

Emotional Intelligence And Psychological Wellbeing Among Mid Adolescents In Mysuru City: Reg ID: 74

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CITATION

Joy Jesymol, M Renuka, . Emotional Intelligence And Psychological Wellbeing Among Mid Adolescents In Mysuru City: Reg ID: 74. Journal of the Epidemiology Foundation of India. 2025;3(2Suppl):05.

DOI: <https://doi.org/10.56450/JEFI.2025.v3i2Suppl.005>

ARTICLE CYCLE

Received: 10/11/2025; Accepted: 20/12/2026; Published: 31/12/2025

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ABSTRACT

Background: Adolescence is a transformative period marked by rapid physical, emotional, and psychosocial changes. Mid-adolescence (14–17 years) is particularly sensitive as individuals form identity, social connections, and coping mechanisms. Emotional intelligence (EI) the ability to identify, understand, and manage emotions has been recognized as a protective factor for mental health and a determinant of psychological well-being. However, research assessing EI and its correlates among Indian adolescents, especially in Mysuru, remains limited. **Objectives:** 1. To assess the emotional intelligence among mid-adolescents residing in urban Mysuru. 2. To identify sociodemographic factors associated with emotional intelligence among the study participants. 3. To determine the association between emotional intelligence and psychological well-being among the study participants. **Methodology:** A school-based cross-sectional study conducted among 2,040 adolescents aged 14–17 years, selected using multistage random sampling from higher secondary schools in Mysuru city. Data were collected using a prevalidated semi-structured questionnaire comprising three parts: sociodemographic details, Schutte Self-Report Emotional Intelligence Questionnaire (33 items), and Ryff's 18-item Psychological Well-Being Scale. Analysis of data were done using SPSS version 28. Descriptive statistics summarize the findings, while chi-square tests and logistic regression assessed associations and predictors. A p-value <0.05 considered statistically significant. **Results:** Among 2040 mid-adolescents (mean age 15.15 ± 1.05 years), most belonged to nuclear families and studied in English medium. The mean Psychological Well-Being score was 121.98 ± 17.57 , indicating predominantly moderate well-being. The majority demonstrated normal emotional intelligence. Multivariate analysis identified male gender, lower socioeconomic status, poorer perceived health, lower academic performance, and lower psychological well-being as significant predictors of low emotional intelligence ($p < 0.05$). **Conclusion:** The present study provided insights into adolescent emotional development, highlighting the need to incorporate EI training into school curricula to promote holistic well-being and resilience.

KEYWORDS

Emotional intelligence, Psychological well-being, Adolescents, Mysuru, Schutte scale, Ryff scale