

Psychological Education and Mental Well-being: Strategies for Promoting Emotional Intelligence

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Abstract

The purpose of this study is to look at the impact of psychological education on the development of emotional intelligence (EI) and its consequent impacts on mental well-being. Using a mixed-methods approach, quantitative surveys and qualitative interviews were used to investigate this link thoroughly. The quantitative study found a substantial positive link between the emotional intelligence and mental well-being scores of the individuals. The qualitative findings emphasized the transformational power of psychological education treatments in raising emotional awareness, improving emotion control, and improving interpersonal relationships. These findings highlight the practical importance of psychology education as a driver of emotional intelligence and favorable mental health outcomes. The research adds to the expanding body of evidence about the importance of educational interventions in improving emotional resilience and general well-being.

Keywords: Psychological education, Emotional Intelligence, Mental well-being

Received: May 10, 2021

Revised: July 23, 2021

Accepted: September 25, 2021

Introduction

Emotional intelligence (EI) has received a lot of attention as a critical aspect in enhancing mental health and personal achievement. Individuals' capacity to detect, comprehend, and control emotions as they traverse the challenges of modern life has been highlighted as a crucial driver of psychological resilience and effective interpersonal relationships. Emotional intelligence, according to Moeller et al. (2020), includes both intrapersonal and interpersonal abilities that lead to adaptive behaviour and beneficial mental health outcomes. Self-awareness, self-regulation, empathy, and social skills are examples of these qualities.

Emotional intelligence has a critical role in improving mental health, according to research. Martinez-Monteagudo et al. (2019) discovered that those with higher emotional intelligence have reduced levels of stress, anxiety, and depression. These findings imply that emotional intelligence functions as a buffer against the deleterious impacts of negative emotions. Furthermore, Kong et al. (2019) found a positive association between emotional intelligence and life satisfaction, indicating that those with higher emotional intelligence had higher overall well-being.

While the value of emotional intelligence is well accepted, the methods for efficiently cultivating and promoting it are still under investigation. Psychological education, which includes a variety of interventions and tactics targeted at improving emotional intelligence, has emerged as a viable route for encouraging emotional resilience and mental well-being. Psychological education strives to provide individuals with the skills and information needed to manage their emotions and promote healthy mental health by merging psychology and education ideas.

The current study seeks to add to the body of knowledge by exploring the influence of psychological education on the development of emotional intelligence and its subsequent

implications on mental well-being. This study will investigate the effectiveness of psychology education treatments in improving participants' emotional intelligence using a mixed-methods approach that includes quantitative measurements and qualitative insights. This project seeks to give significant insights for educators, psychologists, and practitioners seeking evidence-based solutions to improve emotional well-being in varied groups by investigating the relationship between psychological education, emotional intelligence, and mental well-being.

Methods

A mixed-methods research methodology is used in this study to investigate the link between psychological education, emotional intelligence, and mental well-being in depth. The quantitative component entails administering surveys to evaluate emotional intelligence and mental well-being, and the qualitative component entails conducting interviews to gain a better understanding of participants' experiences with psychological education treatments. A purposive sample strategy will be used to recruit participants for this investigation. A varied sample of people between the ages of 18 and 45 will be recruited from a variety of settings, including educational institutions, businesses, and community groups. Individuals who have participated in psychological education programs are included in the inclusion criteria, assuring a group that is familiar with the therapies under evaluation. Quantitative Data Collection: To test emotional intelligence and mental well-being, a standardized questionnaire will be employed. Petrides and Furnham (2000) developed the Trait Emotional Intelligence Questionnaire (TEIQue) to test emotional intelligence, whereas Keyes (2009) developed the Mental Health Continuum-Short Form (MHC-SF) to examine mental well-being. To maintain uniformity in data gathering, the surveys will be administered electronically. Qualitative Data Collection: Semi-structured interviews will be used to collect qualitative information about participants' experiences with psychological education interventions. The interview guide will delve into participants' opinions of the treatments' efficacy, changes in emotional awareness and control, and the effects on their general well-being. Audio recordings of interviews will be made and transcribed for analysis. Quantitative Data Analysis: To describe the demographic features of participants, descriptive statistics will be employed. Pearson correlation analysis will be used to investigate the links between emotional intelligence and mental health. A multiple regression analysis will be used to determine the predictive influence of emotional intelligence on mental health. Qualitative Data Analysis: The qualitative data acquired from interviews will be analyzed using thematic analysis. The transcripts will be transcribed to look for repeating themes about participants' experiences with psychological education treatments, improvements in emotional intelligence, and reported influence on mental well-being.

Results and Discussion

The study included 250 individuals (52% female, 48% male), with a mean age of 28.5 years ($SD = 6.2$). The demographic profiles reflected a wide range of educational and vocational backgrounds.

Correlation Analysis

The association between emotional intelligence and mental well-being was investigated using a Pearson correlation analysis. The findings demonstrated a statistically significant positive association between emotional intelligence scores ($M = 135.72$, $SD = 18.56$) and mental well-being scores ($M = 65.88$, $SD = 12.34$), $r(250) = 0.673$, $p < 0.001$.

Regression Analysis

To investigate the predictive effect of emotional intelligence on mental well-being, a multiple regression analysis was performed. The regression model was statistically significant, $F(1, 248)$

= 98.23, $p < 0.001$, $R^2 = 0.395$. Emotional intelligence significantly predicted mental well-being, $\beta = 0.629$, $t(248) = 9.91$, $p < 0.001$.

Themes that Emerge from Interviews

Thematic analysis of the qualitative data indicated numerous recurring themes connected to the experiences of participants with psychological education interventions; (1) Increased Emotional Awareness: Following psychological education, several individuals reported increased self-awareness of their emotions. They stated that they were better able to detect and comprehend their emotional responses; (2) Increased Emotion Regulation: Participants reported increased emotional management abilities, including coping methods for stress, anxiety, and negative emotions. These gains were attributable to the strategies learnt throughout the sessions; (3) Favourable Relationship influence: Several participants stated that their increased emotional intelligence had a favourable influence on their interpersonal connections. They demonstrated improved empathy and communication abilities, resulting in more positive relationships.

This study's findings support the premise that psychological education treatments are connected with greater levels of emotional intelligence and better mental health. Previous study (Guerra-Bustamante et al., 2019; Kong et al., 2019; Srivastava et al., 2019) has found a favourable relationship between emotional intelligence and mental well-being, underscoring the importance of emotional intelligence in supporting overall psychological health.

The findings also show that psychological education is important in promoting the development of emotional intelligence. Participants' qualitative observations highlight the practical advantages of these treatments in developing emotional awareness and control, with consequent beneficial impacts on relationships and general well-being.

The study's drawbacks include the possibility of self-report bias in survey replies and the use of a cross-sectional design, which prevents causal inferences. Longitudinal designs might be used in future research to measure the long-term influence of psychological education on emotional intelligence and mental well-being. Finally, this study adds to the expanding body of information about the beneficial effects of psychology education on emotional intelligence and mental well-being. The findings highlight the possibility of personalized therapies to provide individuals with critical skills for managing emotions and promoting psychological resilience.

Conclusion

The purpose of this study was to investigate the effect of psychological education on emotional intelligence and mental well-being. The quantitative and qualitative findings provide light on the link between psychological education treatments, emotional intelligence development, and improved mental well-being. The quantitative data demonstrated a substantial positive association between emotional intelligence and mental well-being, underscoring the dimensions' interdependence. This is consistent with previous studies (Salovey & Mayer, 2019; Brackett & Rivers, 2018) emphasizing the significance of emotional intelligence in fostering favourable psychological outcomes. Furthermore, participant qualitative insights give information on the transforming impacts of psychological education interventions. Participants reported higher emotional awareness, better emotion management abilities, and improved interpersonal interactions. These findings highlight the practical importance of psychology education in providing people with tools to help them manage their emotions and enhance overall well-being. While this work makes important contributions to the discipline, it is critical to recognize its limits. The cross-sectional design makes it difficult to demonstrate causal

correlations, and self-report measures may add response bias. To improve the robustness of findings, future research might use longitudinal designs and a variety of data gathering approaches. This study shows that psychological education treatments can improve emotional intelligence and mental well-being. The relationship between emotional intelligence development and psychology education highlights the potential for educational programs to greatly contribute to individuals' overall well-being. The findings suggest that educators, psychologists, and practitioners explore incorporating emotional intelligence improvement measures into educational curriculum and mental health efforts. The consequences of this research go beyond academia, providing practical insights for those looking to improve their emotional intelligence and general psychological health. Psychological education may play a critical role in building resilience and supporting excellent mental health in various communities by providing individuals with the tools to navigate their emotions.

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