



## EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL WELL-BEING: A SYSTEMATIC LITERATURE REVIEW

SYAHRINA HAYATI MD JANI<sup>1\*</sup>, SITI NURUL AKMA AHMAD<sup>2</sup>, MOHAMED SALADIN ABDUL RASOOL<sup>3</sup> & SHARIFAH FAIGAH SYED ALWI<sup>4</sup>

Faculty of Business and Management & Center for Islamic Philanthropy and Social Finance,  
Universiti Teknologi MARA, Alor Gajah Branch, KM26 Jalan Lendu, 78000 Alor Gajah, Melaka,  
Malaysia <sup>1,2,3</sup>

[syahr520@uitm.edu.my](mailto:syahr520@uitm.edu.my)<sup>1\*</sup>

Rahmat Yuliawan

Faculty of Vocational Studies, Universitas Airlangga, Indonesia

**Abstract** - The greater psychological well-being is contributed and enabled by an important factor known as emotional intelligence. However, the role of emotional intelligence in increasing psychological well-being was limited to other areas of study by previous researchers. Since this study has captivating attention of researchers worldwide, it aims to evaluate the link between emotional intelligence and psychological well-being and to find out the scope of study that has been previously examined. The reviewed articles were obtained from two databases such as Scopus and Science Direct from the year 2017 to 2021. Keywords are "psychological well-being", "psychological wellbeing", "mental well-being", "mental wellbeing", "subjective well-being", "subjective wellbeing", "emotional intelligence", and "emotional quotient" were managed to identify 21 articles. There was a limited scope of study has been conducted in relation to emotional intelligence and psychological well-being mainly among Asian countries. Additional studies that focus in finding right method and measurement on emotional intelligence and psychological well-being are essential to be conducted. **Keywords:** Emotional Intelligence; Emotional Quotient; Mental Well-Being; Psychological Well-Being; Subjective Well-Being

### INTRODUCTION

Di Fabio and Kenny (2016) defined emotional intelligence as a set of skills where people coping skills can be developed and their overall well-being can be improved. The relationship between emotional intelligence with two variables of psychological well-being namely depression and self-esteem have been studied by Mehmood and Gulzar (2014). The findings revealed a positive relationship between emotional intelligence and self-esteem, but a negative relationship between emotional intelligence and depression. Hence, this showed that being well-balance is commonly possessed by individual with emotional intelligence. However, feeling failure among individual often lead to feeling depression.

There are various reasons of psychological distress influenced by emotional intelligence. Good psychological and physical health are contributed by the abilities and traits of emotional intelligence. This is because mental health problems and distressing emotional thoughts along with depression and anxiety can be avoided by those who could manage and understand their emotions better. They often have higher emotional intelligence (Mehmood & Gulzar, 2014). On the other note by Ugoani and Ewuzie (2013), psychological well-being is contributed by emotional reactions such as love, excitement, anxiety, pain, and others.

Lack of emotional intelligence causes a slew of issues. Emotional management, such as anxiety, anger, and happiness, is critical to psychological well-being. Individuals who are lack of ability to control their emotions may become slaves to them. Furthermore, people who make others unhappy will eventually be despised. Therefore, recognising own emotions is essential in order to achieve satisfying emotions in one's live (Ugoani & Ewuzie, 2013).

Individuals with high emotional intelligence are expected to have higher psychological well-being than those with low emotional intelligence (Carmeli, Yitzhak-Halevy, & Weisberg, 2009). This is because people with high emotional intelligence have a strong sense of self-confidence that



emphasising the significance of individuality. Aside from that, they consider themselves to be more knowledgeable and capable of getting along with others compared to standard person. These kinds of people usually avoid any negative behaviour that threatens their psychological well-being. Therefore, psychological well-being and mental health are crucial to be maintained by emotional intelligence in daily life.

Subsequently, emotional intelligence is critical for improving psychological well-being because it is a factor that contributes to positive behaviours, outcomes, and attitude among people. Other than that, higher emotional intelligence encourages an individual to have more positive self-concept and to deal with difficulties and failures more effectively and intelligently, resulting in a contented life and exceptional performance (Mehmood & Gulzar, 2014). This study will examine the different scopes of the study in relation to emotional intelligence and psychological well-being such as the issues, objectives, subjects, and areas.

This study aims to oversee a systematic literature review that focuses on scientific literature that includes studies that combine emotional intelligence and psychological well-being. There is a possibility that the researchers already discovered numerous pasts conducted scopes of study and successfully identified the measurement of emotional intelligence and psychological well-being. Besides that, this review is to discover the relationship between emotional intelligence and psychological well-being.

## METHODOLOGY

This section discusses the method used to retrieve articles about emotional intelligence and psychological well-being. The researchers used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method to determine the structure and integrity of the appropriate study (Moher et al., 2009). This will include resources such as Scopus and Science Direct to administer systematic literature review, criteria of eligibility and exclusion, review process phases (identification, screening, and eligibility), and data analysis and abstraction.

### 1. PRISMA

There are three (3) advantages of PRISMA: (1) research questions are clearly defined to allow systematic research; (2) criteria of inclusion and exclusion are identified; and (3) a large database of scientific literature is attempted to examine within given period. It also enables a thorough search for terms associated with emotional intelligence and psychological well-being. As a result, the methodology used to discover research on emotional intelligence and psychological well-being are conducted in the last five (5) years.

### 2. Resources

Researchers used two (2) major journal databases, namely Scopus and Science Direct. The systematic review of the articles was carried out in August 2021; with a focus on articles relating to the topics of emotional intelligence and psychological well-being that were published within the previous five (5) years. All articles despite of its published language are selected while excluded those unrelated to peer review.

Two (2) electronic databases such as Scopus and Science Direct were utilised in the systematic search strategy conducted for current study. Keywords derived from the titles and abstracts were used in the search process. These keywords include "psychological well-being", "psychological wellbeing", "mental well-being", "mental wellbeing", "subjective well-being", "subjective wellbeing", "emotional intelligence", and "emotional quotient". The search process yielded a total of 626 results, consisting of 163 documents from Scopus, and 463 documents from Science Direct databases.

### 3. Inclusion and Exclusion Criteria

A total of 626 articles relevant to the study were found. The procedure began with discarding the duplicate documents, followed by exclusion of two (2) similar articles that were traced and excluded from the next phase. As the selection criteria for the sample, there are several were considered. A period between the years of 2017 to 2021 which is a timeline of five (5) years is the first criterion for inclusion is presented in Table 1. Selected empirical data in English language are shortlisted to retrieve the results.



**Table 1: Inclusion and Exclusion Criteria**

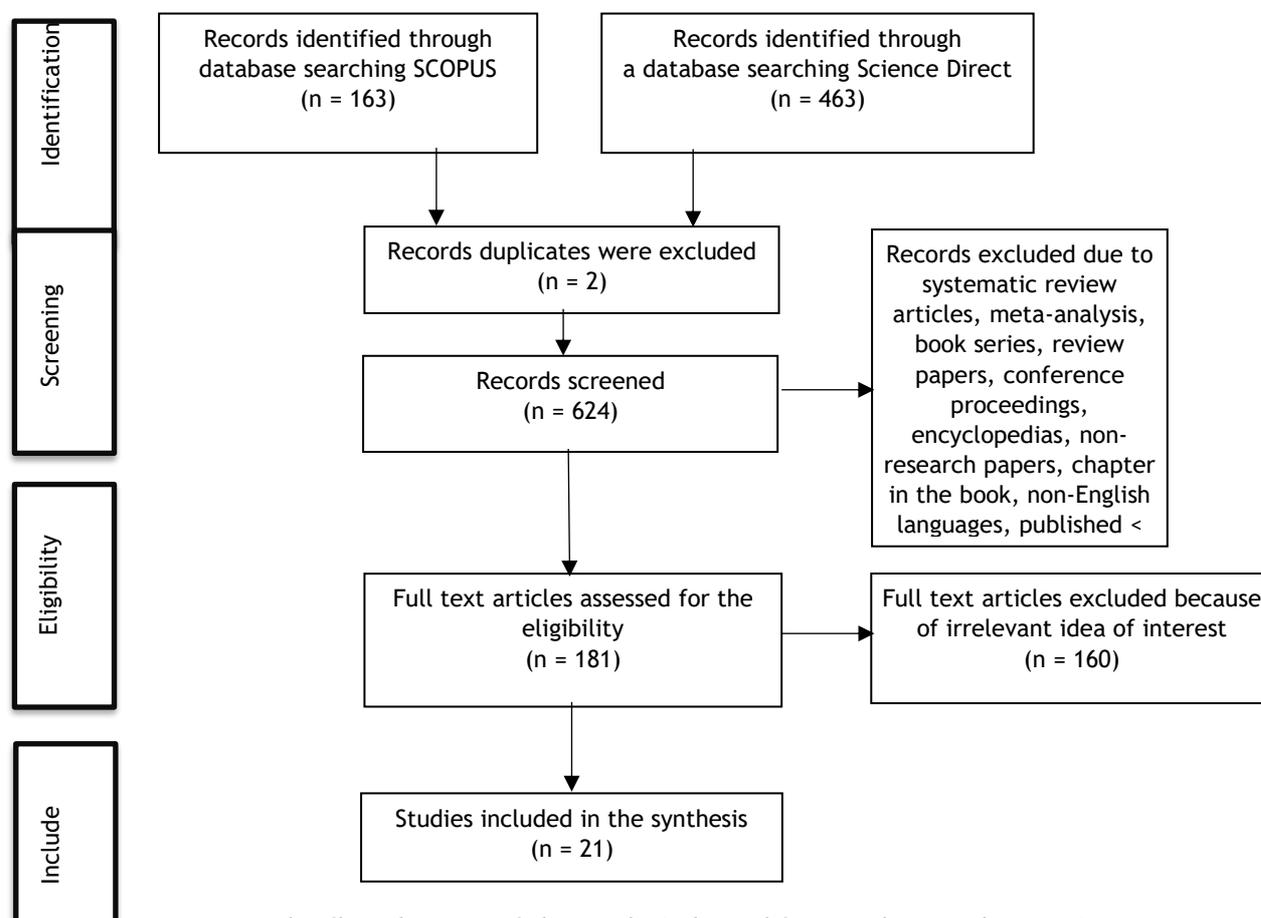
Criteria	Inclusion	Exclusion
<b>Timeline</b>	Between year 2017 to 2021	<year 2017
<b>Literature type</b>	Journal (research articles)	Journal (systematic review), meta-analysis, book series, review papers, conference proceeding, encyclopaedia, non-research papers, chapter in book
<b>Language</b>	English	Non-English

On the other hand, articles before the year 2017 matched the criteria of exclusion. Besides that, the systematic review articles, meta-analysis, book series, review papers, conference proceedings, encyclopaedias, non-research papers, chapter in book and non-English papers were excluded. As presented in Figure 1, the articles selected were only 181, while 443 articles that matched exclusion criteria were removed. The next stage will consider and select articles with satisfactory data related to emotional intelligence, psychological well-being, or both.

**4. Eligibility**

A total of 181 articles fulfilled the eligibility screening for the third phase. The articles are manually selected with regard to specific criteria deemed by authors are referred as an eligibility. At this stage, the titles, abstracts, and contents of all the articles were carefully examined to determine whether they met the set and criteria, as well as the relevance of these studies in achieving the objective of current study.

After the first round of abstract reading, 160 of the 181 articles were discarded because the content was unrelated to the research questions. The remaining 21 articles were completed and ready for analysis.



**Figure 1: The flow diagram of the study (Adapted from Moher et al., 2009)**



**5. Data Abstraction and Analysis**

For data abstraction and analysis stage, the remaining articles were evaluated, reviewed, and analysed. A thorough reading of the abstracts and full-text was performed to ensure that relevant data were extracted in order to identify relevant themes and sub-themes. Throughout the review process, the following features were considered: (a) the research design; (b) the scope of the study; (c) emotional intelligence measurements; and (d) psychological well-being measurements. As shown in Figure 1, the logical order of the data has led to the implementation of comparative work.

**RESULTS**

To this date, there were 181 articles published in relation to emotional intelligence and psychological well-being since 2017. However, only 21 studies met the requirement of systematic review. Therefore, from all the articles there are 21 studies were included in this systematic review. Table 2 shows the keywords used based on the previous studies, thesaurus, keywords similar and related to emotional intelligence and psychological well-being.

**Table 2: The search string utilised for the systematic review procedure**

Databases	Keywords used
Scopus	TITLE-ABS-KEY(("psychological well-being" OR "psychological wellbeing" OR "mental well-being" OR "emotional well-being" OR "intellectual well-being" OR "subjective well-being") AND ("emotional intelligence" OR "emotional quotient"))
Science Direct	((("psychological well-being" OR "psychological wellbeing" OR "mental well-being" OR "emotional well-being" OR "intellectual well-being" OR "subjective well-being") AND ("emotional intelligence" OR "emotional quotient"))

**1. Distribution of Publications by Year and Countries**

In the last five years, there were 21 articles published in reference to the reviews as the importance of emotional intelligence and psychological well-being were highlighted in science and social areas. The table below shows the number of articles published from year 2017 until 2021 (August).

**Table 3: Publication by Years**

Year	No. of Articles
2017	6
2018	3
2019	4
2020	5
2021 (August)	3

Based on Table 4, researchers observed the countries that have conducted most research on the topic to be analysed were Spain (N = 5), followed by Lithuania and India (N = 4), Iran (N = 3), the United States of America (N = 2), and the lowest productions were in Korea, Mexico, and Germany (N = 1, respectively). Asian countries contributed 39% of studies, indicating the necessity to implement the relevant studies in this region, specifically in Malaysia.

**Table 4: The Synthesis of the Studies Corresponding to the Systematic Literature Review**

Authors (Year)	Country	Type of Research	Sample Population	Instruments
----------------	---------	------------------	-------------------	-------------



Suárez Martel M.J., Martín Santana J.D. (2021)	Spain	Longitudinal	304	University teachers	Ryff's PWBS; MBI-GS; TMMS-24
Lee, J. H; Sim, I. O. (2021)	Korea	Cross-sectional	317	Clinical nurse	Ryff's PWBS; WLEIS; PEBS; ITW-M
Kamboj, K. P., Garg, P. (2021)	India	Cross-sectional	200	Teachers	SSRI; RS; Ryff's PWBS
Razaghi, S., Parsaei, S., Saemi, E. (2020)	Iran	Cross-sectional	120	Elderly people	CSEI; Ryff's PWBS; CIPAQ
Malinauskas, R., Malinauskiene, V. (2020)	Lithuania	Longitudinal	437	Male university students	SSRI; MSPSS; PSS-10, Ryff's PWBS
Dumciene, A. (2020)	Lithuania	Cross-sectional	65	Postgraduate students	SSRI; Ryff's PWBS; TSSCS
Extremera, N., SÁnchez-Álvarez, N., Rey, L. (2020)	Spain	Cross-sectional	378	College students	MSCEIT 2.0; CERQ; BFI-44; Ryff's PWBS
Moeller, R.W., Seehuus, M., Peisch, V. (2020)	US	Cross-sectional	2094	College students	DASS-21; GBS; TMMS-24
Girdharwal, N. (2019)	India	Cross-sectional	88	Army, Teachers, Creative, College students	SSRI, SHS; Structured Open-Ended Questionnaire
Viswanathan, R., Sarath Lal, N., Parveen, J., Thiyagarajan, S. (2019)	India	Cross-sectional	1200	Indian professional expatriates	IT EP; SPANE; WLEIS
Guerra-Bustamante, J., Lena-Del-Barco, B., Yuste-Tosina, R., Lapez-Ramos, V.M., Mendo-Lazaro, S. (2019)	Spain	Cross-sectional	646	Students (secondary education)	TMMS-24; OHQ
Singh, S., Kaur, R. (2019)	India	Cross-sectional	100	College students	SSRI, PGI-General Well-Being Scale
Altaras Dimitrijevic, A., Joli Marjanovic, Z., Dimitrijevic, A. (2018)	Germany	Cross-sectional	288	Working adults	AI (Matrix Reasoning, Verbal Analogies, General Knowledge); MSCEIT 2.0; STAT; Ryff's PWBS
Malinauskas, R., Malinauskiene, V. (2018)	Lithuania	Cross-sectional	398	Male athletes	SSRI; Ryff's PWBS; MSPSS; PSS-10
Akhavan, Tafti M., & Mofradnezhad, N. (2018)	Iran	Cross-sectional	210	Elderly people	SSRI; SSI; Ryff's PWBS



Vicente-Galindo, M. P., López-Herrera, H., Pedrosa, I., Suárez-Álvarez, J., Galindo-Villardón, M. P., & García-Cueto, E. (2017)	Mexico	Cross-sectional	881	Latin-American Catholic Priest	MBI-GS; GHQ; TMMS-24
Aloia, L.S., Brecht, D. (2017)	United States	Cross-sectional	217	College students	ACI; GHQ; OHQ; Depression Inventory; Self-Esteem Scale; Stress Scale; SSRI
Ahoei, K.H., Faramarzi, M., Hassanzadeh, R. (2017)	Iran	Cross-sectional	90	Women with breast cancer	BGEIQ; Ryff's PWBS
Delhom, I., Gutierrez, M., Lucas-Molina, B., Melandez, J.C. (2017)	Spain	Cross-sectional	215	Older adults	TMMS-24; SWLS; and Ryff's PWBS
Martínez, R. S. (2017)	Spain	Cross-sectional	94	Spinal cord injury by traffic accidents	TMMS-24; Ryff's PWBS
Antinienė, D., Lekavičienė, R. (2017)	Lithuania	Cross-sectional	1092	Young person	EI-DARL V1/V2

Note 1: EI, Emotional Intelligence; PWBS, Psychological Well-Being Scale; MBI-GS, Maslach Burnout Inventory - General Survey; TMMS-24, Trait Meta-Mood Scale-24; WLIES, Wong and Law Emotional Intelligence Scale; SSRI, Schutte Self-Report Inventory; AI, Academic Intelligence; TSSCS, Tangney Short Self-Control Scale; CSEI, Cyberia-Shrink's Emotional Intelligence; CIPAQ, Craig's International Questionnaires of Physical Activity; MSPSS, Multidimensional Scale of Perceived Social Support; PSS-10, The Perceived Stress Scale-10; PEBS, Personal Efficacy Belief Scale; ITW-M, Implicit Theory of Willpower for Strenuous Mental Activities Scale; RS, Resilience Scale; MSCEIT 2.0, Mayer-Salovey-Caruso Emotional Intelligence Test; CERQ, Cognitive Emotion Regulation Questionnaire; BFI-44, The Big-Five Inventory-44; DASS-21, Depression Anxiety Stress Scale-21; GBS, General Belongingness Scale; SHS, Subjective Happiness Scale; OHQ, Oxford Happiness Questionnaire; SSI, Social Skill Inventory; GHQ, General Health Questionnaire; STAT, Sternberg's Triarchic Abilities Test; ACI, Affectionate Communication Index; BGEIQ, Bradberry & Greaves's Emotional Intelligence Questionnaire; EP, Expatriate Performance; SPANE, Scale of Positive and Negative Experience

## 2. Data from Studies Selected for the Systematic Literature Review

Table 4 shows the data that has been selected for each of the items for this systematic literature review. With the purpose of data extraction, some coding has been taken into consideration such as (1) the author(s) and the year of publication; (2) the country; (3) the type of research; (4) the sample; (5) population; and (6) instruments used for data collection.

At the same time, the instruments used to measure emotional intelligence and psychological well-being were taken into consideration, obtaining that for the emotional intelligence. The most frequent and widely used were the SSRI, followed by TMMS-24. Table 5 shows the emotional intelligence instruments commonly utilised in earlier research.



**Table 5: Emotional Intelligence Instruments**

Author	Year	SSRI	MSCEIT	CSEI	WLEIS	TMMS-24	BGEIQ	EIDARL
Suarez Martel et al.	2021					/		
Lee & Sim	2021				/			
Kamboj & Garg	2021	/						
Razaghi et al.	2020			/				
Malinauskas et al.	2020	/						
Extremera et al.	2020		/					
Girdharwal et al.	2019	/						
Viswanathan et al.	2019				/			
Guerra-Bustamante et al.	2019					/		
Singh & Kaur	2019	/						
Altaras et al.	2018		/					
Malinauskas et al.	2018	/						
Aloia et al.	2017	/						
Ahoei et al.	2017						/	
Delhom et al.	2017					/		
Akhavan et al.	2018	/						
Antinienė et al.	2017							/
Martínez et al.	2017					/		
Moeller et al.	2020					/		
Vicente-Galindo et al.	2017					/		
Dumciene et al.	2020	/						
<b>TOTAL</b>		<b>8</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>1</b>

Note 2: SSRI, Schutte Self-Report Inventory; MSCEIT, Mayer-Salovey-Caruso Emotional Intelligence Test; CSEI, Cyberia-Shrink’s Emotional Intelligence; WLEIS, Wong and Law Emotional Intelligence Scale; TMMS-24, Trait Meta-Mood Scale-24; BGEIQ, Bradberry & Greaves’s Emotional Intelligence Questionnaire; EIDARL, Emotional Intelligence Dalia Antinienė Rosita Lekavičienė

Subsequently, the Ryff’s (1989) measurement of psychological well-being was widely used in previous studies, as shown in Table 6. Then, followed by the Oxford Happiness Questionnaire (OHQ) and General Health Questionnaire (GHQ) are tied for second place as the most widely used instrument.



**Table 6: Psychological Well-Being Instruments**

Author	Year	PWBS	DASS-21	SHS	OHQ	PGI-GWB	SPANE	GHQ
Suarez Martel et al.	2021	/						
Lee & Sim	2021	/						
Kamboj & Garg	2021	/						
Razaghi et al.	2020	/						
Malinauskas et al.	2020	/						
Extremiera et al.	2020	/						
Girdharwal et al.	2019			/				
Viswanathan et al.	2019						/	
Guerra-Bustamante et al.	2019				/			
Singh & Kaur	2019					/		
Altaras et al.	2018	/						
Malinauskas et al.	2018	/						
Aloia et al.	2017				/			/
Ahoei et al.	2017	/						
Delhom et al.	2017	/						
Akhavan et al.	2018	/						
Antinienė et al.	2017							
Martínez et al.	2017	/						
Moeller et al.	2020		/					
Vicente-Galindo et al.	2017							/
Dumciene et al.	2020	/						
<b>TOTAL</b>		<b>13</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>

Note 3: PWBS, Psychological Well-Being Scale; DASS-21, Depression Anxiety Stress Scale-21; SHS, Subjective Happiness Scale; OHQ, Oxford Happiness Questionnaire; SPANE, Scale of Positive and Negative Experience; GHQ, General Health Questionnaire; PGI-GWB, Personal Growth Initiative General Well-Being

**DISCUSSION**

The goal of this study is to identify the measurement of emotional intelligence and psychological well-being, as well as to find out the scope of study that previously conducted. Apart from that, it is necessary to determine the relationship between emotional intelligence and psychological well-being.

The Schutte Self-Report Inventory (SSRI) was discovered to be the most preferred measurement of emotional intelligence by the researchers. This assessment is based on the conceptual framework



for emotional intelligence developed by Salovey and Mayer (1990). Emotional intelligence dimensions include: (a) accurately perceiving emotions, (b) understanding emotions and emotional meanings, (c) using emotions to accurately facilitate thought, and (d) managing emotions in themselves and others (Mayer et al., 2016). The emotional intelligence theory indicated that individuals have greater adjustment and social relationships when they are able to process information related to emotions and turn this as a guidance to manage their feelings (Quintana-Orts et al., 2021).

Several authors have confirmed the importance of emotional intelligence in academic achievement (Suarez Martel & Martin Santana, 2021; Kamboj & Garg, 2021; Malinauskas & Malinauskiene, 2020; Dumciene, 2020; Extremera, Sanchez-Alvarez & Rey, 2020; Moeller, Seehuus & Peisch, 2020; Guerra-Bustamante, Len-Del-Barco, Yuste-Tosina, Lapez-Ramos & Mendo-Lazaro, 2019; Singh & Kaur, 2019; Aloia & Brecht, 2017), increase job performance (Lee & Sim, 2021; Girdharwal, 2019; Viswanathan, Sarath Lal, Parveen & Thiyagarajan, 2019; Altaras Dimitrijevic, Joli Marjanovic & Dimitrijevic, 2018), and maintaining optimum mental health (Razaghi, Parsaei & Saemi, 2020; Akhavan, Tafti & Mofradnezhad, 2018).

According to these researchers, people who develop good emotional intelligence have a stronger sense of self-efficacy and a higher self-concept, which allows them to deal with adversity and failure in both academic and professional settings. This is because some people working in an organisation experience burnout, which is a psychological reaction to workplace stressors. Employees, however, have limitations such as their roles, attitudes, and behaviours that can influence the customer's perception of service quality. Furthermore, most of them frequently have heavy workloads and experience stress as a result of their jobs, which is known as emotional exhaustion (Kumar & Shazania, 2021). Thus, the role of emotional intelligence is to ensure they can adapt to stress, challenges, and changes more effectively and intelligently, which eventually will lead to a happier life.

The results extracted from some studies such as Suarez Martel and Martin Santana (2021), Moeller et al. (2020), Singh and Kaur (2019), Aloia and Brecht (2017), Altaras Dimitrijevic et al. (2018), and Razaghi et al. (2020) found that the ability of an individual to understand and manage emotions like feeling joyful and despair and at the same time, able to connect with the environment is what emotional intelligence is all about (Quintana-Orts, Mérida-López, Rey, & Extremera et al., 2021). In other words, emotional intelligence is important to have a deep understanding of a situation to act. Psychological well-being is a multidimensional construct that represents the positive thoughts, feelings, and strategies of people who function well in their lives and have a positive outlook on life (Kassim et al., 2021). Additionally, it is often measured as purpose in life, optimism, and life satisfaction; which have been linked to improve health outcomes (Kassim et al., 2021). As stated by Ryff (1989), both life happiness and satisfaction contribute to psychological well-being. Therefore, an individual's happiness in the future is an aspect that supported by psychological well-being, which is affected by their education and experience (Dumciene, 2020), and stimulated by individual's learning in dealing with problem or environment (Mock, Omann, Polzin, Spekkink, Schuler, Pandur, Brizi & Panno, 2019).

There are six (6) dimensions of psychological well-being, namely: (1) Self-Acceptance: individuals put an effort to sense good about themselves even when they are conscious of their own limits; (2) Positive Relationships with Others: individuals want to create social relationships and have friends who can be reliable; (3) Autonomy (Independence): be able to sustain their own personality in different social situations, resist social pressure to a greater extent, and good self-regulate behaviour; (4) Environmental Mastery: select or create favourable environments to satisfy an individual's own needs and wants; (5) Purpose in Life: individuals need to set objectives that let their life to be endowed with a certain sense; and (6) Personal Growth: the effort to grow an individual's own competences (Suarez Martel & Martin Santana, 2021).

Few evidences in relation to emotional intelligence significantly improved individuals' psychological well-being were found (Kamboj & Garg, 2021; Lee & Sim, 2021, Extremera et al., 2021; Dumciene, 2020; Antinienė & Lekavičienė, 2017). According to Wahyuni (2021), an individual's psychological well-being is related to four (4) aspects of emotional intelligence. Recognising or perceiving emotions



are the first aspect of emotional intelligence whereby an individual can interpret, understand, and well identify their own emotions and other people's emotions. This ability is clearly related to the dimensions of autonomy (independence) and the dimensions of positive relationships with others which are aspects of psychological well-being. Furthermore, there will be a positive relationship with others when individuals are capable to understand their own emotions and the emotions of others (Wahyuni, 2021).

Next, the second aspect is facilitating thought with emotion. This means that an individual's thinking processes can be improved by using the information related to emotions of an individual and others. This aspect relates to the dimensions of self-acceptance, the dimensions of life goals, and environmental mastery of psychological well-being. The third aspect of emotional intelligence is understanding emotion. Individuals can be more empathy if they are capable to analyse emotions. This is supported by Lee & Sim (2021) whereby stated that feeling empathy will lead to positive social relationships with others and self- development can be experienced if individuals are aware of the changes within themselves (Halim & Dariyo, 2016).

The fourth aspect of emotional intelligence is managing emotion. The managing emotion aspect is related to the psychological well-being aspect, that is the dimension of self-acceptance. Individuals can clearly think if they are able to control their emotions (Wahyuni, 2021) as having difficulty to convey feelings or thoughts, express themselves, feeling lonely, anxious, and sad and no life goals are among numerous psychological problems that are often experienced by people (Kamboj & Garg, 2021; Moeller et al., 2020; Yuste-Tosina et al., 2019; Aloia & Brecht, 2017). In contrast, as agreed by Lee & Sim, (2021) and Bar-On (2010), high emotional intelligence people are competent and able to tackle various challenges and demands; therefore, it is easy for them to gain prosperity and experience wonderful life.

Wahyuni (2021) stated that psychological well-being can be improved by emotional intelligence because people with greater emotional intelligence able to understand their own emotions as well as others' emotions, and eventually able to link with them. By this way, various problems that possibly arise due to low emotional intelligence such anxiety, stress and can be avoided (Wahyuni, 2021; Kamboj & Garg, 2021; Moeller et al., 2020; Yuste-Tosina et al., 2019).

#### **LIMITATIONS AND RECOMMENDATIONS**

There is a possibility that some of the articles might have been left out as this systematic literature review only includes research papers gathered from Scopus and Science Direct databases. Meanwhile, this study did not include other sources such as conference proceedings, reports by governments or other agencies, books, eBooks, and dissertations. Additionally, this study only focuses on researches done from 2017-2021. Hence, future study might consider to extend to adequate timeline, possibly 12 years in order to get better findings from related research and publications conducted (Shaffril, Krauss & Samsuddin, 2018). It is known that emotional intelligence is a learned skill that should be developed by everyone in order to succeed in both life and afterlife. Therefore, a study on emotional intelligence and psychological well-being covering other areas is essential for the sake of better individuals, groups, or communities.

#### **CONCLUSION**

This systematic literature review offers a methodological procedure to study the relationship between emotional intelligence and psychological well-being, utilising various data sources, and different research designs. It is hoped that this review able to assist researchers in bringing better insights on emotional intelligence and psychological well-being as this study is gaining attention worldwide. Certainly, the findings in the review can be used by researchers in deciding the design of the study, methods, and measurements for future reference.

#### **ACKNOWLEDGMENT**

The authors would like to extend their gratitude to Universiti Teknologi MARA, Melaka for funding this research project through TEJA Matching Grant 2023 (GST2023/1-4).



## REFERENCES

- [1] Ahoie K. H., Faramarzi M., Hassanzadeh R. (2017). Psychological Well-Being of Patients with Breast Cancer and Its Relationship with Emotional Intelligence. *J Babol Univ Med Sci*, 19(8). <https://www.researchgate.net/publication/320736073>
- [2] Akhavan, Tafti M., & Mofradnezhad, N. (2018). The Relationship of Emotional Intelligence and Social Skills with Psychological Well-being in the Elderly. *Salmand: Iranian Journal of Ageing*. 13(3), 334-345. <http://salmandj.uswr.ac.ir/article-1-1373-en.html>
- [3] Altaras Dimitrijević, A., Jolić Marjanović, Z., & Dimitrijević, A. (2018). Whichever Intelligence Makes You Happy: The Role of Academic, Emotional, and Practical Abilities in Predicting Psychological Well-Being. *Personality and Individual Differences*, 132, 6-13. <https://doi.org/10.1016/j.paid.2018.05.010>
- [4] Aloia, L. S., & Brecht, D. (2017). Psychological Well-Being as A Function of Affectionate Communication and Emotional Intelligence. *Communication Research Reports*, 34(4), 297-306. <https://doi.org/10.1080/08824096.2017.1350570>
- [5] Antinienė, D., & Lekavičienė, R. (2017). Psychological and Physical Well-Being of Lithuanian Youth: Relation to Emotional Intelligence. *Medicina*, 53(4), 277-284.
- [6] Bar-On, R. (2010). Emotional Intelligence: An Integral Part of Positive Psychology. *South African Journal of Psychology*, 40(1), 54-62. <https://doi.org/10.1177/008124631004000106>
- [7] Bradburn, N. M. (1969). The Structure of Psychological Wellbeing. National Opinion Research Center Monographs in Social Research. Chicago: Aldine Publishing Company.
- [8] Carmeli, A., Yitzhak-Halevy, M. & Weisberg, J. (2009). The Relationship between Emotional Intelligence and Psychological Wellbeing, *Journal of Managerial Psychology*, 24(1), 66-78. <https://doi.org/10.1108/02683940910922546>
- [9] Delhom, I., Gutierrez, M., Lucas-Molina, B., & Meléndez, J. C. (2017). Emotional Intelligence in Older Adults: Psychometric Properties of the TMMS-24 And Relationship with Psychological Well-Being and Life Satisfaction. *International Psychogeriatrics*, 29(8), 1327-1334.
- [10] Di Fabio, A. & Kenny, M. (2014). The Contributions of Emotional Intelligence and Social Support for Adaptive Career Progress Among Italian Youth. *Journal of Career Development*. 42. 48-59. [10.1177/0894845314533420](https://doi.org/10.1177/0894845314533420).
- [11] Dumčienė, A. (2020). Emotional Intelligence, Psychological Well-Being, and Self-Control of Athletic and Non-Athletic Postgraduates. *Pedagogika*, 140(4), 77-93. <https://doi.org/10.15823/p.2020.140.5>
- [12] Extremera, N., Sánchez-Álvarez, N., & Rey, L. (2020). Pathways between Ability Emotional Intelligence and Subjective Well-Being: Bridging Links Through Cognitive Emotion Regulation Strategies. *Sustainability*, 12(5), 2111. <https://doi.org/10.3390/su12052111>
- [13] Girdharwal, N. (2019). Emotional Intelligence and Happiness. *Indian Journal of Public Health Research & Development*, 10(10), 88-92. <https://tinyurl.com/58msy946>
- [14] Guerra-Bustamante, J., León-del-Barco, B., Yuste-Tosina, R., López-Ramos, V. M., & Mendo-Lázaro, S. (2019). Emotional Intelligence and Psychological Well-Being in Adolescents. *International Journal of Environmental Research and Public Health*, 16(10), 1720. <https://doi.org/10.3390/ijerph16101720>
- [15] Halim, C. F., & Dariyo, A. (2016). Hubungan Psychological Well-Being dengan Loneliness Pada Mahasiswa yang Merantau. *Jurnal Psikogenesis*, 4(2), 170-181.
- [16] Kamboj, K.P. & Garg, P. (2021), "Teachers' Psychological Well-Being Role of Emotional Intelligence and Resilient Character Traits in Determining the Psychological Well-Being of Indian School Teachers", *International Journal of Educational Management*, Vol. 35 No. 4, pp. 768-788. <https://doi.org/10.1108/IJEM-08-2019-0278>
- [17] Kassim, E. S., Osman, I., Hairuddin, H., Hassan, F. & Asa'ari, M. H. (2021). Examining Food Bank Attitude, Food Security, Availability to Basic Needs and Psychological Wellbeing: From the Perspectives of University Students as Food Bank Recipients. *Malaysian Journal of Consumer and Family Economics*, 26, 1-21. <https://www.majcafe.com/wp->



content/uploads/2021/07/Vol-26-2021-Paper-1.pdf

- [18] Kumar, S. & Shazania, S. (2021). The Effect of Emotional Exhaustion Towards Job Performance. *Malaysian Journal of Consumer and Family Economics*, 27 (S1), 54-72. <https://www.majcafe.com/wp-content/uploads/2021/09/Vol-27-S1-Paper-3.pdf>
- [19] Lee, J.-H.; Sim, I.-O. Analysis of the Relationship between the Psychological Well-Being, Emotional Intelligence, Willpower, and Job-Efficacy of Clinical Nurses: A Structural Model Application. *Int. J. Environ. Res. Public Health* 2021, 18, 5582. <https://doi.org/10.3390/ijerph18115582>
- [20] Malinauskas, R., & Malinauskiene, V. (2020). The Relationship between Emotional
- [21] Intelligence and Psychological Well-Being among Male University Students: The Mediating Role of Perceived Social Support and Perceived Stress. *International Journal of Environmental Research and Public Health*, 17(5), 1605. <https://doi.org/10.3390/ijerph17051605>
- [22] Malinauskas, R. & Malinauskiene, V. (2018). The Relationship between Emotional
- [23] Intelligence and Psychological Well-Being among Male University Students: The Mediating Role of Perceived Social Support and Perceived Stress. *International Journal of Environmental Research and Public Health*. doi: 10.3390/ijerph17051605.
- [24] Martínez, R. S. (2017). Relationship between Emotional Intelligence Profiles and
- [25] Psychological Wellbeing of People with Spinal Cord Injury. *Anuario de Psicología*, 47(1), 9-16.
- [26] Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. *Emotion Review*, 8(4), 290-300.
- [27] Mehmood, T. & Gulzar, S. (2014). Relationship between Emotional Intelligence and Psychological Well-Being among Pakistani Adolescents. *Asian Journal of Social Sciences & Humanities*, 3(3), 178-185. ISSN: 2186-8492.
- [28] Mock, M., Omann, I., Polzin, C., Spekkink, W., Schuler, J., Pandur, V., ... & Panno, A. (2019). "Something inside me has been set in motion": Exploring the psychological wellbeing of people engaged in sustainability initiatives. *Ecological Economics*, 160, 1-11.
- [29] Moeller, R. W., Seehuus, M., & Peisch, V. (2020). Emotional Intelligence, Belongingness, and Mental Health in College Students. *Frontiers in Psychology*, 11, 93. <https://doi.org/10.3389/fpsyg.2020.00093>
- [30] Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Prisma Group. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Medicine*, 6(7), e1000097. <https://doi.org/10.1371/journal.pmed.1000097>
- [31] Peñacoba, C., Garvi, D., Gómez, L., & Álvarez, A. (2020). Psychological Well-Being,
- [32] Emotional Intelligence, and Emotional Symptoms in Deaf Adults. *American Annals of the Deaf*, 165(4), 436-452. <https://doi.org/10.1353/aad.2020.0029>
- [33] Quintana-Orts, C., Mérida-López, S., Rey, L., & Extremera, N. (2021). A Closer Look at the Emotional Intelligence Construct: How Do Emotional Intelligence Facets Relate to Life Satisfaction in Students Involved in Bullying and Cyberbullying? *European Journal of Investigation in Health, Psychology and Education*, 11(3), 711-725.
- [34] Ramya S. (2014). Relationship between Emotional Intelligence and Psychological Well Being among Young Adults. *International Journal of Indian Psychology*, 2(1). DIP: 18.01.503/20140201, DOI: 10.25215/0201.503
- [35] Razaghi S., Parsaei S., Saemi E. (2020). The Mediating Role of Physical Activity in The Relationship of Emotional Intelligence with Psychological Well-Being in Elderly People. *Salmand: Iranian Journal of Ageing*. 14(4), 392-405. URL: <http://salmandj.uswr.ac.ir/article-1-1413-en.html>
- [36] Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- [37] Shaffril, H. A. M., Krauss, S. E., & Samsuddin, S. F. (2018). A systematic review on Asian's farmers' adaptation practices towards climate change. *Science of the total Environment*, 644,



683-695.

- [38] Shamshad, I., & Naqi Khan, M. K. (2020). Emotional Intelligence, Transformational Leadership, Self-Efficacy for Well-Being: A Longitudinal Study Using Sequential Mediation. *Journal of Public Affairs*, e2506. <https://doi.org/10.1002/pa.2506>
- [40] Singh, S. & Kaur, R. A Study to Understand the Relationship between Emotional Intelligence and Psychological Well-Being among Adolescents of Chandigarh and Punjab College Students. *International Journal of Innovative Technology and Exploring Engineering*, 8(7), 21-23.
- [41] Suárez Martel, M.J., & Martín Santana, J.D. (2021). The Mediating Effect of University Teaching Staff's Psychological Well-Being between Emotional Intelligence and Burnout. *Psicología Educativa*, 27(2), 145-153. <https://doi.org/10.5093/psed2021a12>
- [42] Ugoani, J., & Akuezue, E. (2013). Imperatives of Emotional Intelligence on Psychological Wellbeing Among Adolescents. *American Journal of Applied Psychology*, 1(3), 44-48.
- [43] Vicente-Galindo, M. P., López-Herrera, H., Pedrosa, I., Suárez-Álvarez, J., Galindo-Villardón, M. P., & García-Cueto, E. (2017). Estimating the Effect of Emotional Intelligence in Wellbeing among Priests. *International Journal of Clinical and Health Psychology*, 17(1), 46-55. <https://doi.org/10.1016/j.ijchp.2016.10.001>
- [44] Viswanathan, R., Mohammed, M., Lal, N. S. & Parveen, J. (2019). Does Emotional Intelligence Pave Way for Psychological Well-Being and Enhancing Work Performance. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(254), 663-672.
- [45] Wahyuni, A. S. (2021). Peran Kecerdasan Emosi Dalam Meningkatkan Psychological Well-Being Pada Remaja. *Jurnal Social Library*, 1(1), 1-7. <http://penelitimuda.com/index.php/SL/article/view/21>
- [46] Wijaya, H. Correlation of Gender, GPA and Multicultural to Emotional Intelligence Skill in STAD Cooperative Learning Multicultural Based.