0.375**	0.115*	0.562**	0.511**	1.000**
a. Correlation is significant at the 0.01 level (2-tailed).										
b. Correlation is significant at the 0.05 level (2-tailed).										

Discussion

The aim of the study was to study the role of emotions and psychological wellbeing in disturbed interpersonal relationships among emerging adulthood. This study examined the correlations between emotional regulation strategies (social modelling, perspective taking, soothing, enhancing positive affect) and psychological wellbeing (using Ryff's Scales) in relation to potentially disturbed interpersonal relationships in emerging adulthood. The findings provide preliminary support for the hypothesized relationships.

The descriptive analysis of psychological constructs in this study provides a robust overview of various variables within the sample population. The thorough examination of sample size, minimum and maximum values, mean, standard deviation, and variance offers valuable insights into the distribution, central tendency, and variability of responses. These insights are crucial for understanding the characteristics of each variable, comparing different constructs, and identifying areas of strength and improvement within the sample. Overall, this descriptive analysis serves as a solid foundation for informing interventions, program development, and further research aimed at enhancing well-being and addressing psychological concerns within the population.

The Table 2 shows This study examined the correlations between emotional regulation strategies (social modelling, perspective taking, soothing, enhancing positive affect) and psychological well-being (using Ryff's Scales) in relation to potentially disturbed interpersonal relationships in emerging adulthood. The findings provide preliminary support for the hypothesized relationship.

H1 states that there will be a significant relationship between emotions and disturbed interpersonal relationship. Social modelling and perspective taking showed positive correlations with most aspects of psychological well-being, suggesting that individuals who can effectively learn from others and consider different viewpoints might experience better emotional regulation in interpersonal interactions.

For instance, social modelling allows individuals to observe and adopt healthy communication skills and conflict resolution strategies from others. Perspective taking fosters empathy and understanding of a partner's feelings and motivations, which can be crucial for navigating disagreements and maintaining positive connections. Conversely, difficulties in social modelling and perspective taking could contribute to disturbed relationships. Individuals who struggle to learn from positive social interactions or consider viewpoints different from their own might misinterpret social cues, have difficulty communicating their needs effectively, or be more likely to engage in egocentric behaviour's during conflicts, all of which can strain interpersonal relationships.

H2 states that there will be significant relationship between psychological well-being and disturbed interpersonal relationships. This suggests that a general sense of well-being is multifaceted and interrelated. Lower scores on any of these dimensions could potentially contribute to or be a consequence of disturbed interpersonal relationships.

Self-acceptance: Difficulty accepting oneself might hinder forming and maintaining healthy relationships. Individuals with low self-acceptance may struggle to trust and rely on others, be more sensitive to criticism, or be less likely to assert their needs, all of which can make it difficult to build and maintain strong interpersonal bonds.

Purpose in life: A strong sense of purpose can provide direction, motivation, and resilience in the face of challenges. Individuals who lack a sense of purpose may feel lost or unfulfilled, which could negatively impact their motivation to invest in relationships. Additionally, a lack of purpose might be associated with negative emotions (e.g., boredom, hopelessness) that can strain interpersonal interactions.

Positive relations: Positive relationships are a fundamental source of support, validation, and happiness. Individuals who experience difficulties in forming and maintaining positive relationships may feel lonely, isolated, and lack a sense of belonging. These feelings of loneliness and isolation can exacerbate negative emotions and further hinder attempts to build strong social connections.

Personal growth: Personal growth refers to the ongoing process of developing new skills and knowledge. Individuals who are oriented towards personal growth may be more open to feedback, willing to change and adapt, and more likely to take responsibility for their actions in relationships. Conversely, a stagnant sense of self may lead to rigid behaviours and communication styles that can damage relationships.

Environmental mastery: Environmental mastery refers to the sense of competence and

control over one's environment. Individuals who feel confident in their ability to manage their surroundings are likely to feel more secure and assertive in relationships. Conversely, a lack of environmental mastery might lead to feelings of helplessness or dependence on others, which can create strain in interpersonal interactions.

Autonomy: Autonomy refers to the sense of independence and self-directedness. While a healthy sense of autonomy is important, an excessive focus on independence can be detrimental to relationships. Individuals who prioritize autonomy over connection may be unwilling to compromise or make sacrifices for the sake of the relationship.

CONCLUSION

The study's findings strongly support the relationship between emotional regulation, psychological well-being, and interpersonal dynamics among emerging adults. Positive correlations between emotional regulation strategies and dimensions of psychological well-being provide robust evidence for the research hypotheses. These results underscore the importance of emotional regulation in fostering general psychological health and healthier interpersonal connections. Moving forward, further research could explore the specific mechanisms through which emotional regulation impacts interpersonal relationships and develop interventions to enhance emotional regulation skills for improved well-being in this population.

In conclusion, the study sheds light on the complex interplay between emotional regulation, psychological well-being, and interpersonal connections in emerging adults. Future study may look more into the specific processes by which emotional regulation influences interpersonal dynamics, as well as investigate interventions aimed at improving emotional regulation abilities to promote healthier relationships and general well-being in this population.

LIMITATION

The study offers valuable insights into the interplay between emotional regulation, psychological well-being, and disturbed interpersonal relationships among emerging adults. However, several limitations warrant acknowledgment. These include reliance on self-report measures, a cross-sectional design limiting causal inference, a narrow focus on emerging adults, and a lack of consideration for negative emotional experiences. Addressing these limitations

through diverse methodologies and broader inclusion criteria would enrich understanding and inform more effective interventions for this demographic.

REFERENCES

- APA PsycNet. (n.d.). <https://psycnet.apa.org/record/2011-21724-002>
- Barrett, L. F. (2006). Are emotions natural kinds? *Perspectives on Psychological Science*, 1(1), 28–58. <https://doi.org/10.1111/j.1745-6916.2006.00003.x>
- Campbell, S., & Osborn, T. L. (2021). Adolescent psychopathology and psychological wellbeing: a network analysis approach. *BMC Psychiatry*, 21(1). <https://doi.org/10.1186/s12888-021-03331-x>
- 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>
- Etkin, A., Büchel, C., & Gross, J. J. (2015). The neural bases of emotion regulation. *Nature Reviews. Neuroscience*, 16(11), 693–700. <https://doi.org/10.1038/nrn4044>
- Lazarus, R. S. (2005). Emotions and Interpersonal Relationships: toward a Person-Centered conceptualization of Emotions and coping. *Journal of Personality*, 74(1), 9–46. <https://doi.org/10.1111/j.1467-6494.2005.00368.x>
- Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. (2015). Emotion and decision making. *Annual Review of Psychology*, 66(1), 799–823. <https://doi.org/10.1146/annurev-psych-010213-115043>
- Quay, H. C., Morse, W. C., & Cutler, R. L. (1966). Personality patterns of pupils in special classes for the emotionally disturbed. *Exceptional Children*, 32(5), 297–304. <https://doi.org/10.1177/001440296603200503>

Tyng, C. M., Amin, H. U., Saad, M. N. M., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in Psychology*, 8.

<https://doi.org/10.3389/fpsyg.2017.01454>

Van Kleef, G. A. (2009). How emotions regulate social life. *Current Directions in Psychological Science*, 18(3), 184–188. <https://doi.org/10.1111/j.1467-8721.2009.01633.x>