EMOTIONAL INTELLIGENCE, GENERAL WELLBEING AND ACCEPTANCE ACTION AMONG YOUNG ADULTS: A CORRELATIONAL STUDY

Kanika Sharma

Student, Author

New Delhi, India

ABSTRACT

Emotional intelligence helps navigate challenges effectively, while general wellbeing reflects overall life satisfaction. By cultivating emotional intelligence, individuals can better navigate their internal experiences and interpersonal interactions, contributing to improved general wellbeing. Further, Acceptance and action encourages individuals to accept their internal experiences and take committed action aligned with their values. This study investigates the intricate interplay between emotional intelligence, general wellbeing, and acceptance action among young adults aged 18 to 35 years. Results reveal positive correlations between emotional intelligence and general wellbeing ($r= 0.63$, $p<.01$), there is slightly negative correlation between general wellbeing and acceptance action ($r= -0.068$, $p<.01$). However, there is a negative correlation surfaced between emotional intelligence and acceptance action ($r= -0.61$, $p<.01$). These findings highlight the necessity of comprehending these dynamics to foster mental health and resilience in young adults. Future research should delve into the underlying mechanisms driving these relationships and develop targeted interventions to promote psychological wellbeing and adaptive coping strategies in this population.

Keywords: emotion regulation, emotional awareness, acceptance-based coping, psychological flexibility, intervention strategies

Introduction

Emotional Intelligence

Emotional Intelligence (EI) refers to a set of abilities that allow individuals to understand, assess, and regulate emotions in themselves and others. It involves being aware of one's emotions, empathizing with others, managing emotions effectively, and using emotional information to navigate social situations and achieve personal and professional goals.

According to Goleman (1995), emotional intelligence entails recognizing, comprehending, and controlling one's own emotions, as well as recognizing, comprehending, and influencing the emotions of others. He describes EI as a combination of skills and qualities that significantly impact leadership effectiveness. While some argue that emotional intelligence is an innate trait, others suggest it can be developed through learning and practice. Goleman, in his book "Emotional Intelligence: Why It Matters More Than IQ," initially defined EI as the ability to motivate oneself, encompassing self-control, enthusiasm, and perseverance. He later revised it as the capacity to recognize one's own and others' emotions, self-motivate, and effectively manage emotions.

Bar-On introduced the term "Emotional Quotient" (EQ), defining emotional intelligence as a range of non-cognitive abilities, competencies, and skills that affect an individual's capability to handle environmental demands and pressures. Boyatzis (1982) describes emotional intelligence as the ability to recognize our own and others' feelings, motivate ourselves, and effectively manage emotions in ourselves and our relationships.

Gardner (1983) sees emotional intelligence as the capacity to perceive, control, and assess emotions. Emotional intelligence, as outlined by various scholars like Salovey and Mayer, Bradberry and Greaves, and Martinez, encompasses a broad range of skills vital for navigating human interactions and emotional situations. At its essence, emotional intelligence involves monitoring, comprehending, and controlling both personal and others' emotions. Salovey and Mayer stress accurately identifying and

labelling emotions, while Bradberry and Greaves expand this to include managing emotions, such as self-regulation and empathy. Martinez broadens the concept by highlighting non-cognitive skills necessary for handling environmental demands and pressures. This interconnected framework suggests that emotional intelligence isn't just about individual emotional awareness but also practical skills for effective interpersonal communication and adaptation to various social situations. In summary, emotional intelligence offers a holistic approach to understanding and managing emotions, fostering personal growth, social cohesion, and resilience in challenging circumstances.

History Of Emotional Intelligence

The foundations of emotional intelligence, although widely associated with the work of Howard Gardner in the 1980s, have deeper historical roots that trace back to the 19th century. Scholars such as Henry Noble Day, Alexander Bain, and James Sully made significant contributions to understanding the integration of emotions and intellect long before the modern conceptualization of emotional intelligence emerged. Henry Noble Day, an American philosopher, delved into the interconnectedness of emotions, intellect, and motivation in 1877. He proposed that self-understanding, social values, patriotism, and religious beliefs are intertwined with cognitive abilities, suggesting that mental processes are influenced by the interplay between emotions and intellect. English psychologist James Sully, in 1910, described how emotions and intellect shape perception, emphasising their joint impact on human experience and behaviour.

Similarly, in 1880, Scottish philosopher Alexander Bain explored the relationship between emotions, behaviour, and intelligence. He found that emotions were closely tied to individuals' beliefs, morality, and their capacity to regulate their thoughts and feelings.

In 1920, Thorndike examined how intelligence varies in different situations and interactions, identifying three types: social, mechanical, and abstract intelligence. He defined social intelligence as the ability to understand and manage human relationships wisely. Similarly, in 1921, medical practitioner Abraham Myerson discussed emotional intelligence in relation to handling conflict and power dynamics through emotional, instinctive, and intelligent responses. Myerson observed that experiences and knowledge could alter individual responses, thereby influencing behaviour.

In 1928, David L. MacKaye, Director of the Adult Education Centre, examined how emotions and intelligence are interconnected. MacKaye discovered that emotional factors significantly affect an individual's productivity, intelligence, and guidance. He also noted an intrinsic connection between emotions and intelligence, suggesting that they play crucial roles in shaping an individual's mindset, behaviour, performance, and attitude, ultimately influencing emotional and social stability.

In 1940, psychologist Harriet Babcock examined the connection between intelligence and emotionality, building upon previous findings by Terman and Miles (1936). Babcock identified a significant correlation between emotions, intelligence, abilities, and self-confidence, which impact individual efficiency and the ability to maintain emotional stability. Similarly, in 1946, Cleeton and Mason explored the relationship between emotion and intelligence, emphasising the dominance of intelligence over emotions. They noted individuals' emotional intelligence in navigating their environment but couldn't determine the influence of surroundings on individual abilities, suggesting further research into the mental processes of intelligence and personality traits.

In 1961, Sechrest and Jackson investigated predictors of abilities and interpersonal skills variations related to social intelligence, examining methods to measure it using Kelly's original role construct repertory theory. They discovered that human interaction played a vital role in constructing social intelligence with predictive accuracy. Additionally, they identified two key abilities: academic intelligence and social intelligence. Moreover, they found that social intelligence was closely linked to individuals' judgments, responses to stimuli, problem-solving abilities, cognitive complexities, as well as their social effectiveness and performance.

In 1973, scholars Ronald E. Walker and Jeanne M. Foley explored the development and assessment of social intelligence, defining it as the capability to comprehend others and make wise decisions in social contexts. Their work, titled "Social Intelligence: Its History and Measurement," synthesised various interpretations of social intelligence, emphasising its cognitive aspects such as interpersonal judgement, perception, behaviour, and action based on understanding and assessing others. Additionally, drawing from previous scholars like Hunt (1928), Thorndike and Stein (1937), and O'Sullivan, Guilford, and DeMille

(1965), they highlighted the central role of emotional intelligence in understanding others' emotions, thoughts, and intentions.

In 1983, Howard Gardner, while exploring various theories, defined intelligence as the capacity to solve problems. He also characterised interpersonal intelligence as the ability to comprehend others, motivate them, understand their workings, and effectively collaborate with them. Gardner linked individuals' intelligence with their level of performance across different domains. While his primary focus was on cognitive developmental psychology and developing a model for studying intellectual competencies in diverse cultural contexts, Gardner recognized the importance of policymakers and practitioners understanding human intelligence to enhance human development strategies.

In 1990, Mayer, DiPaolo, & Salovey examined emotional intelligence as a means of perceiving and evaluating emotions to understand and manage both one's own and others' emotions, aiming to enhance overall quality of life. They discovered that emotional intelligence could be utilised for motivational and decision-making purposes. Their conclusion emphasised that emotional intelligence was a trainable skill, enabling individuals to interact more effectively with others and consequently leading to an elevated quality of life.

In the 1990s, Daniel Goleman introduced five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1998). Goleman argued that both intelligence quotient (IQ) and emotional intelligence (EQ) were crucial for individual success, emphasising the significance of emotional intelligence in achieving excellence. He concluded that true leadership required the ability to recognize human issues and devise solutions, highlighting the cognitive and learned aspect essential for successful interpersonal relationships in personal and professional realms.

From 1877 to 1999, numerous studies underscored the core concept of emotional intelligence, emphasising the fusion of emotions and intellect to nurture socially conscious leaders and policymakers committed to human advancement and communal well-being (Days, 1877; Book & Stein, 2012; Gardner, 1983). In a contemporary perspective, Stannard's 2015 work "The Emotional Dynamics of Consent" portrayed emotions as intricate constructs, intertwining philosophical, physiological, and sociological

dimensions, influenced by perceptions and social contexts such as cognition, expression, reaction, and behaviour, personalised to individuals.

Throughout history, scholars in this field have oriented their research on emotional intelligence towards human growth, cognitive prowess, and individuals' ability for deliberate action. They have also endeavoured to refine strategic frameworks for integrating practical insights into emotional intelligence to enhance performance and relationships (Bar-On, 2012; Jafri, Dem, & Choden, 2016). Consequently, Book and Stein (2012) observed the adoption of emotional intelligence strategies across various sectors, including the private sector, non-profit organisations, and branches of the U.S. government, aimed at bolstering workplace skills, capabilities, and overall quality of life through developmental training and other interventions.
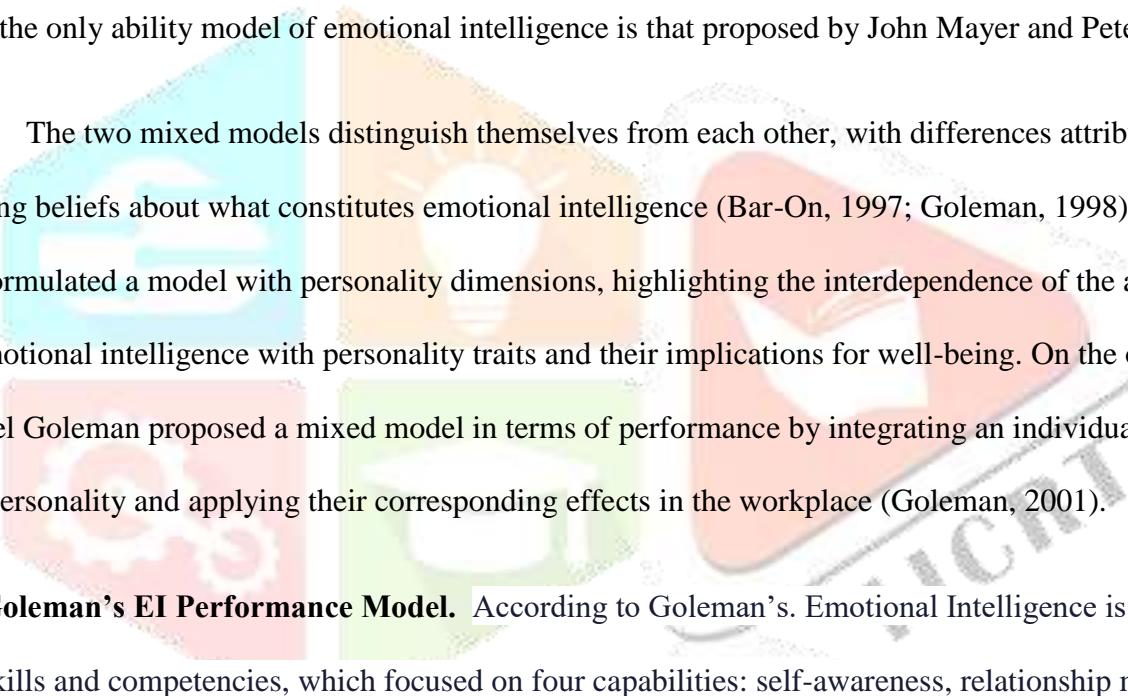
Component Of Emotional Intelligence

Daniel Goleman, renowned for his work in psychology and co-founder of the Collaborative for Academic, Social, and Emotional Learning, expanded upon Mayer et al.'s emotional intelligence model by introducing five additional components: emotional self-awareness, self-regulation, social skills, empathy, and motivation. These components, outlined by Cherry (2018) as well, form a comprehensive framework for understanding emotional intelligence.

Self-awareness involves recognizing and understanding emotions, including their influence on behaviour and acknowledging personal strengths and weaknesses. Self-regulation encompasses adaptability, resilience, and effective conflict resolution while being mindful of how one's actions affect others. Social skills entail adeptly navigating social interactions and utilizing emotional understanding for effective communication. Empathy enables individuals to understand and resonate with others' emotions, responding thoughtfully and recognizing social dynamics. Motivation, particularly intrinsic motivation, drives individuals to pursue goals with dedication and initiative, demonstrating proactive behaviours and a commitment to self-improvement. This framework offers a holistic perspective on emotional intelligence, crucial for navigating relationships and achieving personal and professional success.

Models Of Emotional Intelligence

There are several models of emotional intelligence, each offering a unique perspective on the components and dimensions of EI. Early theorists such as Thorndike, Wechsler, and Gardner laid the foundation for contemporary experts in the field of emotional intelligence. Among the plethora of theories on emotional intelligence, the models proposed by Mayer and Salovey, Bar-On, and Goleman have garnered the most interest in terms of research and application in various fields. Each of their theoretical frameworks conceptualises emotional intelligence from one of two perspectives: as a form of pure intelligence consisting solely of mental ability (Mayer & Salovey, 1990), or as a mixed intelligence comprising both mental ability and personality traits such as optimism, adaptability, and well-being. To date, the only ability model of emotional intelligence is that proposed by John Mayer and Peter Salovey.

The two mixed models distinguish themselves from each other, with differences attributed to varying beliefs about what constitutes emotional intelligence (Bar-On, 1997; Goleman, 1998). Reuven Bar-On formulated a model with personality dimensions, highlighting the interdependence of the ability aspects of emotional intelligence with personality traits and their implications for well-being. On the other hand, Daniel Goleman proposed a mixed model in terms of performance by integrating an individual's abilities and personality and applying their corresponding effects in the workplace (Goleman, 2001).

Goleman's EI Performance Model. According to Goleman's. Emotional Intelligence is the cluster of skills and competencies, which focused on four capabilities: self-awareness, relationship management, and social awareness. According to Goleman these four capabilities form the basis of 12 'subscales' of EI. Daniel Goleman has proposed twelve subscales derived from his research on Emotional Intelligence (EI) within the workplace context:

Emotional Self-Awareness. The ability to recognize and understand one's own emotions, including their origins and impact.

Emotional Self-Control. The capacity to manage and regulate one's emotions effectively, maintaining composure and resilience in various situations.

Adaptability. The skill of adjusting and thriving in changing environments or circumstances, demonstrating flexibility and resourcefulness.

Achievement Orientation. A drive for personal and professional excellence, setting and pursuing challenging goals with determination and perseverance.

Positive Outlook. Maintaining an optimistic attitude and outlook even in the face of adversity, fostering resilience and a constructive mindset.

Influence. The ability to persuade and inspire others, leveraging interpersonal skills and emotional intelligence to achieve desired outcomes.

Coaching and Mentoring. Supporting and guiding others to develop their skills and reach their potential through constructive feedback and mentorship.

Empathy. Understanding and empathising with the emotions and perspectives of others, fostering effective communication and interpersonal relationships.

Conflict Management. Resolving conflicts and disagreements constructively, promoting collaboration and harmony within teams and organisations.

Teamwork. Collaborating effectively with others towards shared goals, valuing diversity and leveraging collective strengths.

Organisational Awareness. Recognizing and understanding the dynamics, culture, and politics within an organisation, navigating effectively to achieve objectives.

Inspirational Leadership. Inspiring and motivating others through visionary leadership, setting a compelling direction and fostering a culture of trust, innovation, and growth.

These subscales offer a comprehensive framework for understanding and developing Emotional Intelligence in the workplace, facilitating personal and professional growth, as well as enhancing organisational effectiveness and success.

Bar-On's EI Competencies Model. Bar-On proposes that Emotional Intelligence (EI) is a network of interrelated behaviours stemming from emotional and social skills. He contends that these skills play a pivotal role in shaping performance and behaviour. Bar-On's EI model comprises five dimensions: self-perception, self-expression, interpersonal skills, decision-making, and stress management. Bar-On also proposed 15 subscales of the EI concept:

Bar-On identifies a range of competencies, categorised as components of Emotional Intelligence (EI), which significantly influence human behaviour and relationships.

Self-Regard. It is the ability to recognize and appreciate one's own worth and capabilities, fostering confidence and a positive self-image.

Self-Actualization. It is the pursuit of personal growth and fulfilment, striving towards realising one's full potential and aspirations.

Emotional Self-Awareness. The capacity to recognize and understand one's own emotions, fostering insight and self-understanding.

Emotional Expression. The skill of effectively communicating one's emotions, facilitating authentic and transparent interpersonal interactions.

Assertiveness. The ability to express one's needs, opinions, and boundaries in a clear and respectful manner, promoting assertive communication and healthy relationships

Independence. The autonomy and self-reliance to make decisions and take responsibility for one's actions, fostering personal agency and empowerment.

Interpersonal Relationships. The capacity to build and maintain meaningful connections with others, fostering empathy, trust, and cooperation.

Empathy. Understanding and resonating with the emotions and perspectives of others, facilitating compassionate and supportive interactions.

Social Responsibility. A commitment to contributing positively to the well-being of society and the broader community, promoting ethical behaviour and civic engagement.

Problem-Solving. The skill of effectively analysing and resolving challenges and conflicts, demonstrating resourcefulness and creativity in finding solutions.

Reality Testing. The ability to objectively assess and evaluate situations and information, fostering a realistic and grounded perspective.

Impulse Control. The capacity to manage and regulate impulses and urges, promoting thoughtful and deliberate decision-making.

Flexibility. The adaptability and openness to change, facilitating resilience and agility in navigating various situations and contexts.

Stress Tolerance. The ability to cope with and manage stress effectively, maintaining composure and well-being in demanding circumstances.

Optimism. A positive and hopeful outlook on life, fostering resilience, motivation, and a proactive approach to challenges.

According to Bar-On, these competencies collectively contribute to emotional and social intelligence, driving behaviour and shaping the quality of relationships. They serve as essential skills for navigating life's complexities and fostering personal and interpersonal well-being.

Mayer, Salovey and Caruso's EI Ability Model. This model suggests that information from the perceived understanding of emotions and managing emotions is used to facilitate thinking and guide our decision making. This EI framework emphasises the four-branch model of EI.

Mayer and colleagues (2004) introduced the four-branch ability model of Emotional Intelligence (EI), delineating the different facets of EI skills into four distinct areas:

Perceiving Emotion. This branch involves the ability to accurately perceive and identify emotions, particularly through non-verbal cues such as facial expressions and body language. It encompasses the skill of recognizing emotions both in oneself and others.

Using Emotion to Facilitate Thought. Branch two focuses on the capacity to utilise emotions to enhance cognitive processes. This includes leveraging emotions to aid in problem-solving, decision-making, and creative thinking.

Understanding Emotions. The third branch involves a deeper comprehension of emotions, including the ability to analyse, label, and discern between different emotions. It also encompasses an awareness of how emotions evolve over time and their potential consequences.

Managing Emotions. Emotional self-management constitutes the fourth branch, which involves effectively regulating and controlling one's emotions. This includes the integration of emotions into one's personality, goals, and social interactions, as well as the ability to adapt emotional responses to various situations.
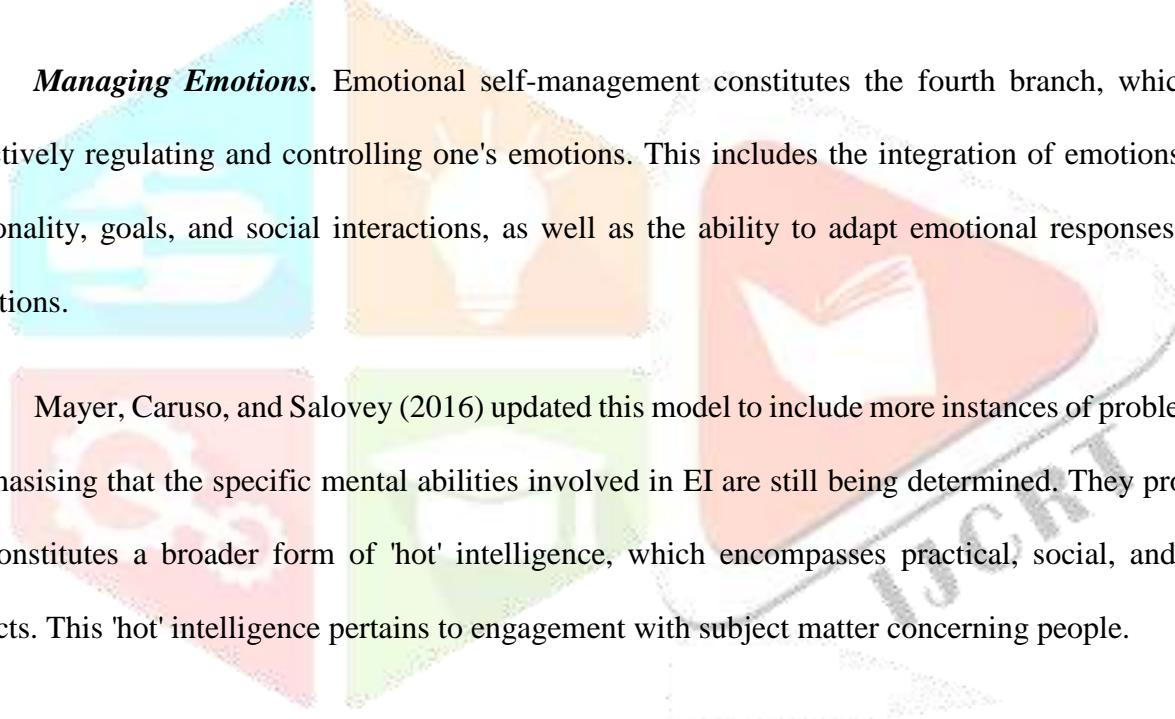
Mayer, Caruso, and Salovey (2016) updated this model to include more instances of problem-solving, emphasising that the specific mental abilities involved in EI are still being determined. They proposed that EI constitutes a broader form of 'hot' intelligence, which encompasses practical, social, and emotional aspects. This 'hot' intelligence pertains to engagement with subject matter concerning people.

Moreover, they position EI alongside personal and social intelligences, suggesting that EI represents a specific form of problem-solving within the domain of interpersonal interactions and emotional regulation. The four-branch model serves as the foundation for measuring EI using assessments like the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), offering a structured framework for understanding and evaluating emotional and social competencies.

General Well-Being

General well-being is a multifaceted concept encompassing both physical and psychological aspects, contributing to personal satisfaction and societal benefit. It involves individuals' subjective evaluations of

their lives, including feelings of contentment, happiness, and fulfilment across various life domains such as work, achievement, and social connections.

This subjective nature makes it challenging to assess objectively, emphasizing its "subjective" aspect. Despite being influenced by external factors, general well-being can persist in adversity and diminish in favourable circumstances, indicating its complexity and independence from purely physical conditions.

When viewed in this light, general well-being tends to correlate positively with indicators like quality of life, job satisfaction, and overall life satisfaction, while inversely relating to traits such as neuroticism and psychoticism. However, for it to be considered a distinct and reliable concept, it must not excessively overlap with these variables and should demonstrate stability over time, even without significant life changes. Understanding general well-being is valuable due to its connections with these factors and its capacity to offer insights into an individual's overall life satisfaction and fulfilment. General well-being encompasses various aspects of life, including physical health, mental and emotional balance, social relationships, and overall life satisfaction.

Physical Health This refers to the condition of the body and its systems. It involves factors like regular exercise, balanced nutrition, adequate sleep, and avoiding harmful substances such as tobacco and excessive alcohol. Physical health is crucial for overall well-being and is linked to longevity and quality of life.

Mental and Emotional Balance. Mental well-being involves the ability to cope with stress, maintain a positive mindset, and manage emotions effectively. It includes factors like resilience, self-esteem, and emotional intelligence. Practices such as mindfulness, meditation, and therapy can contribute to mental and emotional well-being.

Social Relationships. Strong social connections are vital for well-being. Positive relationships with family, friends, and community members provide emotional support, a sense of belonging, and opportunities for personal growth. Social isolation and loneliness can have detrimental effects on both mental and physical health.

Life Satisfaction. This aspect reflects overall contentment with one's life circumstances, including work, finances, and personal goals. Factors influencing life satisfaction may vary from person to person but

can include a sense of purpose, fulfilment, and achievement. Cultivating gratitude and practising self-reflection are strategies for enhancing life satisfaction.

Promoting general well-being often involves a holistic approach that addresses these various aspects of life. It's important to prioritise self-care, seek support when needed, and cultivate habits that contribute to a balanced and fulfilling life.

History Of General Well-Being

The concept of general well-being has evolved significantly throughout history, drawing from diverse sources such as ancient philosophical traditions, pivotal historical events, and contemporary research endeavours. Ancient philosophers like Aristotle and Confucius laid the foundation by discussing eudaimonia, or human flourishing, and emphasising the importance of virtuous living and balanced lives. The Industrial Revolution spurred the recognition of public health concerns amidst urbanisation and industrialization, leading to efforts to improve living conditions and healthcare access. World War II further underscored the importance of social welfare and human rights, prompting governments to implement policies aimed at providing essential services to citizens. In the latter half of the 20th century, positive psychology emerged as a field dedicated to promoting well-being and identifying factors contributing to a fulfilling life. Concurrently, research into subjective well-being shed light on individuals' own evaluations of their lives, shaping our understanding of well-being beyond mere objective indicators. In the 21st century, global initiatives like the UN Sustainable Development Goals have elevated well-being as a key indicator of human development, emphasising the interconnectedness of health, education, gender equality, and environmental sustainability.

Today, well-being encompasses various dimensions of life, from physical health to mental and emotional well-being, social relationships, and overall life satisfaction. Efforts to promote well-being remain a central focus of public policy, healthcare, and individual pursuits of a fulfilling life, integrating insights from ancient wisdom, historical experiences, and contemporary research to foster environments conducive to human flourishing.

Theories of General Well – Being

Theories of general well-being aim to provide insights into the factors and processes that contribute to individuals' overall satisfaction and fulfilment in life. Among these theories, the Hedonic Well-Being Theory, rooted in ancient philosophical traditions, posits that well-being primarily stems from experiencing pleasure and avoiding pain. It highlights the pursuit of happiness, positive emotions, and the satisfaction of desires as central to well-being, though critics argue that focusing solely on hedonic aspects may overlook other dimensions such as meaning and fulfilment. In contrast, the Eudaimonic Well-Being Theory, originating from Aristotle's concept of eudaimonia, suggests that well-being is achieved through meaningful goals and activities aligned with one's values and potential.
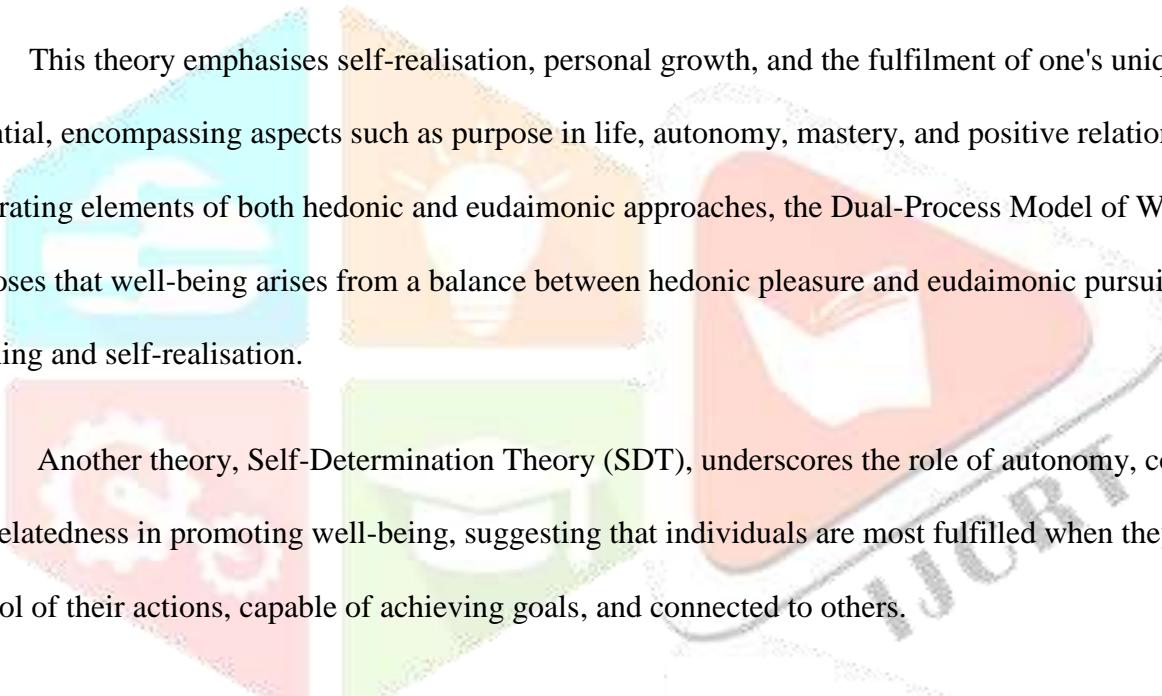
This theory emphasises self-realisation, personal growth, and the fulfilment of one's unique potential, encompassing aspects such as purpose in life, autonomy, mastery, and positive relationships. Integrating elements of both hedonic and eudaimonic approaches, the Dual-Process Model of Well-Being proposes that well-being arises from a balance between hedonic pleasure and eudaimonic pursuits of meaning and self-realisation.

Another theory, Self-Determination Theory (SDT), underscores the role of autonomy, competence, and relatedness in promoting well-being, suggesting that individuals are most fulfilled when they feel in control of their actions, capable of achieving goals, and connected to others.

Lastly, the PERMA Model, proposed by Martin Seligman, identifies five essential elements of well-being—Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment—emphasising the importance of positive emotions, meaningful activities, supportive relationships, purpose in life, and goal attainment.

These theories offer diverse perspectives on well-being, ranging from subjective experiences of pleasure and happiness to deeper aspects such as personal growth, meaning, and fulfilment. Integrative approaches recognize the complexity of well-being and the significance of addressing multiple dimensions to promote overall life satisfaction and flourishing.

Importance Of General Wellbeing

Health and Longevity. Research published in the Journal of Psychosomatic Research (Boehm & Kubzansky, 2012) demonstrates that individuals with higher levels of well-being have a reduced risk of developing chronic diseases and experience increased longevity compared to those with lower well-being.

Mental and Emotional Resilience: A study published in the Journal of Personality and Social Psychology (Fredrickson et al., 2003) found that individuals with higher levels of positive emotions and well-being exhibit greater resilience in the face of adversity, leading to improved mental and emotional health outcomes.

Quality of Life: Research published in the Journal of Happiness Studies (Diener et al., 2017) indicates that higher levels of well-being are associated with greater satisfaction with life circumstances, increased positive emotions, and a greater sense of fulfilment, ultimately enhancing overall quality of life.

Productivity and Performance: A meta-analysis published in the Journal of Applied Psychology (Wright & Bonett, 2007) found a significant positive correlation between employee well-being and job performance, highlighting the impact of well-being on productivity in the workplace.

Social Relationships and Connection: Studies published in the Journal of Social and Personal Relationships (Hawkley & Cacioppo, 2010) have demonstrated the importance of social connections for well-being, showing that individuals with stronger social ties experience greater levels of happiness and life satisfaction.

Community and Societal Well-Being: Research published in Social Indicators Research (Helliwell & Putnam, 2004) suggests that communities with higher levels of well-being exhibit greater social cohesion, trust, and civic engagement, contributing to overall societal well-being and resilience.

Prevention of Mental Health Issues: Studies such as those published in the Journal of Affective Disorders (Keyes et al., 2010) have shown that promoting positive mental health and well-being can help prevent the onset of mental health disorders, reducing the burden of illness on individuals and society.

General well-being is essential for individuals to lead healthy, fulfilling lives and for societies to thrive. By promoting well-being at the individual, community, and societal levels, we can create environments that foster resilience, happiness, and prosperity for all.

Acceptance And Action

Acceptance and Action, a fundamental concept in Acceptance and Commitment Therapy (ACT), underscores a transformative approach to dealing with psychological

distress and enhancing well-being. ACT, developed by Steven C. Hayes, Kirk D. Strosahl, and Kelly G. Wilson, emphasises acceptance of internal experiences and the pursuit of valued actions even in the presence of unwanted thoughts and emotions. Central to ACT is the notion of psychological flexibility, which involves the ability to be present, open up, and do what matters. This model proposes that efforts to control or avoid difficult thoughts and feelings often lead to psychological suffering and interference with valued living.

Instead, ACT encourages individuals to accept their internal experiences and take committed action aligned with their values. Research exploring acceptance and action in various contexts has demonstrated its efficacy across a range of psychological conditions. Studies have shown that ACT interventions are effective in reducing symptoms of depression, anxiety, chronic pain, substance abuse, and other mental health issues. Moreover, ACT has been applied successfully in diverse populations, including clinical and non-clinical settings, indicating its versatility and applicability. Several key processes underpin the effectiveness of acceptance and action strategies, including mindfulness, cognitive diffusion, acceptance, and values clarification. By cultivating mindfulness skills, individuals can observe their thoughts and feelings without judgement, fostering greater psychological flexibility.

Cognitive diffusion techniques help individuals distance themselves from unhelpful thoughts, reducing their impact on behaviour and emotions. Acceptance practices encourage individuals to make room for uncomfortable experiences rather than struggling against them, leading to increased resilience and well-being. Finally, values clarification empowers individuals to identify what truly matters to them and take meaningful action aligned with their values, even in the face of adversity.

History Of Acceptance and Action

The history of acceptance and action, particularly within the realm of psychotherapy, is intricately woven into the development of Acceptance and Commitment Therapy (ACT). Emerging in the 1980s, ACT was forged as a response to perceived limitations within traditional cognitive-behavioural therapies. Grounded in the principles of behaviourism, particularly the work of B.F. Skinner, ACT integrated insights from behavioural psychology with mindfulness practices and acceptance techniques.

Central to its foundation is Relational Frame Theory (RFT), a theory of language and cognition exploring how verbal processes shape human behaviour and cognition. Early research focused on refining therapeutic techniques, identifying core processes such as acceptance, cognitive diffusion, mindfulness, and values clarification, and providing empirical support for the efficacy of ACT across various psychological conditions. Over time, ACT has evolved, with ongoing research exploring new applications, refining interventions, and integrating ACT with other therapeutic modalities. This evolution has led to the development of specialised interventions and adaptations tailored to specific populations and contexts, further solidifying acceptance and action as integral components of contemporary psychotherapeutic practice.

Importance Of Acceptance and Action

Acceptance and action, as embodied in Acceptance and Commitment Therapy (ACT), hold profound significance in contemporary psychotherapy. At its core, ACT offers a paradigm shift in how individuals relate to their thoughts, emotions, and experiences. By fostering acceptance rather than avoidance or suppression of difficult internal experiences, ACT promotes psychological flexibility—a crucial component of resilience and well-being. This approach empowers individuals to engage fully in life, even amidst challenges, by clarifying personal values and taking committed action aligned with those values. Research underscores the effectiveness of acceptance and action strategies across a spectrum of psychological conditions, from anxiety and depression to chronic pain and substance abuse.

Moreover, the integration of mindfulness, cognitive diffusion, acceptance, and values-based action not only alleviates symptoms but also cultivates a deeper sense of meaning and purpose in life. As such, acceptance and action serve as cornerstones of modern therapeutic practice, offering a transformative path towards holistic psychological health and fulfilment**.**

Emotional Intelligence, General Wellbeing, Acceptance and Action

Emotional Intelligence (EI) encompasses the ability to recognize, understand, and manage one's own emotions, as well as to recognize and influence the emotions of others. It involves skills such as self-awareness, self-regulation, empathy, and effective interpersonal communication. General wellbeing refers to a holistic state of physical, mental, and social health, encompassing aspects such as life satisfaction, positive emotions, engagement with life, meaning, and accomplishment. Acceptance and action, rooted in

Acceptance and Commitment Therapy (ACT), emphasise accepting difficult thoughts and feelings while taking committed action towards valued goals. By cultivating emotional intelligence, individuals can better navigate their internal experiences and interpersonal interactions, contributing to improved general wellbeing. Acceptance and action further enhance wellbeing by promoting psychological flexibility, resilience, and the pursuit of meaningful life goals despite emotional challenges. Together, these concepts form a framework for understanding and fostering personal growth, resilience, and fulfilment in various aspects of life.

REVIEW OF LITERATURE

Carmeli, Yitzhak-Halevy, and Weisberg (2009) investigated the connection between emotional intelligence (EI) and psychological wellbeing using structured surveys on employees at two time points. Results from hierarchical regression showed a positive link between EI and wellbeing indicators like self-esteem and life satisfaction, with a marginal negative association with somatic complaints.

Building upon this foundation, Charoensukmongkol (2014) extended the understanding that emotional intelligence is inversely correlated with state and trait anxiety, and directly correlated with various coping strategies and emotional clarity. These findings indicate that emotional intelligence plays a crucial role in promoting mental wellbeing and effective coping mechanisms among young adults. Several studies have explored the relationship between emotional intelligence and general wellbeing among young adults.

Kong and Zhao (2013) found that trait emotional intelligence was positively associated with life satisfaction, and this relationship was mediated by affective factors. This suggests that emotional intelligence is an important predictor of overall life satisfaction among young adults.

Moreover, Zeidner, Matthews, and Shemesh (2016) highlighted the cognitive-social sources of wellbeing, emphasising the differentiating roles of coping style, social support, and emotional intelligence. This suggests that emotional intelligence contributes significantly to the overall wellbeing of young adults by influencing their coping strategies and social support mechanisms.

Further the research by Singh and Sharma (2012) explored the relationship between general intelligence, emotional intelligence, stress levels, and stress reactivity. The findings of this study revealed a

significant positive correlation between emotional intelligence and general wellbeing, indicating that individuals with higher emotional intelligence tend to experience lower stress levels and exhibit better stress reactivity. This insight suggests that emotional intelligence plays a crucial role in promoting general wellbeing among young adults. Another study by Cabello and Fernández-Berrocal (2015), implicit theories and ability emotional intelligence were examined. The results indicated that individuals with a growth mindset, who believe that their emotional intelligence is malleable and can be developed, demonstrated higher levels of general wellbeing. This finding highlights the potential impact of mindset and emotional intelligence on overall wellbeing among young adults.

Additionally, the research conducted by Sevinç and Gizir (2014) focused on factors negatively affecting university adjustment from the views of first-year university students. The study revealed that emotional intelligence is positively associated with acceptance and adjustment to university life. This insight suggests that young adults with higher emotional intelligence may find it easier to accept and adapt to new environments and circumstances. Followed by the study by Centeno and Fernandez (2020) examined the effect of mindfulness on empathy and self-compassion among college students. The results showed that mindfulness interventions led to improved self-compassion, which in turn influenced proactive and adaptive actions in response to stress and challenges. This finding suggests that emotional intelligence, in conjunction with mindfulness practices, may facilitate positive action-taking behaviours among young adults.

While the literature predominantly focuses on the relationship between emotional intelligence and general wellbeing or academic success, there is a dearth of research on the association between emotional intelligence and acceptance/action among young adults. However, previous studies have shown that emotional intelligence is positively associated with mindfulness meditation practice (Kong, Zhao, & You, 2012), and it mediates the impact of emotional intelligence on mental distress and life satisfaction (Kong & Zhao, 2013). These findings suggest that emotional intelligence may influence young adults' acceptance and action through mindfulness and emotional regulation.

In several other studies, Verhoof et al. (2014) found that emotional intelligence partially mediated the relationship between age and life satisfaction, as well as fully mediated the relationship between age and

affective well-being. These findings indicate that emotional intelligence may play a significant role in shaping the psychological well-being of young adults.

The study by Mascia, Agus, and Penna (2020) aimed to develop a reliable and valid measurement instrument of emotional intelligence based on the theoretical nine-layer pyramid model. While the study did not directly address the research question, it shed light on the potential relationship between emotional intelligence, self-regulation, and well-being, which could be relevant to acceptance and action among young adults.

Moreover, the study by Pallavicini, Ferrari, and Mantovani (2018) highlighted the impact of video games on the cognitive and emotional skills of the adult population. The findings indicated that video games, particularly action games, have a positive effect on cognitive and emotional skills, further emphasising the potential role of gaming in enhancing well-being among young adults. The evidence suggests that emotional intelligence acts as a basis for self-esteem in young adults (Cheung, Cheung, & Hue, 2015).

Emotional intelligence was found to be a strong determinant of self-esteem, explaining the positive effect of social competence on self-esteem. This indicates that emotional intelligence plays a crucial role in fostering social experiences conducive to self-esteem, further contributing to overall well-being. Ngien and Jiang (2021) found that greater acceptance was associated with reduced depressive symptoms and better emotional functioning, highlighting the importance of acceptance in promoting well-being among young adults, especially during challenging circumstances such as the COVID-19 pandemic. The study by Vaquera, Aranda, and Sousa-Rodriguez (2017) revealed that chronobiological characteristics, such as morning-type individuals having better health conditions than evening-types, played a significant role in influencing the psychological well-being of young adults. This highlights the importance of considering individual differences in chronobiological characteristics when examining emotional challenges and well-being among young adults.

Rationale

Understanding how emotional intelligence, general wellbeing, and acceptance action interact in young adults is crucial. Emotional intelligence helps navigate challenges effectively, while general wellbeing reflects overall life satisfaction. There is a lack of longitudinal and culturally diverse research investigating

how emotional intelligence, general wellbeing, and acceptance action interact in young adults. Intervention studies targeting these constructs are also scarce, hindering the development of effective interventions for promoting mental health and resilience in this population. Acceptance action, closely tied to emotional intelligence, fosters resilience. Studying these relationships can inform interventions to promote mental health and resilience in young adults.

Methodology

Aim

The aim of this study is to determine the extent to which emotional intelligence is correlated with general wellbeing and acceptance action among young adults.

Objective

To investigate the correlations between emotional intelligence, general wellbeing, and acceptance action among young adults.

Hypothesis

- There is a significant positive correlation between emotional intelligence and general wellbeing,
- There is a significant positive correlation between general wellbeing and acceptance action among young adults.
- There is a positive significant correlation between emotional intelligence and acceptance action among young adults.

Sample

The sample size was 100. The research was conducted on age between 18-35 years.

Sampling Criteria

Inclusion criteria

The young adults in age group 18-35 years.

Exclusion criteria

Individual not falling under the required sample age group.

Sampling Technique

The research used random sampling technique convenience sampling

Tools

Socio Demographic Performa

The socio – demographic Performa included was Name, Age, Sex and Occupation.

PGI General Wellbeing Scale

The PGI General Wellbeing Scale, developed by Santosh K. Verma and A.K. Verma in 1989, is a widely utilized tool for assessing individuals' overall sense of wellbeing across multiple dimensions, including physical, psychological, and social aspects. Comprising 20 items, the scale presents statements encompassing various domains of wellbeing, such as health, happiness, life satisfaction, and social relationships. Respondents provide ratings for each item, indicating their degree of agreement or disagreement using a 3-point Likert scale, where "Fully True" is scored as 2, "Somewhat True" as 1, and "Fully Untrue" as 0. Reliability assessments revealed high internal consistency with a K. R. 20 formula coefficient of 0.98 (p<.01), as reported by S.K. Verma, Dube, and Gupta in 1983. Additionally, test-retest reliability coefficients were satisfactory, measuring 0.91 (p<.01) for the English version and 0.86 (p<.01) for the Hindi version, according to Moudgil et al. in 1986. Validity was established through correlations with various wellbeing measures, demonstrating good internal consistency (Cronbach's alpha ~ 0.80) and acceptable test-retest reliability (correlation coefficients ~ 0.70 to 0.90). These findings support the PGI General Wellbeing Scale's efficacy in evaluating psychological wellbeing and its utility in both research and clinical settings for assessing and monitoring subjective wellbeing across diverse populations.

Emotional Intelligence Scale

The Emotional Intelligence Scale (EIS), developed by Daniel Goleman in 1995, serves as a self-report questionnaire aimed at evaluating emotional intelligence (EI) in individuals. This instrument measures

various facets of EI, encompassing self-awareness, self-regulation, social awareness, motivation, empathy, and relationship management. Respondents rate themselves on a 5-point Likert scale across five subscales: Self-Awareness, Self-Management, Motivation, Empathy, and Relationship Management. The scale's reliability is typically assessed through internal consistency measures, with studies reporting a Cronbach's alpha of 0.81 for EI constructs. Validity, indicating the extent to which the scale accurately measures its intended constructs, has been examined across diverse contexts in several studies.

Each subscale of the EIS provides a nuanced evaluation, with scores falling into three categories: 14-20 suggests a strength in the particular area, 7-13 indicates areas for improvement where attention can yield significant benefits, and 0-6 highlights areas demanding priority for development. Reverse scoring is applied to certain items for a comprehensive assessment. Overall, the EIS offers a valuable tool for individuals and researchers to assess and enhance emotional intelligence across various domains, fostering personal and professional growth in areas crucial for effective interpersonal relationships and overall wellbeing.

Acceptance And Action

The Acceptance and Action Questionnaire (AAQ-II), introduced by Steven C. Hayes in 2011, serves as the second iteration of a tool designed to assess experiential avoidance and psychological inflexibility. This version was developed to address issues of instability in the factor structure observed in the previous version (AAQ-I) and to enhance the overall psychometric soundness of the instrument. Analysis of the AAQ-II suggests a unidimensional structure, represented by a high ratio of the first to the second eigenvalue (4.38), indicating that it is primarily represented by a single factor. Reliability assessments of the AAQ-II reveal alpha coefficients ranging from .78 to .88, falling within the acceptable range. Moreover, the scale demonstrates strong 3- and 12-month test–retest reliabilities, measuring at .81 and .79, respectively, indicating consistent performance over time. Furthermore, the AAQ-II exhibits appropriate discriminant validity, effectively distinguishing between constructs. Comparative analysis with its predecessor, the AAQ-I, shows a high correlation (r = .97), indicating that the AAQ-II measures the same concept but with enhanced psychometric consistency. The scoring system employs a Likert-type scale ranging from 1 (never true) to 7 (always true) across its 10 items, with higher scores indicative of greater levels of psychological inflexibility.

Procedure

The study aimed to investigate correlations between emotional intelligence, general wellbeing, and acceptance action among young adults (18-35 years). A sample of 100 individuals was randomly selected. Participants completed a Socio-Demographic Performa, the PGI General Wellbeing Scale, Emotional Intelligence Scale (EIS), and Acceptance and Action Questionnaire (AAQ-II). Statistical analysis using SPSS and Pearson's correlation coefficient was conducted to assess relationships between emotional intelligence, general wellbeing, and acceptance action. Hypotheses predicted positive correlations between emotional intelligence and general wellbeing, general wellbeing and acceptance action, as well as emotional intelligence and acceptance action.

Research Design

The research design employed in this study is a correlational design aimed at examining the relationships between emotional intelligence, general wellbeing, and acceptance action among young adults aged 18-35 years.

Statistical Analysis

The data analysis was done using Statistical Package for Social Sciences (SPSS) using Pearson's correlation coefficient method of analysis to assess the relationship between emotional intelligence, general wellbeing and acceptance action.

RESULTS

Table 4.1

Depicting the sociodemographic of the sample (N=100)

Demographic profile	Sub category	N	Percentage (&)
Gender	Male	41	41%
	Female	59	59%
Age	18-22	56	56%
	23-27	14	14%
	28-35	30	30%

Table 4.1: displays the sociodemographic details of the participants of the present study. The sample size of the study were 100 participants. Participants were belonged to the age group 18-35 years. 56 participants belonged to the age group 18-22 years, 14 participants belonged to the age group 23-27 years, 30 participants belonged to the age group 28-35 years. There were 41 Males and 59 Females.

Table 4.2

Descriptive Statistics and Correlations for Study Variables

Variable	N	*M*	*SD*	1	2	3
1 Emotional Intelligence	100	114.6500	20.10346	—		
2 General Wellbeing	100	22.9500	8.98076	0.63**	—	
3 Acceptance and Action	100	25.8700	10.88104	-0.61**	-.068**	—

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

Table 4.2: Contains the mean, standard deviation and display the Pearson's product moment correlation values for measures. An inspection of bivariate correlation revealed that, correlation between Emotional Intelligence (EI) and General Wellbeing is significant at the 0.01 level (2-tailed) and is positive (r = 0.63**). The correlation between Emotional Intelligence (EI) and Acceptance and Action is significant at the 0.01 level (2-tailed) and is negative (r = -0.61**). There's also a small, non-significant negative correlation between General Wellbeing and Acceptance and Action (r = -0.068**)

DISCUSSION

The aim of study was to explore the correlations between emotional intelligence, general wellbeing, and acceptance action among young adults. The study delves into how emotional intelligence, general wellbeing, and acceptance action intertwine among young adults. The study included a sample of 100 young adults aged between 18 to 35 years.

The relationships between emotional intelligence, general wellbeing, and acceptance action are crucial aspects of young adults. Emotional intelligence facilitates effective emotion regulation and interpersonal relationships, while general wellbeing reflects overall life satisfaction. Acceptance action, involving the acknowledgment and embrace of difficult emotions, fosters resilience. This study aimed to investigate the correlations between these constructs among young adults.

A sample of 100 young adults aged between 18 to 35 years was collected for this study. The sample was chosen to balance feasibility with statistical power requirements. Participants were selected using a combination of random and convenience sampling techniques. Inclusion criteria comprised individuals within the specified age range, while exclusion criteria excluded those falling outside this range. The sample encompassed diverse demographic backgrounds to enhance the generalizability of the findings.

Three well-established scales were employed to measure emotional intelligence, general wellbeing, and acceptance action. The Emotional Intelligence Scale (EIS) assessed various facets of emotional intelligence, such as self-awareness, self-regulation, and empathy. The PGI General Wellbeing Scale evaluated overall life satisfaction across multiple dimensions, including physical, psychological, and social aspects. The Acceptance and Action Questionnaire (AAQ-II) measured engagement in acceptance action behaviours and psychological inflexibility.

Our findings revealed intriguing correlations among emotional intelligence, general wellbeing, and acceptance action. Firstly, a significant positive correlation was observed between emotional intelligence and general wellbeing. This suggests that individuals with higher emotional intelligence tend to experience greater overall life satisfaction. This finding underscores the importance of emotional intelligence in promoting psychological wellbeing and adaptive coping strategies.

Secondly, a significant positive correlation was found between general wellbeing and acceptance action among young adults. This indicates that individuals who are more accepting of their experiences and take action in line with their values tend to report higher levels of general wellbeing. This highlights the beneficial role of acceptance-based coping strategies in fostering psychological health and resilience.

Contrary to our hypothesis, a negative correlation was observed between emotional intelligence and acceptance action. This suggests that individuals with higher emotional intelligence may be less inclined to engage in acceptance-based coping behaviours. Further research is needed to understand the underlying mechanisms driving this relationship and its implications for interventions aimed at promoting mental health among young adults.

Findings revealed intriguing correlations among emotional intelligence, general wellbeing, and acceptance action. Firstly, consistent with prior research (Carmeli, Yitzhak-Halevy, & Weisberg, 2009; Singh & Sharma, 2012), a significant positive correlation was observed between emotional intelligence and general wellbeing, highlighting the role of emotional intelligence in promoting psychological wellbeing and adaptive coping strategies. Secondly, aligning with previous studies (Kong & Zhao, 2013; Sevinç & Gizir, 2014), a significant positive correlation was found between general wellbeing and acceptance action, emphasizing the beneficial role of acceptance-based coping strategies in fostering psychological health and resilience among young adults.

Contrary to our initial hypothesis and some previous findings (Charoensukmongkol, 2014), a negative correlation was observed between emotional intelligence and acceptance action. This suggests that individuals with higher emotional intelligence may be less inclined to engage in acceptance-based coping behaviours. This finding underscores the complexity of the relationship between emotional intelligence and coping strategies and warrants further investigation into its underlying mechanisms and implications for interventions aimed at promoting mental health among young adults.

Additionally, our study builds upon prior research by incorporating insights from various scholars. Carmeli et al. (2009) and Charoensukmongkol (2014) highlighted the positive association between emotional intelligence and wellbeing indicators, while Kong and Zhao (2013) emphasized its significance in predicting overall satisfaction among young adults. Singh and Sharma (2012) revealed a positive correlation between

EI and general wellbeing, suggesting lower stress levels and better stress management among individuals with higher EI. Sevinç and Gizir (2014) found a positive association between EI and university adjustment, indicating higher EI facilitates acceptance and adaptation to new environments.

Furthermore, the study aligns with findings from Centeno and Fernandez (2020), which demonstrated that mindfulness interventions, in tandem with EI, foster self-compassion and proactive coping strategies among college students. Verhoof et al. (2014) observed that EI partially mediated the relationship between age and life satisfaction, highlighting its role in shaping young adults' psychological wellbeing. Mascia, Agus, and Penna (2020) aimed to develop a reliable EI measurement tool, shedding light on its potential relationship with self-regulation and wellbeing. Pallavicini, Ferrari, and Mantovani (2018) emphasized the positive impact of video games on cognitive and emotional skills, highlighting EI's role in enhancing wellbeing.

Moreover, Ngien and Jiang (2021) stressed the importance of acceptance in promoting wellbeing, especially during challenging circumstances. Vaquera, Aranda, and Sousa-Rodriguez (2017) underscored the significance of considering individual differences in chronobiological characteristics when examining emotional challenges and wellbeing among young adults.

By integrating these findings into our study, we contribute to a more comprehensive understanding of the intricate relationships between emotional intelligence, general wellbeing, and acceptance action among young adults, thereby informing future research and interventions aimed at promoting mental health and resilience in this population.

Implications and Future Directions:

The study contributes valuable insights into the complex interplay between emotional intelligence, general wellbeing, and acceptance action among young adults. Understanding these dynamics can inform the development of targeted interventions to enhance mental health and resilience in this population. Strategies aimed at enhancing emotional intelligence while fostering acceptance-based coping skills may offer comprehensive support for young adults' psychological wellbeing.

Future research should explore the underlying mechanisms driving the observed correlations and investigate potential moderators and mediators of these relationships. Longitudinal studies could provide insight into the

temporal dynamics of emotional intelligence, general wellbeing, and acceptance action. Additionally, qualitative inquiries may elucidate individuals' experiences and perceptions related to these constructs, enhancing our understanding of their interrelationships.

Limitation

One problem with our study is how we chose the people to be in it. We used a mix of random selection and asking people who were available, which might mean the group we studied doesn't represent all kinds of young adults. Also, we only looked at people within a certain age range, which might have left out some who could have given us important information. To make our study better next time, we could try harder to pick a wider variety of people, maybe by using a different method to choose them. We could also try to include people from different places and backgrounds to make sure our findings apply to more people.

Conclusion:

In conclusion, the study sheds light on the complex relationships among emotional intelligence, general wellbeing, and acceptance action in young adults. By recognizing the nuances of these interactions, interventions can be tailored to promote mental health and resilience effectively. Further research is warranted to deepen our understanding of these relationships and inform the development of targeted interventions aimed at enhancing psychological wellbeing among young adults.

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