

## EMOTIONAL INTELLIGENCE AND PERSONALITY AS CORRELATES OF THE PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS: A CROSS-SECTIONAL STUDY IN NORTH INDIA

## INTELIGENCJA EMOCJONALNA I OSOBOWOŚĆ JAKO KORELATY DOBROSTANU PSYCHOLOGICZNEGO NASTOLATKÓW: BADANIE PRZEKROJOWE W PÓŁNOCNYCH INDIACH

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### Summary

**Background.** This study examines the relationship between emotional intelligence (EI), personality types, and adolescents' perceived psychological well-being (PWB) and identifies the most significant predictors of PWB among adolescents.

**Material and methods.** Using a method of purposive sampling, data were obtained from 400 male and female teenagers in Haryana state, India. For data analysis, the t-test, Pearson correlation, and regression analysis were used.

**Results.** The results of t-test demonstrated that male and female adolescents differ on neuroticism and psychoticism, the two subdimensions of personality types. Correlation analysis revealed that EI, personality, and PWB are significantly correlated with each other. In addition, regression analysis revealed that EI, extroversion, neuroticism, and psychoticism are four significant predictors of PWB.

**Conclusions.** The study suggests some recommendations for parents and psychologists to be incorporated for better well-being of adolescents. EI and personality play vital roles in PWB and both are significant predictors of PWB.

**Keywords:** emotional intelligence, personality type, psychological well-being, adolescents

### Streszczenie

**Wprowadzenie.** W niniejszym opracowaniu zbadano relację między inteligencją emocjonalną (IE), typami osobowości oraz postrzeganym dobrostanem psychologicznym (PDP) nastolatków, a także określono najbardziej znaczące predyktory PDP wśród nastolatków.

**Materiał i metody.** Korzystając z metody doboru celowego uzyskano dane od 400 nastolatków i nastolatek ze stanu Haryana w Indiach. Do analizy danych wykorzystano test T, korelację Pearsona oraz metodę regresji.

**Wyniki.** Wyniki testu T dowiodły, że nastoletni chłopcy i dziewczęta różnią się neurotycznością i psychotycznością, które stanowią dwa podwymiary typów osobowości. Analiza korelacji wykazała, że IE, osobowość i PDP są ze sobą znacząco skorelowane. Dodatkowo analiza regresji pokazała, że IE, ekstrawersja, neurotyczność i psychotyczność są czterema znaczącymi predyktorami PDP.

**Wnioski.** W niniejszym badaniu zasugerowano zalecenia dla rodziców i psychologów, które należy uwzględnić w celu zapewnienia nastolatkom lepszego samopoczucia. IE i osobowość mają zasadnicze znaczenie dla dobrostanu psychologicznego i oba te czynniki są znaczącymi predyktorami PDP.

**Słowa kluczowe:** inteligencja emocjonalna, typ osobowości, dobrostan psychologiczny, nastolatki

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## Introduction

Adolescence is often regarded as the most painful or difficult stage of the parent-child relationship [1]. Adolescence is the time of life during which individuals undergo continual change on a mental, physical, and psychological level [2]. Youth, according to the World Health Organization (WHO), is best defined as the interval between childhood and maturity. Adolescence is described as “the stage of human growth and development that occurs between infancy and maturity, between the ages of ten and nineteen” [3]. This era is described by Thorley [4] as a “perfect storm” in the lives of young people who are often at risk for mental health. This developmental era, according to Cripps and Zyromski [5], is a vital time in an individual’s development because they undergo significant changes in their mental, physical, and psychological spheres of existence [2]. This era is referred to as one of stress and storm as well as the transition from childhood to maturity [6]. According to a report by the Planning Commission, Government of India [7], it is defined as “a phase of life characterized by rapid physical growth and development, physical, social and psychological changes, and maturity, sexual maturity, experimentation, development of adolescent mental processes and a move from the earlier childhood socio-economic dependence towards relative independence”.

The adolescence period is a vital part of an individual’s life, therefore it is important to study the mental health of an individual in this crucial period. Adolescence is a time when a variety of psychological factors have an impact on a person’s mental health. They are exposed to various scenarios in which they must deal with both good and bad happenings in their lives. They will have to maintain balance to cope with these numerous stimuli for better psychological health. A variety of factors, such as emotional intelligence (EI) and personality characteristics, may be used to predict the development of adolescents’ psychological well-being (PWB). Adolescents who acquire favorable psychosocial variables, which assist them to have positive well-being, are better able to cope with various situations. Adolescents will be better able to deal with stressful situations if psychological elements such as EI and personality characteristics are improved.

The purpose of this study is to get a deeper understanding of the role EI and personality factors have in predicting the PWB of adolescents.

### *Psychological well-being (PWB)*

PWB is described as the capacity to actively participate in work, form meaningful interpersonal relationships, and maintain pleasant emotions [8]. The lack of psychiatric symptoms or the existence of good mental health traits can be used to describe PWB [9,10]. PWB may be described as an individual’s judgement of his or her life in terms of life satisfaction, effective balance, or the extent to which PWB exists within the individual’s experience [11].

### *Emotional intelligence (EI) and psychological well-being (PWB)*

EI is one factor that might influence an individual’s well-being. Research has suggested that EI is a concept that’s closely related to well-being. EI is a collection of positive attributes that may be gained to improve people’s happiness [12]. EI is the capacity to recognize, evaluate, and manage one’s own emotions [13]. Mayer and Salovey [14] defined EI as “the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Later, in 1997, they proposed a revised model that highlighted four dimensions defined as “the ability to perceive emotions, to access and generate emotions; so as assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions to promote emotional and intellectual growth” [15]. Unlike intelligence, which is regarded as essentially constant,

EI abilities may be enhanced by learning and practice [16] and their growth would lead to people's success in a variety of domains of activity.

EI has a crucial function in affecting a person's mental state. According to the author's research [17], EI is the biggest predictor of happiness. EI is critical to one's well-being. Salovey and Mayer [18] proposed a theory linking EI to high PWB, asserting that people with high EI are more likely to be able to sustain positive mental states for a longer periods [15,18-20]. Furthermore, people with high EI have highly effective survival tactics as well as a wide range of social skills and social networks, all of which contribute to their overall well-being [21]. Because of their capacity to repair after a negative mood induction, people with a better appraisal, comprehension, and management of emotions (High EI) are less likely to acquire maladaptive emotional states such as mood and anxiety disorders [22]. EI and locus of control, according to Alvarez et al. [23], have a significant impact on adolescent well-being. According to Bhullar et al. [24], there is a particular function of social support and EI in connection to mental health. Bartwal [25] also discovered a substantial association between senior secondary students' mental health and EI.

### *Personality and PWB*

Personality is another important aspect in determining an adolescent's PWB. EI and personality characteristics have been demonstrated to influence emotion perception, self-esteem, and motivation, and hence overall well-being [26]. Salavera et al. [26] found a relationship between personality characteristics, EI, and eudaimonic well-being. According to the study, EI and personality are essential components of eudaimonic well-being. Additionally, it was shown in research on eudaimonic well-being in adolescents that activity and anxiety factors (related to personality), as well as emotionality and well-being variables (associated with trait EI), had predictive value. These findings emphasize the crucial relevance of personality and EI in eudaimonic well-being research. According to a research conducted by Dewal and Kumar [27], personality characteristics and psychological capital are highly associated with the PWB of entrepreneurs. A cross-sectional research found significant connections between mental health and both dimensions of personality, extroversion and neuroticism [28]. Similar outcomes have been shown by Ruini et al. [29] and Vittersø and Nilsen [30].

### *Objectives of the study*

The study aims to accomplish the following objectives:

- to study the difference between male and female adolescents on the variables of PWB, EI and personality type;
- to study the relationship between PWB, EI and personality type among adolescents;
- to explore the role of personality and EI in PWB among adolescents.

### *Hypotheses of the study*

Following are the hypotheses of the study:

- male and female adolescents would differ on the variable of PWB;
- male and female adolescents would differ on the variable of EI;
- male and female adolescents would differ on the variable of personality type;
- there shall be a significant relationship between PWB and EI;
- there shall be a significant relationship between PWB and personality type;
- EI and personality would emerge as significant predictors of PWB.

## **Materials and methods**

### ***Participants of the study***

The present study consists of 400 adolescents from north India. Their ages range from 14 to 19. Respondents were selected using the non-probability convenience sampling method. 500 questionnaires were distributed among male and female adolescents residing in Haryana state. A total of 430 filled questionnaires were received. Scrutiny of the questionnaires revealed that 30 questionnaires had incomplete information, which were then dropped from further analysis. Finally, 400 questionnaires were used in the final analysis. The complete sample consisted of 200 males (50%) and 200 females (50%).

### ***Measures***

#### *Psychological well-being*

Carl Ryff's [31] PWB scale was used to measure the well-being of adolescents. It is used to determine the subjects' PWB. It's an 18-item questionnaire based on the idea of good individual functioning. Participants were instructed to read the statements and respond on a seven-point Likert scale ranging from strongly agree to strongly disagree. The higher the score, the greater the adolescent's reported PWB.

#### *Personality*

The Eysenck Personality Questionnaire-Revised (EPQ-R), developed by Hans J. Eysenck (1985) to assess the typical personality, was adopted or standardized by Tiwari et al. [32] for use on the Indian population in the present research. Three dimensions of personality including extroversion, psychoticism and neuroticism were assessed. The respondents were asked to provide yes or no answers to the given statement.

#### *Emotional intelligence*

Dr. AK Singh and Shruti Narain's [33] EI scale was used to assessing the participants' EI. It consists of 31 questions, with respondents selecting yes or no to indicate agreement or disagreement with the statements. The scale can be used for ages 12 and above.

### ***Procedure***

The investigator personally contacted the institution's head and explained the study's purpose. Before the research, formal permission from the institution's head was obtained. The investigator addressed several classrooms with the assistance of class mentors. Before data collection, participants were informed about the study's objectives and procedures. Additionally, they were queried about their willingness to participate in the research. Following completion, the research instruments were returned and verified for inaccuracies. The manual scoring procedure was followed, and the results were recorded on the spreadsheet for future analysis.

## **Results and discussion**

After the collection of data, the appropriate statistical tools (t-test, Pearson correlation, and regression analysis) were used to interpret the results.

### Perceptual differences between male and female adolescents

Before analyzing the effect of independent variables on dependent variable, the study explores whether male and female respondents differ in the various aspect of PWB, EI, and personality type. Table 1 denotes the significance of the difference between male and female adolescents. As concerns the variable PWB, there is no significant difference between male and females adolescents ( $t=1.850$ ). The mean score comparison indicated that females adolescent (Mean=89.93, SD=8.966) scored a little better than males adolescents (Mean=88.06, SD=11.080), however, the difference was not statistically significant. The reason for the findings may be that in present times, every individual (irrespective of age and gender) faces the stress and challenges of everyday life. Therefore, both males and females are aware of the way to cope with daily life hassles through various aids, viz. yoga, meditation, and spirituality. Thus, the first hypothesis, “male and female adolescents would differ on the variable of PWB”, was rejected on the basis of the present finding. Similar evidence came from study done by Rathi and Rastogi [34]. They found that in adolescence, male and female students do not differ substantially on the well-being manifestation measure scale (WBMMS) subscales. There were no significant differences between males and females.

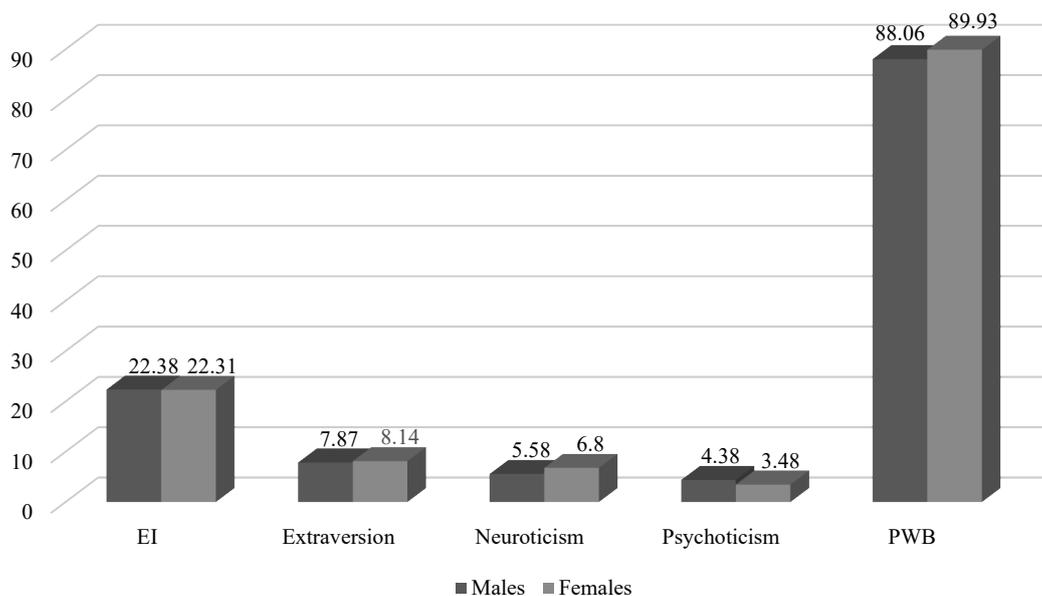
**Table 1.** Mean, SD, and t-value of male and female adolescents

Variables	Mean	SD	Mean	SD	t-test
EI	22.38	4.153	22.31	4.044	.159
Extroversion	7.87	2.746	8.14	2.872	.943
Neuroticism	5.58	2.925	6.80	2.983	4.096**
Psychoticism	4.38	2.019	3.48	1.550	4.973**
PWB	88.06	11.080	89.93	8.966	1.850

Notes: \* $p<0.05$ , \*\* $p<0.01$ .

Furthermore, no significant gender differences were found for EI ( $t=.159$ ). When we consider the mean value, it is found that adolescent boys (Mean=22.38, SD=4.153) score higher than girls (Mean=22.31, SD=4.044) but the difference is not statistically significant. According to previous studies, males have better EI than females [35,36]. Thus, the second hypothesis, “male and female adolescents would differ on the variable of EI” was rejected on the basis of the present finding.

As far as variable personality dimensions are considered, significant differences were observed between male and female adolescents in neuroticism ( $t=4.096$ ,  $p<0.01$ ) and psychoticism ( $t=4.973$ ,  $p<0.01$ ). Mean score comparison indicated that female adolescents (Mean=6.80, SD=2.983) perceived themselves as higher on neuroticism than male adolescents (Mean=5.58, SD=2.925). But on psychoticism, the mean score of male adolescents (Mean=4.38, SD=2.019) was higher than females adolescent (Mean=3.48, SD=1.550). No significant differences were found between males and females in extroversion. When we consider the mean value, it is found that adolescent girls (Mean=7.87, SD=2.746) score higher than boys (Mean=8.14, SD=2.872) but the difference is not statistically significant. Weisberg et al. [37] also found gender differences in Big Five Extroversion, Agreeableness, and Neuroticism scores. It is clear that male and female adolescents significantly differ on the sub dimensions of personality, i.e., neuroticism and psychoticism. Thus, the third hypothesis “male and female adolescents would differ on the variable of personality type” was partially accepted on the basis of the present finding (Figure 1).



**Figure 1.** Graphical representation of mean differences on EI, dimensions of personality and PWB

**Correlation analysis**

Table 2 shows that PWB and EI are positively and significantly correlated ( $r=0.376, p<0.01$ ). Thus the fourth hypothesis, that “there shall be a significant relationship between PWB and EI”, is proved on the basis of the obtained results. This indicates that the ability to comprehend oneself and others, as well as the capacity to effectively control and regulate emotions and their expression, helps these adolescents in keeping healthy and has a positive effect on their PWB, because the aspects of EI and PWB are interrelated. It is obvious that children who are in a positive environment and who receive attention develop emotionally a healthy personality therefore a high level of PWB. High EI leads to positive feelings such as awareness, fulfillment, contentment, happiness, balance, and motivation, all of which enhance PWB.

**Table 2.** Intercorrelation Matrix of PWB With EI, dimensions of personality

Variables	PWB	EI	Extroversion	Neuroticism	Psychoticism
<b>PWB</b>	1				
<b>EI</b>	.376**	1			
<b>Extroversion</b>	.205**	.423**	1		
<b>Neuroticism</b>	-.202**	-.337**	-.149**	1	
<b>Psychoticism</b>	-.100*	-.186**	-.100*	-.078	1

Notes: \* $p<0.05$ , \*\* $p<0.01$ .

The study of Kumar and Hussain [38] found that strong EI is connected with enhanced mental health and decreased fatigue. EI and subjective well-being are intricately connected, according to Kulshreshtha and Sen [39]. According to their findings, CEOs who had high levels of EI rated much higher on positive impacts and significantly lower on negative ones. The rationale for this disparity across groups is that people with high EI are more likely to be happy and successful in relationships because they are capable of balancing their emotions and intellect. According to studies, a high level of EI correlates with emotional well-being, while a low level of EI correlates with poor mental health [40,41]. Thus on the basis of correlational analysis, it can be said that there

exists significant relationship between PWB and EI. Therefore, it can be concluded that the hypothesis that states: “there shall be a significant relationship between PWB and EI” was accepted.

Table 2 indicates that all the dimensions of personality are found to be significantly related with PWB considering the direction of these relationship, extroversion ( $r=.205, p<0.01$ ) was positively correlated with PWB while Neuroticism ( $r =-.202, p<0.01$ ) and Psychoticism ( $r=-.100, p<0.01$ ) were negatively correlated with PWB. Some previous studies have also reported similar findings. McCrae and Costa [42] revealed that neuroticism, extroversion, and openness to experience all had a systematic effect on an individual’s PWB. This conclusion supported their past research that suggested that neuroticism was negatively associated with well-being, but extroversion was positively associated. According to Haslam et al. [43], personality characteristics were also significantly related with subjective well-being. All personality characteristics were favorably connected with subjective well-being, with the exception of neuroticism, which was negatively correlated with subjective well-being. Maltby et al. [44] discovered that the neuroticism coping forgiving element was associated with lower mental health, while the extroversion coping forgiveness element was associated with better mental health. Sangeeta’s [45] research also indicates that high extroversion scores increase mental health, whereas high introversion levels deteriorate mental health. The study by Kaur et al. [46] reveals results that also show a positive association between the extroversion factor of personality and mental health, and a negative association between personality factors neuroticism and mental health. The above results support the findings of the present study, to wit, that neuroticism is correlated significantly and negatively with mental health, while extroversion is correlated significantly and positively.

On the basis of correlational analysis, it can be said that there exists significant relationship between PWB and personality. Thus, it can be concluded that the fifth hypothesis which states: “there shall be a significant relationship between PWB and personality type” was accepted.

### **Regression analysis**

#### *Predictors of PWB for males and females*

The last objective of the study was to discover the predictors of PWB. For that purpose, stepwise regression analysis is used, and the results are presented in Table 3 and Table 4. Regression analysis was conducted separately for male and female adolescents to identify the specific determinants of PWB. The regression analysis for males is given in Table 3. The regression analysis showed that EI is the strongest predictor of the PWB ( $F=44.978, p<0.01$ ) among male adolescents. The multiple R 0.430 and R square value (0.185) revealed that EI explains the 18.5% variance in the PWB among males. The regression coefficient ( $\beta=0.430, p<0.01$ ) revealed that EI contributes positively to the PWB of male adolescents. EI is also the strongest predictor of the PWB ( $F=22.073, p<0.01$ ) of female adolescents. The multiple R 0.317 and R square value (0.100) revealed that EI explains the 10.0% variance in the PWB of female adolescents. The regression coefficient ( $\beta=0.317, p<0.01$ ) revealed that EI contributes positively to the PWB of female adolescents. EI plays a major role in the PWB of male adolescents as compared to the PWB of female adolescents. Therefore, males with high EI have high PWB as compared to females with high EI. However, EI is the strongest predictor of PWB for both male and female adolescents.

**Table 3.** Results of regression analysis for males

Predictors	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Sig.	$\beta$	Sig.
EI	0.430	0.185	0.185	44.978	0.000	0.430	0.000
Extroversion	0.248	0.246	0.061	12.941	0.000	0.248	0.000
Neuroticism	0.240	0.304	0.58	12.115	0.001	-0.240	0.000

**Table 4.** Results of regression analysis for females

Predictors	R	R <sup>2</sup>	R <sup>2</sup> Change	F	Sig.	$\beta$	Sig.
EI	0.317	0.100	0.100	22.073	0.000	0.317	0.000
Extroversion	0.152	0.123	0.023	4.658	0.032	0.152	0.032
Neuroticism	0.213	0.168	0.045	9.379	0.032	-0.213	0.032

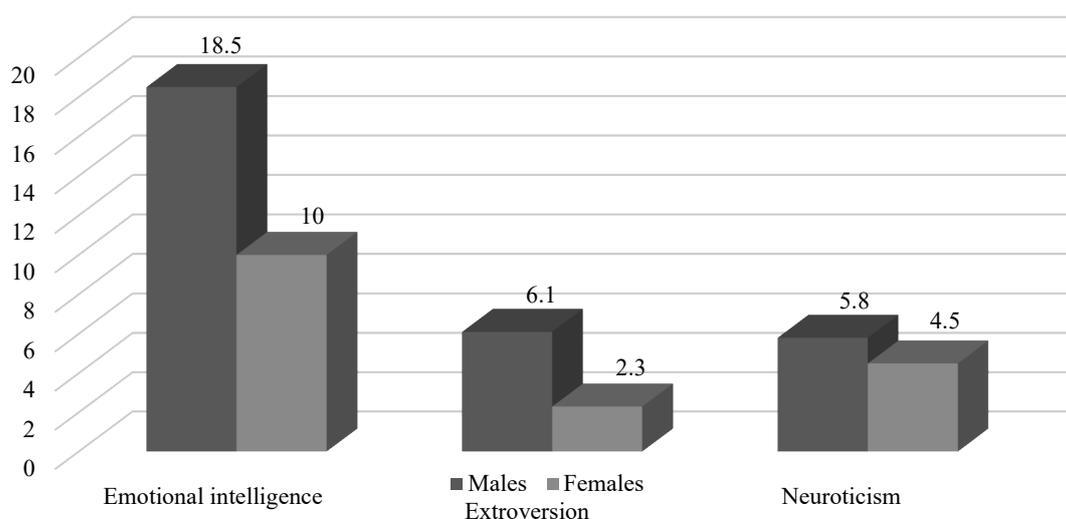
Similar evidence came from the study by Raina and Bakhshi [47]. They did a study on Indian professionals to determine the relationship between EI and well-being. They found that EI was predictive of the overall as well as the individual measures of eudaimonic well-being. Higgs and Dulewicz [48] also found that EI was the strongest predictor of overall well-being. EI has been linked to four well-being indicators, including self-acceptance, life satisfaction, self-esteem, and physical symptoms, according to a study by Carmeli et al. [49].

The other variable, extraversion, a subscale of personality type, emerged as the second significant predictor of PWB among male adolescents. The R square equal to 0.246 ( $F=12.941, p<0.01$ ) revealed that, taken together with EI, they explain 24.6% of variance. It alone accounts for 6.1% of variance in the criterion variable. Furthermore, the regression coefficient ( $\beta=0.248, p<0.01$ ) showed that extraversion make a positive contribution to the PWB of male adolescents. In female adolescents, extraversion, a subscale of personality, also emerged as a predictor of PWB. The R square equal to 0.123 ( $F=4.658, p<0.01$ ) revealed that, taken together with EI, they explain 12.3% of variance in the criterion variable. It alone accounts for 2.3% of the variance in the criterion variable. The regression coefficient ( $\beta=0.152, p<0.01$ ) showed that extraversion make a positive contribution in the PWB of female adolescents. Extraversion, a subscale of personality, plays a major role in the PWB of male adolescents as compared to the PWB of females, although for both males and females it emerged as a significant predictor of PWB.

The third variable that emerged as a significant predictor of PWB in male adolescents was neuroticism, a subscale of personality ( $F=12.115, p<0.01$ ). The R square value (0.304) revealed that along with EI and Extroversion, neuroticism explains the 30.4% variance in the PWB of male adolescents. It alone accounts for 5.8% variance in the criterion variable. The regression coefficient ( $\beta=-0.240, p<0.01$ ) revealed that neuroticism contributes negatively to the PWB of male adolescents. Similarly, in female adolescents, neuroticism, a subscale of personality ( $F=9.379, p<0.01$ ), emerged as a significant predictor of PWB. The R square value (0.168) revealed that along with EI and extroversion, neuroticism explains 16.8% of the variance in the PWB in female adolescents. It alone accounts for the 4.5% variance in the criterion variable. The regression coefficient ( $\beta=-0.213, p<0.01$ ) revealed that neuroticism contributes negatively to the PWB of female adolescents. Neuroticism seems to have a somewhat stronger influence in male PWB than in female PWB. However, it is a major predictor of PWB for both males and females.

A similar finding by Kokko et al. [50] revealed a statistically significant relationship between low neuroticism, strong extroversion, and PWB. Additionally, it was shown that conscientiousness, openness, and agreeableness, in particular, are connected with PWB. More recently, Salami [51] found associations between personality traits, EI and PWB. EI, on the other hand, moderated the link between neuroticism, extroversion, and PWB.

From the regression results (Figure 2) it is clear that EI and personality turned out to be the significant predictors of PWB, refuting the role of psychoticism. The overall pattern of the result of regression analysis explained that well-being for both male and female adolescents is most influenced by EI and personality. So, the hypothesis which stated "EI and personality would emerge as significant predictors of PWB" was partially accepted, whereas the contribution of psychoticism in PWB was ruled out in regression analysis.



**Figure 2.** Contributions of predictor variables in the PWB of males and females

## Conclusions

The purpose of the current research was to investigate the status of PWB among male and female adolescents and to determine if EI and personality emerged as predictors of PWB among adolescents. Data was collected from four hundred male and female adolescents from north India. The t-test, Pearson correlation, and regression analysis were used for data analysis. From the data discussed above, it can be inferred that substantial gender differences exist in the neuroticism and psychoticism aspects of personality. Female adolescents perceived themselves as more neurotic than their male counterparts. On psychoticism, however, male adolescents saw themselves as higher than girls in terms of EI and PWB, although there was no significant difference between males and females. PWB has a positive and significant relationship with EI and extroversion, and a negative relationship with two personality dimensions, neuroticism and psychoticism. For adolescents, three out of four variables predict PWB. As a result, EI was shown to be strongly linked with PWB and to be the most significant contributor to PWB. High levels of EI are accompanied by high levels of PWB. EI influences the PWB of the males more than it influences the PWB of the females. However, EI emerged as the most significant predictor of PWB for both males and females. One possible explanation for this link is that individuals with a high EI are more adept at evaluating and regulating their emotions; as a consequence, they experience a greater degree of PWB. In addition to this, adolescents with a higher EI are more conscious of their abilities and limitations. Extroverted individuals are social and are also assertive, active, and talkative. They like excitement and are more optimistic than are persons who are neurotic and psychotic. Extroverted individuals lead a positive life in comparison to those individuals who score higher on neuroticism and psychoticism, and they have better PWB. Neurotic and psychotic individuals have a tendency to experience negative effects such as fear, sadness, and anger. Individuals who score low on neuroticism and psychoticism are emotionally stable and calm in comparison to those who score higher on neuroticism and psychoticism. Thus, they have higher level of PWB.

On the basis of the results it can be concluded that EI and personality are significantly related to PWB. Children's lives will be better if they are emotionally content and balanced throughout the challenging years of emotional maturation. As a result, those with a high degree of EI have an excellent PWB. One may improve their PWB by recognizing and regulating their own emotions in a positive manner.

### *Implications of the study*

This research has several implications for people, psychologists, and social activities. Examining the impact of EI and personality in improving PWB among teenagers, the findings of the current research will make a significant contribution to the development of high PWB. Developing the ability to recognize one's attitudes, interests, needs, and emotions, as well as those of others, is essential for young people today. Consequently, the findings regarding EI will provide parents and educators with vital guidelines for fostering EI in adolescents. For a person to be deemed worthy, it is beneficial for them to have an accurate and suitable self-evaluation. In addition, the research highlights the necessity for parents to teach their children how to understand their own and others' emotions, so that true perceptions, thoughts, and feelings may help the development of meaningful relationships that predict the youth's future well-being. Additionally, adolescents may increase their PWB by engaging in extroverted activities. They should attempt to communicate and engage with people rather than avoid them. Instead of approaching neurotic patterns of thinking, adolescents may take a step back as an observer and think about what causes their angst and improve their ability to handle their angst in a positive manner.

### *Limitations*

All possible outcomes are considered when designing a research study to ensure success with minimal errors and maximum applicability. There are still some limitations to the inquiry. The sample size was insufficient to generalize the findings. A larger sample size would improve generalization. To replicate the findings, future studies may use a larger sample size. Future studies could look into the relationships between age, family, and PWB. Cross-sectional data is another study restriction, since causal associations are difficult to establish. Longitudinal data collection should be used in future research to establish a relationship between components.

### **Disclosures and acknowledgements**

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