

## THE IMPACT OF EMOTIONAL INTELLIGENCE ON SCHOOL WELL-BEING

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### **Abstract**

*Researchers intend to test the effect of emotional intelligence on school well-being in vocational high school students. The subjects of this study were 67 Vocational High School students in Purwokerto, Indonesia. The research instruments are emotional intelligence scale ( $\alpha = 0.759$ ) and school well-being scale ( $\alpha = 0.827$ ). A simple linear regression analysis technique was used for research data analysis. The results of the analysis found that the value of  $F$  count = 8,536 with a probability of sig ( $p$ ) = 0.005 ( $p < 0.05$ ), so that the hypothesis is accepted, that is, there is a significant effect of emotional intelligence on school well-being in students. Emotional intelligence provides an effective contribution of 11.6% to school well-being ( $R$  square = 0.116). This study's results provide recommendations to further researchers to examine the health of students in schools to improve students' quality of life.*

**Keywords:** *emotional intelligence; students; school well-being*

### **Introduction**

Physical, social, and cultural conditions at school affect students' life experiences at school. Therefore schools need to create conditions that are comfortable, fun, and not boring. Students' subjective assessment of school is called school well-being. The concept of school well-being is important because it can be used as a basis for understanding the mental health of students in schools. Research on well-being, especially for students, is beneficial as a reference for determining policies related to student welfare. Every student has the right to obtain health both at school and in other lives. The main objective is not only to fulfill students' welfare but also to fulfill the achievements, potential, and physical and mental abilities of students (Konu & Rimpelä, 2002). School well-being makes students more assertive in expressing their opinions about the school environment so that it allows schools to understand students' ideas and feelings while in school (Konu & Lintonen, 2006).

Well-being at school is an indicator of the quality of education (Liu, Tian, Scott Huebner, Zheng, & Li, 2014). But how well several factors determine the school. School well-being can be influenced by social relationships, friends and leisure time, social roles, personality types, self-control, optimism, and goals and aspirations (Bornstein, Davidson, Keyes, & Moore, 2008). Each individual must be able to adapt, get along with the environment, and be able to overcome everything in life. Likewise, students who are studying at school must have this to have a role as school citizens. Adaptability is proven to affect students' well-being (Frosso, Jens B, & Masten, 2012). Also, individuals will be able to quickly achieve well-being if they have a positive attitude and can manage emotions (Carmeli, Yitzhak-Halevy, & Weisberg, 2009).

The ability of individuals to adapt, get along with the environment, and overcome everything in life is called emotional intelligence. Individuals who can regulate their emotions tend to be healthier and not easily depressed (Mavroveli, Petrides, Rieffe, & Bakker, 2007). Emotional intelligence develops simultaneously with the development of the individual itself, along with the need to adapt and try to achieve a comfortable life.

In the educational setting, emotional intelligence is proven to influence psychological well-being (Shaheen & Shaheen, 2016). Thus this study helps explain the emotional role of students' mental balance, personal or social relationships, academic performance, and overall psychological well-being. Therefore, the purpose of this study is to examine the effect of emotional intelligence on students' school well-being.

## Literature Review

The school environment needs to create conditions that are comfortable, pleasant, and not boring. This condition affects the students' assessment of their school. Students' subjective assessment of their school can be called school well-being. In sociological studies, well-being describes the quality of life marked by the fulfillment of basic needs. In a school setting, the satisfaction of these needs is categorized as having, loving, being, and healthy (Konu & Rimpelä, 2002).

The categories are described below:

Table. Dimensions of school well-being

Categories	Dimensions	Aspect
Having	Physical environmental conditions, social environment and implementation of education	<ul style="list-style-type: none"> <li>– Environment for learning (lighting, air quality, noise)</li> <li>– Implementation of the curriculum</li> <li>– School organization</li> <li>– schedules</li> <li>– Student study groups</li> <li>– School safety</li> <li>– Punishment procedure</li> <li>– School canteen</li> <li>– Student health services</li> </ul>
Loving	Social relations between students, teachers and parents	<ul style="list-style-type: none"> <li>– School climate</li> <li>– Group dynamics</li> <li>– Student-teacher closeness</li> <li>– Bullying between students</li> <li>– Teacher support in learning</li> <li>– Teacher-parent cooperation</li> <li>– School-community relations</li> </ul>
Being	Recognition and appreciation of student abilities	<ul style="list-style-type: none"> <li>– Assessment of student performance</li> <li>– Guidance for optimizing student potential</li> <li>– Student creativity development</li> </ul>
Health	Student health status	<ul style="list-style-type: none"> <li>– Symptoms of physical pain (headache, sore throat, cough, stomach pain)</li> <li>– Symptoms of psychological disorders (tension, irritability)</li> <li>– symptoms of insomnia</li> </ul>

Sumber : (Konu & Rimpelä, 2002 ; Konu & Lintonen, 2006)

These basic needs can be influenced by several factors: that individuals have the characteristics of being able to adapt, get along with the environment, and be able to cope with everything in life. This ability is called emotional intelligence, which is the ability to recognize one's feelings and feelings of others, motivate oneself, and manage one's own emotions and relationships with others (Goleman, 1998). Emotional intelligence is a cognitive process involved in emotions, which can be measured through problem-solving abilities (Fiori & Vesely-Maillefer, 2018). The emotional intelligence model is described as follows:



Picture. Emotional Intelligence Model  
Source : (Fiori & Vesely-Maillefer, 2018)

The components of the model can be explained as follows: 1) Perceiving emotions is the ability to identify emotions by involving one's physical and psychological aspects, as well as awareness of and sensitivity to other people's emotions; 2) Facilitating thought using emotions is an integration of emotions with cognition so that individuals can analyze the emergence of emotions, reflect on emotional information so that individuals activate cognition in reasoning, problem-solving, decision making, and making considerations; 3) Understanding emotions is the ability to understand various emotions that can change from time to time, so it requires knowledge of the emotional language and its use; 4) Managing emotions, the ability to regulate emotions in oneself and others and is shown by the ability to respond to both positive and negative emotions in certain situations (Fiori & Vesely-Maillefer, 2018).

The ability of students to adapt to the school environment, get along with school friends, regulate how harmony and emotional life exists within themselves, and be able to cope with everything that happens in life, of course, is very helpful to meet their basic needs while in school as a student. Understanding emotions will determine how these students meet their basic needs during school or achieve school well-being. Students who have high emotional intelligence, the more students have school well-being, and vice versa, the lower the emotional intelligence, the lower the school well-being (Abdillah, Made, & Cahyanti, 2020). Positive emotional conditions are beneficial for the development of physical, intellectual, and social resources needed to overcome success (Fredrickson, 1998).

## Method

The variables in this study are school well-being and emotional intelligence. This study's respondents were 67 respondents and used the accidental sampling technique because student learning in Indonesia during the Covid-19 pandemic was carried out online or SFH (Study From Home). The research instrument used was the school well-being scale and emotional intelligence scale. The scale of school well-being is arranged based on four aspects: having, loving, being, and health (Konu & Lintonen, 2006; Konu & Rimpelä, 2002) with the number of items 30 items ( $\alpha = 0.827$ ). The emotional intelligence scale is structured based on five aspects: recognizing one's emotions, managing emotions, motivating oneself, recognizing other people's emotions, and

building relationships (Goleman, 1998) with a total of 30 items ( $\alpha = 0.759$ ). The data analysis technique used in this research is a simple linear regression analysis.

## Result and Discussion

Before analyzing the research data, an assumption test was carried out, namely the data normality test and the linearity test. The normality test results using the Kolmogorov-Smirnov Test technique show that the school well-being variable has a value of  $p = 0.075$ , and the emotional intelligence variable has a value of  $p = 0.200$ . This indicates that the two variables have a normal distribution because the  $p$ -value  $> 0.05$ . The results of the linearity test between emotional intelligence variables and school well-being obtained  $p$ -value = 0.198. This shows a linear relationship between emotional intelligence and school well-being because the  $p$ -value  $> 0.05$ .

Hypothesis test results obtained value  $F_{count} = 8,536$  and the probability value  $sig(p) = 0.005$  ( $p < 0.05$ ) so it can be said to be significant. These results are reinforced by the simple linear regression line equation, namely  $y = 63.189 + 0.373X$ , which states that school well-being will change by 0.373 for every change that occurs in emotional intelligence. These results are described in table 2 and table 3 below:

**Table 2. ANOVA Hypothesis Test Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1044,167	1	1044,167	8,536	,005 <sup>b</sup>
Residual	7951,505	65	122,331		
Total	8995,672	66			

a. Dependent Variable: School Wellbeing

b. Predictors: (Constant), *Emotional intelligence*

**Table 3. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63,189	12,885		4,904	,000
	<i>Emotional intelligence</i>	,373	,128	,341	2,922	,005

a. Dependent Variable: School Wellbeing

Based on the analysis results, the coefficient of determination R square was also found to be 0.116. This value means that in this study, emotional intelligence provides a useful contribution of 11.6% to school well-being, while 88.4% contributes to other factors (factors not examined). These results can be seen in Table 4 below:

**Table 4. R square**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,341 <sup>a</sup>	,116	,102	11,060

a. Predictors: (Constant), *Emotional intelligence*

The results also showed that two students (2.9%) had school well-being in the "very high" category, 18 students (26.87%) had school well-being in the "high" grade, 23 students (34.33). % had school well-being in the "moderate" category, 22 students (32.84%) had school well-being in the "low" group, and two students (2.98%) had school well-being in the "very low" category.

In the emotional intelligence variable it was also found that 3 students (4.48%) had emotional intelligence in the "very high" category, 14 students (20.90%) had "high" emotional intelligence, 32 students (47.76%) had emotional intelligence "Enough / moderate", 17 students (25.37%) had emotional intelligence in the "low" category and 1 student (1.49%) had emotional intelligence in the "very low" category.

This study's results were supported by previous research in Yogyakarta, which proved that emotional intelligence had a significant role in determining school well-being. The higher a person's emotional intelligence, there is a tendency to increase students' school well-being. The emotional intelligence variable gave a useful contribution to school well-being by 12.83% (Abdillah et al., 2020). The aspects of emotional intelligence that most determine subjective well-being are self-respect, happiness, and self-actualization. If someone can understand and accept themselves, strive to achieve personal goals and actualize their abilities, and feel satisfied with themselves, others, and life, then the individual is well-being (Bar-On, 2012). Emotional conditions are sources of student well being in school, apart from the social, cognitive, and spiritual dimensions (Na'imah & Tanireja, 2017). Adverse emotional conditions will have an impact on decreasing mental health, social relations, and performance (Na'imah, Kasanah, Dwiyantri, & Nur'aeni, 2020).

School well-being is also influenced by adversity intelligence with an R square of 0.36 (Rohman & Fauziah, 2016). This means that adversity intelligence provides a useful contribution of 36% in school well-being. The results of these studies indicate that every student in school must have intelligence beyond academic intelligence. The intelligence referred to, among others, adversity intelligence, emotional intelligence, and spiritual intelligence. This intelligence can influence students in achieving satisfaction in fulfilling their needs related to school conditions (having), social relationships (loving), self-fulfillment (being), and health status (Konu & Rimpelä, 2002).

The results showed that there were still 22 students (32.84%) who had school well-being in the "low" group, and two students (2.98%) had school well-being in the "very low" category, so there needs to be an effort to improve school well-being. To achieve student welfare in schools can be done by increasing the involvement of students and teachers. Students can accomplish prosperity in school through educational activities that are guaranteed safety, building social relationships, and emotional abilities. The characteristics of students who have school well-being are a sense of belonging, empathy, being able to interact socially with their friends and teachers, having responsibility for academic learning and religious subjects (Na'imah, Dwiyantri, & Sriyanto, 2019).

This study has limitations because it only examines school well-being from an emotional aspect. Further research is necessary to explore the external elements of students, such as school organization, curriculum, leadership.

## Conclusion

Emotional intelligence needs to be owned by students because it can improve school wellbeing. Physical, social, and psychological conditions at school need to be maintained to maintain students' mental health.

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