

EXAMINING THE EFFECT OF EMOTIONAL INTELLIGENCE LEVELS OF MANAGEMENT CANDIDATE STUDENTS ON THEIR SUBJECTIVE WELL-BEING

YÖNETİCİ ADAYI ÖĞRENCİLERİN DUYGUSAL ZEKÂ DÜZEYLERİNİN ONLARIN ÖZNEL İYİ OLUŞLARI ÜZERİNDEKİ ETKİSİNİN İNCELENMESİ

Elkhan Gurbanlı¹

Bahadır Baysal²

Mustafa Taşlıyan³

Öz

Bu çalışmanın başlıca amacı yönetici adayı öğrencilerin duygusal zekâ düzeylerinin onların öznel iyi oluşları üzerinde olan etkisini tespit etmektir. Araştırma Hazar Üniversitesi İktisadi ve İdari Bilimler Fakültesinde eğitim alan öğrenciler üzerinde yürütülmüştür. Araştırmada veri toplama yöntemi olarak anket kullanılmıştır. Örnekleme yöntemi olarak ise literatürde yaygın olarak kullanılan kolayda örnekleme yöntemi tercih edilmiştir. Anket online ortamda oluşturulmuş ve doldurulmuştur. Toplamda 250 öğrenciye erişilmiş ve 160 öğrenciden geri dönüş alınmıştır. Elde edilen veriler SPSS (İstatistiksel Analiz Programı) kullanılarak frekans, güvenilirlik, regresyon ve korelasyon gibi birçok analizlere tabi tutulmuştur. Analiz aşamasını gerçekleştirmek için araştırma amacına uygun olarak toplamda 5 hipotez oluşturulmuştur. Elde edilen sonuçlar doğrultusunda duygusal zekâ ve alt boyutları (öz farkındalık, sosyal farkındalık; öz denetim, ilişki yönetimi) arasında pozitif yönlü ilişki tespit edilmiştir. Ayrıca yapılmış regresyon analizi sonucunda duygusal zekâ ve alt boyutlarının (öz farkındalık, sosyal farkındalık; öz denetim, ilişki yönetimi) öznel iyi oluşu pozitif yönde etkilediği ortaya çıkmıştır.

Anahtar kelimeler: Duygusal zekâ, öznel iyi oluş, nicel araştırma.

JEL Sınıflandırılması: D91, I31, C10

Abstract

The primary objective of this research is to ascertain the impact of future manager students' emotional intelligence levels on their subjective well-being. The study was carried out on a sample of students who were pursuing their studies at Khazar University, namely within the Faculty of Economics and Management. The study used a survey as the primary approach for data collecting. The convenience sampling technique, which is often used in literature, was chosen as the sample method. The survey was developed and completed using an online platform. A cohort of 250 students was surveyed, and comments were obtained from 160 of them. The collected data underwent several analytical procedures, including frequency analysis, reliability analysis, regression analysis, and correlation analysis, using the SPSS (Statistical Analysis Programme). In line with the study goal, a total of five hypotheses were formulated to facilitate the analysis process. Consistent with the findings, a significant correlation was seen between emotional intelligence and its many sub-dimensions, namely self-awareness, social awareness, self-control, and relationship management. Furthermore, the regression analysis yielded findings indicating a positive relationship between emotional intelligence and its sub-dimensions.

Keywords: Emotional intelligence, subjective well-being, quantitative research.

JEL Classification: D91, I31, C10

¹ PhD candidate, Lecturer, Karabakh University, Faculty of Economics, elxan.qurbanli@karabakh.edu.az, ORCID: 0000-0002-8838-9799

² Assistant Professor, Khazar University, Faculty of Economics and management, bbaysal@khazar.org, ORCID: 0000-0002-6667-7394

³ Prof. Dr. Kahramanmarash Sutcu Imam University, Faculty of economic ana management, mustafataşliyan@hotmail.com, 0000-0003-1141-9846

Submitted: 14.10.2024

Accepted : 04.12.2024

Introduction

The concept of emotional intelligence has recently gained a popular place in many branches of science. Emotional intelligence, which is a type of social intelligence, is defined as a type of social intelligence where an individual can observe his own and others' emotions, distinguish between them, and use the information obtained as a result of observations to direct thoughts and behaviors. Emotional intelligence is defined as the individual's ability to understand his/her own emotions, motivate the people around him and manage his relationships successfully. Emotional intelligence is essentially a combination of social and personal competencies. While social competencies consist of empathy and social skills, personal competencies are self-management, self-awareness and motivation. Reuven bar-on defined emotional intelligence as "all the non-cognitive skills that enable the individual to react or respond positively to environmental influences and pressures" (Goleman, 2004; Mayer, Salovey, & Caruso, 1993; Taşğın, 2008; Petrides and Furnham, 2001).

In the light of the definitions made, it defines superior abilities as the ability to correctly perceive, interpret and evaluate the emotions unique to oneself and others, to sift through these emotions and use the information obtained in one's behaviors and ideas. The concept of emotional intelligence has become as important as intelligence traditionally measured by IQ in determining an individual's success not only in his private life but also in other areas of life (Acar, 2002).

Additionally, there are studies showing that the concepts of subjective well-being and emotional intelligence are related to each other. Özbay et al. (2012) found that emotional regulation is an important variable in predicting subjective well-being. In his study, Çelik (2008) found a moderate positive and significant relationship between the subjective well-being levels of high school students and their emotional intelligence. Subjective well-being is a broad concept used in the evaluation of life and includes emotions such as happiness, self-esteem, satisfaction, life satisfaction, joy and sense of accomplishment (Diener, 2009). The happiness of individuals is evaluated with the concept of subjective well-being and is discussed in the literature.

Subjective well-being is studied within the field of positive psychology. Analyzing one's life and making judgments about one's life is expressed as subjective well-being. Subjective well-being, which is not one-dimensional, has three important elements (1-Positive/2-Negative affect/3-Life satisfaction) (Diener, 1984; Hybron, 2000;). In order for individuals to have a high level of

subjective well-being, they must experience positive emotions more than negative emotions and achieve maximum satisfaction with their lives. Students who have intense interaction and communication with people, can establish healthy relationships, use, and evaluate emotions correctly, continue their lives in a positive mood and be satisfied with their professional lives. It is thought that intelligence and subjective well-being contribute life satisfaction. While in the concept of subjective well-being, the individual analyzes his/her life and makes a judgment about his/her life in parallel in the concept of emotional intelligence, the individual evaluates his/her own emotions and the perception of others. SWB lies in evaluating one's emotions and integrating them into one's life (Mayer and Salovey, 1997; Hybron, 2000; Diener, 2001). Based on this, these two concepts were found suitable to be examined together. It has been decided to investigate the relationship between emotional intelligence and subjective well-being on students. Finding out how future management students' emotional intelligence affects their subjective well-being is the main goal of this study.

1. Literature Review

Tezelli and Dilmaç (2021) conducted research named “The Corrector Relations Between Emotional Intelligence, Social Struggle and A Good Conception in Teacher Candidates” to examine the predicted association between emotional intelligence, subjective well-being, and social concerns among teacher applicants. To assess the correlations between these variables, a structural equation model analysis was used. The research sample included 339 female students, accounting for 84.5% of the total, and 62 male students, representing 15.5% of the total, who were pursuing their studies in various faculties across several institutions in Istanbul. The data pertaining to the study were obtained via the use of the Emotional Intelligence Rating Scale, Subjective Well-being Scale, and Liebowitz Social Anxiety Scale. The study's results indicate a negative and linear association between teacher candidates' social concerns and their subjective well-being. Upon examining the predicted associations between the sensory intelligence of teacher candidates and their levels of subjective well-being, it becomes evident that a positive and linear link exists. Upon analyzing the predicted associations between the sensory intelligence of teacher candidates and their degrees of social anxiety, it is evident that a negative and linear connection exists.

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Deniz et al., (2017) conducted research named “Relationship Between Mindfulness and Psychological Well-Being: The Mediating Role of Emotional Intelligence” to investigate the potential mediating role of emotional intelligence in the association between mindfulness and psychological well-being. In accordance with the relational screening approach, the research was constructed. A total of 355 first-year students from the Faculty of Education at a public institution took part in this research. There are 286 female students and 69 male students, with an average age of 19.12. The following assessments are used: Mindful Attention Awareness Scale, Psychological Well-Being Scale, and Trait Emotional Intelligence Questionnaire. The research used the Short and personal information form. To investigate the potential mediating effect of emotional intelligence on the association between mindfulness and psychological well-being, a bootstrapping approach was used. The research found a statistically significant indirect impact of mindfulness on psychological well-being via emotional intelligence. The association between mindfulness and psychological wellness of university students was shown to be fully mediated by emotional intelligence. Over time, practicing mindfulness may improve emotional intelligence, leading to an increase in psychological well-being.

Sezgin and Yıldızhan (2022) conducted research named “Examining the Subjective Well-Being and Emotional Intelligence Levels of Physical Education and Sports Teachers and The Relationship Between Them” to assess the subjective well-being and emotional intelligence levels of physical education and sports instructors. Additionally, the study aims to investigate the potential impact of demographic factors on these levels and explore the relationship between these two constructs. The study sample consisted of 471 individuals with varying body proportions, including 348 men and 123 women. These individuals were employed as education and sports teachers at the Directorate of National Education in five provinces in the Eastern Anatolia Region (Malatya, Erzincan, Erzurum, Iğdır, and Ağrı) during the 2019/2020 academic year. The study's data were obtained by using three measures for data collection: the Life Satisfaction scale, the Positive-Negative Emotions scale, and the Trait Emotional Intelligence Scale-Short Form (TEIS-SF). The data analysis included the use of descriptive statistics, independent groups t-test, correlation analysis, and regression analysis. Based on the findings of the study, it was observed that the participants exhibited moderate subjective well-being ratings and high levels of emotional intelligence. The study found that there was a statistically significant relationship between marital status, having a

child, and subjective well-being. The study found that variables such as gender, age, marital status, and having a kid had a statistically significant impact on self-control and well-being, both of which are specific components of emotional intelligence. Furthermore, the subjective well-being and emotional intelligence levels of physical education and sports teachers are adequate. There exists a moderate and weak positive correlation between the subjective well-being levels of teachers and the sub-dimensions of emotional intelligence, as well as self-control, emotionality, and well-being within the emotional intelligence sub-dimensions. Subjective well-being was predicted by 55% of well-being. Consequently, there is a positive correlation between the enhancement of emotional intelligence among physical education and sports instructors and the corresponding elevation in subjective well-being.

Griebel, (2015) conducted research named “Emotional intelligence as a mediator in the relationship between mindfulness and subjective well-being” to determine which of the five mindfulness characteristics best predicts SWB and EI. One hundred and thirty-five Eastern Illinois University undergraduate psychology students who were enrolled in courses throughout the spring and summer of 2015 participated in the study. Participants used Qualtrics, an online survey platform, to complete the FFMQ, the Assessing Emotions Scale, the PANAS, and the Satisfaction with Life Scale. After receiving an informed consent declaration, the subjects were given a demographic survey. The participants completed a battery of measures consisting of the scales after being given the demographic questionnaire and the statement of informed permission. In this way, the study can assist researchers and therapists in understanding which specific aspects of mindfulness lead to higher SWB and increased EI. These aspects can be viewed as learnable talents, as mentioned earlier. To increase EI and, eventually, SWB, the study identified which mindfulness practices should be investigated further by researchers and included in therapeutic procedures. To reinforce the body of research that has examined the relationship between the three variables, the second objective of the current study was to evaluate EI as a mediator of the association between mindfulness and SWB.

2. What is Subjective well-being?

Subjective well-being pertains to individuals' self-reported evaluation of their own state of well-being. These survey questions are designed to assess an individual's overall well-being by

evaluating their cognitive and affective states. For instance, they inquire about factors such as life satisfaction, happiness, and psychological wellness. The subjective nature of well-being questions is not only attributed to their self-reported nature. Objective questions, on the other hand, may also be self-reported if they pertain to real facts, such as work status or family income. Subjective wellbeing (SWB) encompasses the many manners in which individuals assess and perceive their own life. The phrase is often used interchangeably with the common understanding of happiness, since pleasant emotions play a significant role in overall well-being. Nevertheless, SWB spans a broader range of emotions than only pleasant. The tripartite model of subjective well-being (SWB) has been developed and subsequently referred to as such by Busseri and Sadava (2011) and Hicks (2011).

Contrary to the prevailing notion that money cannot purchase pleasure, there is a constant correlation between income and subjective well-being (SWB). Nevertheless, the correlation between wealth and subjective well-being (SWB) diminishes when considering the satisfaction of fundamental, social, and psychological requirements. While it is essential for all individuals to satisfy their wants, the way these needs are met and their impact on overall well-being may be influenced by cultural and economic circumstances. The metaphor of eating may be used to comprehend how subjective well-being (SWB) can be influenced by both universal and cultural factors. To get essential nutrients such as protein, calcium, and vitamins, it is imperative for individuals worldwide to consume food. Nevertheless, the dietary choices and significance of certain nutrients might differ between cultures due to factors such as environmental conditions, lifestyle choices, and genetic predispositions (Tay and Diener, 2011).

2.1. Components of Subjective Well-Being

Contentment with certain life domains, the presence of regular positive affect (pleasant moods and emotions), and a relative lack of negative affect (unpleasant moods and emotions) are key components of subjective well-being. The primary constituents are further subdivided into more precise constituents. Positive affect is often categorized into many states, including joy, exaltation, satisfaction, pride, love, pleasure, and ecstasy. The concept of negative affect encompasses several components, including guilt and shame, sorrow, anxiety and concern, wrath, stress, despair, and jealousy. Life satisfaction is classified into four categories: contentment with the present life,

satisfaction with the past, satisfaction with the future, feedback from important people, and the aspiration to alter one's life. According to Eddington and Shuman (2005), domain satisfaction encompasses several aspects such as job, family, leisure, health, money, self, and one's group.

3. What is Emotional Intelligence?

Over the course of the last decade, there has been a significant surge in the attention given to emotional intelligence, both inside and outside the realm of psychology. The notion has garnered significant media coverage, and it is likely that many readers of this article have already come across one or more interpretations of emotional intelligence. The current conversation, however, is on the scholarly examination of emotional intelligence rather than the dissemination of the notion to a wider audience. In 1997, Mayer and Salovey introduced a model of emotional intelligence to meet the increasing need in psychology for a structured approach to examining variations in emotional capacities among individuals. The development of the first ability-based assessments of emotional intelligence was driven by this theoretical framework. Preliminary data indicate that emotional intelligence has a significant impact on crucial life outcomes, including the establishment of gratifying personal relationships and the attainment of professional success. Significantly, it is crucial to note that ability-based assessments of emotional intelligence effectively evaluate competencies that are comparatively separate from often evaluated dimensions of personality (Salovey and Mayer, 1990). According to Boyatzis, Goleman, and Rhee (2000), it may be argued that the manner in which an individual engages with themselves, their life, work, and others is influenced by the frequency at which they exhibit or use the various talents or competences that are inherent in emotional intelligence. According to Bar-On (1988), it refers to the capacity to:

- Comprehend and articulate one's thoughts.
- Comprehend and establish connections with others.
- Manage intense emotions and regulate one's impulses; and
- Adjust to change and resolve personal or societal issues.

The origins of emotional intellect may be traced back to Thorndike's (1920) concept of social intelligence, which focused on the capacity to comprehend and handle others, as well as to behave

judiciously in interpersonal interactions. The origins of this idea may be traced back to Gardner's (1983) research on multiple intelligences, particularly his notions of intrapersonal and interpersonal intelligence. Gardner (1999) defines interpersonal intelligence as an individual's ability to comprehend the intents, motives, and wants of others, hence enabling them to collaborate efficiently with others. In contrast, the concept of intrapersonal intelligence pertains to an individual's ability to comprehend their own self, develop a functional self-model that encompasses their wants, anxieties, and capabilities, and successfully use this knowledge to regulate their own life. The concept of emotional intelligence has been referenced several times in scholarly works (Greenspan, 1989; Leuner, 1966; Payne, 1986), culminating in the introduction of the first formal model and description by Salovey and Mayer (1990). The first empirical investigations pertaining to this topic were conducted by Mayer, DiPaolo, and Salovey in 1990. Goleman's (1995) seminal work popularized the notion and had a significant impact on the development of most subsequent scientific understandings of Emotional Intelligence. Therefore, subsequent to the model put forward by Salovey and Mayer, and particularly in light of Goleman's very successful publication, other models of emotional intelligence have surfaced. Nevertheless, there has been a lack of strong alignment between models and data in most instances, since the bulk of models have been detached from empirical evidence and most research has been conducted in a theoretical vacuum.

3.1. The Four-Branch Model of Emotional Intelligence

The concept of emotional intelligence integrates the domains of emotions and intellect by seeing emotions as valuable reservoirs of information that aid individuals in comprehending and maneuvering through the social milieu. Salovey and Mayer (1990) provided a precise definition of emotional intelligence as "The capacity to observe and differentiate one's own and others' emotions, and to utilize this knowledge to direct one's thoughts and behavior." Subsequently, this description was further developed and divided into four different but interconnected abilities: sensing, using, comprehending, and regulating emotions (Mayer and Salovey, 1997).

The first component of emotional intelligence, known as perceiving emotions, pertains to the capacity to identify and interpret emotions conveyed via facial expressions, visual representations, auditory cues, and cultural objects. Additionally, it encompasses the capacity to recognize and understand one's own emotions. The perception of emotions is considered the fundamental

component of emotional intelligence, since it enables the processing of all other emotional information (Mayer and Salovey, 1997).

The second facet of emotional intelligence pertains to the utilization of emotions to enhance diverse cognitive processes, including but not limited to thinking and problem-solving. The talents within this field may be exemplified by means of a hypothetical situation. Consider a scenario where you are faced with a challenging and laborious activity that demands logical thinking and meticulousness within a limited timeframe. In terms of successfully doing the task, would it be more advantageous to be in a positive or negative emotional state? Experiencing a little sense of sadness helps individuals in carrying out meticulous and systematic tasks. On the other hand, a positive emotional state might enhance the ability to think creatively and innovatively. According to Johnson and Robinson (1985), individuals with high emotional intelligence possess the capacity to effectively utilize their fluctuating moods to align with the demands of a given task (Mayer and Salovey, 1997).

Additionally, the third component of emotional intelligence, known as emotional intelligence, involves the aptitude to comprehend the language of emotions and to recognize intricate connections between different emotions. For instance, the comprehension of emotions entails the capacity to perceive subtle distinctions among feelings, such as the disparity between happiness and ecstasy (Mayer and Salovey, 1997).

Moreover, it encompasses the capacity to identify and articulate the progression of emotions over time, such as the transformation of shock into mourning. The fourth domain of emotional intelligence, namely emotion management, encompasses the capacity to effectively control emotions inside oneself and in relation to others. Every individual has had instances in their life when they have momentarily, and sometimes in a humiliating manner, lost command of their emotions. The fourth branch encompasses the capacity to effectively regulate the emotions of individuals. For instance, a politician with high emotional intelligence may intensify her own fury and use it to give a compelling speech with the intention of eliciting justifiable outrage in others. Hence, a one with high emotional intelligence could effectively use emotions, even negative ones, and control them in order to accomplish desired objectives (Mayer and Salovey, 1997).

3.2. Components of Emotional Intelligence

The five components of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness is the first element of emotional intelligence, including a profound comprehension of one's emotions, strengths, shortcomings, needs, and desires. Individuals who possess this attribute refrain from being too critical and excessively optimistic. Moreover, these individuals possess an understanding of how their emotions impact themselves, others, and their professional productivity. Self-regulation is the second element of emotional intelligence. Self-conversation is a continuous process in which individuals liberate themselves from the confines of their emotions (Goleman, 1995). Individuals with a high level of self-regulation has more capacity to navigate the uncertainties of a rapidly evolving sector compared to individuals with a low level of self-regulation. The enhancement of a home's integrity may be achieved by the implementation of a high degree of self-regulation. Individuals with a propensity for self-regulation refrain from engaging in impulsive behaviors that may lead to poor decision-making. Self-regulation enables people to make deliberate choices while maintaining emotional control. Motivation, the third element of emotional intelligence, encompasses the profound internal drive to do tasks for the sake of attaining success. Driven people want to surpass their own and others' expectations. Motivation engenders a sense of restlessness among individuals, prompting them to constantly seek novel avenues to enhance their work performance. Individuals with high levels of motivation maintain a positive outlook despite encountering failure or a setback. A motivated individual has a strong dedication to achieving their goals and objectives. Empathy, as the fourth component of emotional intelligence, is the capacity to demonstrate consideration and awareness towards the emotions of others. Empathic persons could establish personal connection with others, hence enhancing their effectiveness in talent retention. Social skills are the last element of emotional intelligence. Individuals use their amicability as a means to influence others to comply with their desires. And someone who is social is a very effective persuader. Emotional intelligence is widely acknowledged to have a significant impact on leadership, work-life balance, and professional advancement. According to Pool (1997), the predictive power of IQ in relation to occupational success is around 20 percent, whereas the remaining 80 percent is attributed to elements such as emotional intelligence.

4. Research Methodology

4.1. Scales Used for Research

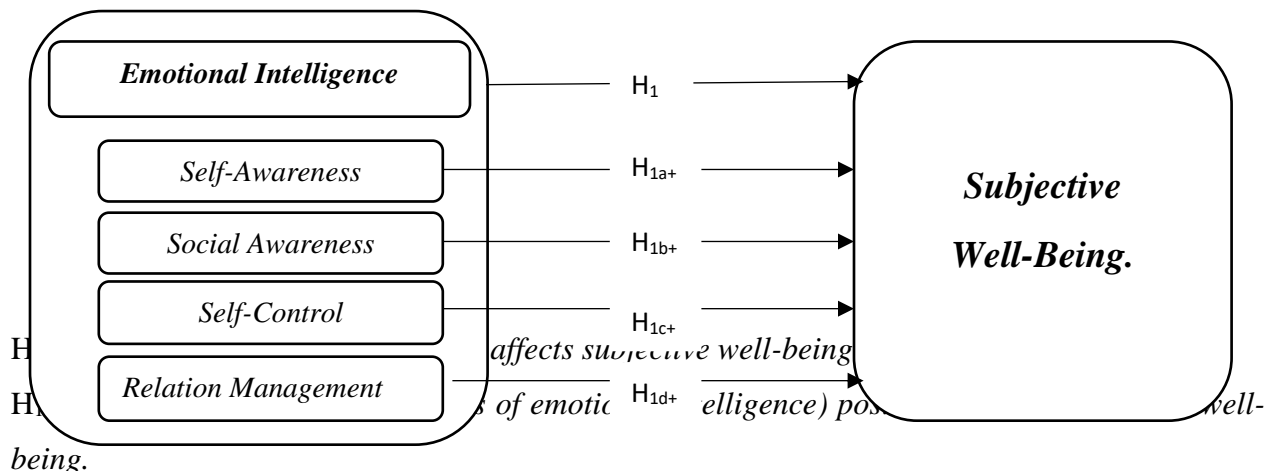
Emotional Intelligence: The emotional intelligence scale developed by Reuven Bar-On in 1997 was used to measure the emotional intelligence levels of the participants in the study. The scale, which consists of 17 statements in total, has four sub-dimensions. These sub-dimensions are self-awareness (1-4), social awareness (5-8), self-control (9-12) and relationship management (13-17).

Subjective Well-Being Scale (SWWBS): The scale developed by Meliha Tuzgöl Dost (2016) is a Likert-type scale consisting of 46 items. It is used to determine the intensity of a person's positive and negative emotions and to measure cognitive evaluations about their lives. 26 of the items in the scale contain positive and 20 negative expressions. Negative expressions were calculated by reversing the scores of the expressions 2, 4, 6, 10, 13, 15, 17, 21, 24, 26, 28, 30, 32, 35, 37, 38, 40, 43, 45.

4.2. Method

The study was conducted on a sample of Khazar University students, specifically from the Faculty of Economics and Management. The study collected data mostly through a survey. The convenience sampling methodology, which is widely used in the literature, was chosen as the sample method. The survey was created and completed via an online platform. A cohort of 250 students was surveyed, with feedback from 160 of them.

Model and Hypotheses



H_{1b}: *Social awareness (sub-dimensions of emotional intelligence) positively affects subjective well-being.*

H_{1c}: *Self-control (sub-dimensions of emotional intelligence) positively affects subjective well-being.*

H_{1d}: *Relationship management (sub-dimensions of emotional intelligence) positively affects subjective well-being.*

5. Findings

5.1. Reliability Analysis Results

$0.00 \leq \alpha < 0.40$, the scale is not reliable,

$0.40 \leq \alpha < 0.60$, the reliability of the scale is low,

$0.60 \leq \alpha < 0.80$ it is quite reliable,

$0.80 \leq \alpha < 1.00$, it is a highly reliable scale (Kayış, 2018:405).

Table 1: Reliability Analysis Results for the Scales Used in the Research

<i>Scales</i>	<i>N</i>	<i>C. Alpha Value</i>
Subjective Well-Being.	46	,938
Emotional Intelligence	17	,882
<i>Self-Awareness</i>	4	,836
<i>Social Awareness</i>	4	,757
<i>Self-Control</i>	4	,816
<i>Relation Management</i>	5	,713

Table 1 shows the reliability analysis results for the scales and sub-dimensions used in the research. Reliability analysis results for the scales and their sub-dimensions are presented sequentially below. According to these results;

- It is seen that there are 47 statements in total in the Subjective Well-Being scale and the alpha value is 0.938. Since this value is in the range of $0.80 \leq \alpha < 1.00$, it can be said to be highly reliable.
- It is seen that there are 17 statements in total in the Emotional Intelligence scale and the alpha value is .882. Since this value is in the range of $0.80 \leq \alpha < 1.00$, it can be said to be highly reliable.

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- In the analysis results regarding the sub-dimensions of the Emotional Intelligence scale, Self-Awareness (.836), Social Awareness (.757), Self-Control (.816) and Relationship management (.713), since alpha values were in the range of $0.60 \leq \alpha < 0.80$ and $0.80 \leq \alpha < 1.00$, the terms quite reliable and highly reliable can be used for these dimensions.

5.2. Results of Normality Test Regarding Scales Used in the Study

Table 2: Test of Normality

	Descriptive Statistics								
	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis		
Self-Awareness	160	2.00	5.00	3.8687	.73221	-.327	.192	-.169	.381
Self-Control	160	1.50	5.00	3.8344	.72135	-.319	.192	-.122	.381
Relationship Management	160	1.40	5.00	3.5275	.73834	-.312	.192	-.317	.381
Social Awareness	160	1.00	5.00	3.9313	.64871	-.722	.192	-.483	.381
Subjective Well-Being	160	1.23	5.00	3.5254	.64332	-.193	.192	-.531	.381

A normality analysis was performed on the scales used in the study. Skewness (skewness) and Kurtosis (kurtosis) parameters were taken into consideration regarding whether the data showed a normal distribution. The fact that the Skewness and Kurtosis values were within the range of ± 1.0 indicates that the data showed a normal distribution (Hair et al., 2014, 34). If the results given in the table are interpreted in this direction, the data are normally distributed. Due to the normal distribution of the data, the research analyses were based on parametric tests.

5.3. Descriptive Statistics Regarding Demographic Characteristics of Participants

Table 3: Descriptive Statistics of Participants by Gender Variable

Variable	Frequency	Percent (%)
Female	73	45,6
Male	87	54,4
Total	160	100,0

Table 3 shows the distribution of the participants in the study according to gender variable. According to the results of this distribution, it is seen that 73 (45.6%) participants are female, and 87 (54.4%) participants are male. In line with these results, it can be stated that the rate of male participants is higher than the rate of female participants.

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Table 4: Descriptive Statistics of Participants by Age Variable

Variable	Frequency	Percent (%)
18-25	143	89,4
26-35	17	10,6
Total	160	100,0

Table 4 shows the distribution of the participants in the study according to age variable. According to the results of this distribution, it is seen that 143 (89.4%) participants are between the ages of 18-25 and 17 participants are between the ages of 26-35. In line with these results, it can be stated that the majority of participants were between the ages of 18-25. The fact that the research sample consisted of university students can be shown as the main reason for these results.

Table 5: “Do you have your own room at home?”

Variable	Frequency	Percent (%)
Yes	102	63,7
No	58	36,3
Total	160	100,0

As a result of the information given in Table 5, it is seen that 102 (63.7%) students participating in the research have their own rooms, while 58 (36.3%) students do not have their own rooms. In line with these results, it can be seen that the majority of the participants have their own rooms.

Table 6: Descriptive Statistics of Participants According to the Household Variable

Variable	Frequency	Percent (%)
Family House	124	77,5
Alone	6	3,8
Student house	30	18,8
Total	160	100,0

Table 6 shows the distribution of the students participating in the research according to the house variable they live in. As a result of this distribution, it is seen that 124 (77.5%) students live in their family home and 6 (3.8%) students live alone. In line with these results, it is seen that the majority of the participants live in the family home.

Table 7: “Are your parents alive?”

Variable	Frequency	Percent (%)
Yes	149	93,1
Only Father	1	0,6
Only Mother	10	6,3
Total	160	100,0

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Table 7 contains information on whether the parents of the students participating in the research are alive or not. As a result of this information, it is seen that the parents of 149 (93.1%) students are alive, only the father of 1 student (0.6%) is alive, and only the mother of 10 (6.3%) students is alive. In line with these results, it can be stated that the majority of the participants have both parents alive.

Table 8: Descriptive Statistics of Participants by Income Distribution Variable

Variable	Frequency	Percent (%)
200-500 AZN	19	11,9
600-1000 AZN	53	33,1
1100-2000 AZN	48	30,0
2100-3000 AZN	18	11,3
3100 ve üzeri	22	13,8
Total	160	100,0

Table 8 shows the distribution of family incomes of the students participating in the research. According to the results of this distribution, 19 (11.9%) students' family income is 200-500 AZN, 53 (33.1%) students' family income is 600-1000 AZN, 48 (30.0%) students' family income is 1100-2000 AZN, 18 (11.3%) students' family income is 1100-2000 AZN. %) students have a family income of 2100-3000 AZN and 22 (13.8%) students have a family income of 3100 AZN and above. In line with these results, it can be stated that the majority of the participants have a family income between 600-1000 AZN and 1100-2000 AZN.

Table 9: Descriptive Statistics of Participants by Marital Status Variable

Variable	Frequency	Percent (%)
Married	14	8,8
Single	146	91,3
Total	160	100,0

Table 9 shows the distribution of the students participating in the research according to the marital status variable. In line with this distribution, it is seen that 14 (8.8%) students are married, and 146 (91.3%) students are single. Based on these results, it can be stated that the majority of the students are single.

Table 10: Descriptive Statistics According to Participants' Answers to the Question "My Parents Are Divorced"

Variable	Frequency	Percent (%)
Yes	11	6,9
No	149	93,1
Total	160	100,0

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Table 10 shows the distribution of participants' answers to the question of whether their parents are divorced. According to this distribution, it is seen that 11 (6.9%) students' parents are divorced, and the remaining 149 (93.1%) students are not divorced. In line with these results, it can be stated that the majority of students' parents are not divorced.

Table 11: Descriptive Statistics of Participants According to the Education Level Variable

Variable	Frequency	Percent (%)
Bachelor	144	90,0
Postgraduate	16	10,0
Total	160	100,0

Table 11 shows the distribution of the participants according to their education rankings. According to this distribution, 144 (90.0%) students can receive undergraduate education, and 16 (10.0%) students can receive postgraduate education. These results show that many of the participants have undergraduate education.

Table 12: Descriptive Statistics of Participants According to the Household Variable

Variable	Frequency	Percent (%)
Rented	58	36,3
Own House	102	63,7
Total	160	100,0

Table 12 shows the distribution of the students participating in the research regarding whether the house they live in is rented or not. According to this distribution, it is seen that 58 (36.3%) students rent their homes, and 102 (63.7%) students own their own homes. According to these results, it can be stated that most students live in their own homes.

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Scales and Sub-Dimensions	Subjective Well-Being	Emotional Intelligence	Self-Awareness	Self-Control	Relation Management	Social Awareness
Subjective Well-Being	1					
Emotional Intelligence	,675**	1				
Self-Awareness	,511**	,799**	1			
Self-Control	,659**	,800**	,483**	1		
Relation Management	,512**	,748**	,471**	,444**	1	
Social Awareness	,429**	,797**	,548**	,589**	,411**	1

**p<0.01: The correlation is significant at the 0.01 level.
*p<0.05: The correlation is significant at the 0.05 level.

Table 13: Correlation Analysis Results

Pearson correlation coefficients and significance levels are given in the correlation analysis in Table 13. When the relationship between emotional intelligence and its sub-dimensions and subjective well-being is examined, the correlation coefficients and significance levels can be interpreted as follows.

- There appears to be a significant positive relationship between Emotional Intelligence ($r=.675^{**}$; $p<0.01$) and Subjective Well-Being.
- It was determined that there is a positive significant relationship between self-awareness ($r=.511^{**}$; $p<0.01$), (sub-dimensions of emotional intelligence) and Subjective Well-Being.
- It was determined that there is a positive significant relationship between self-control ($r=.659^{**}$; $p<0.01$), (sub-dimensions of emotional intelligence) and Subjective Well-Being.
- It was determined that there was a positive significant relationship between Relationship management ($r=.512^{**}$; $p<0.01$), (sub-dimensions of emotional intelligence) and Subjective Well-Being.
- There is a significant positive relationship between social awareness ($r=.429^{**}$; $p<0.01$), (sub-dimensions of emotional intelligence) and Subjective Well-Being.

These findings are consistent with the pertinent results reported in the literature. Llamas-Díaz, Cabello et al. (2022) conducted a systematic review and meta-analysis titled "The relationship between emotional intelligence and subjective well-being in adolescents." The findings of this

study revealed statistically significant positive associations between subjective well-being and intellectual intelligence.

5.4. Regression Analysis Results

H₁: Emotional intelligence positively affects subjective well-being

Table 14: Regression analysis results on the effect of emotional intelligence on subjective well-being

Scale	Beta	t	P
<i>Emotional Intelligence</i>	,675	11,492	,000
	R ² =0,452	F= 132,063	St. Err:40264

Depended Variable: Subjective Well-Being.

When Table 14 is examined, it is seen that the emotional intelligence variable explains 45.2% of the variance of subjective well-being, which is the dependent variable. As a result of the regression analysis, it is seen that the emotional intelligence variable ($\beta=.675$; $p<0.01$) positively affects subjective well-being. According to this result, the hypothesis "H₁: Emotional intelligence positively affects subjective well-being" was accepted. This result coincides with the results of Baron (2005)'s study titled "The Impact of Emotional Intelligence on Health and Wellbeing".

H_{1a}: Social awareness (sub-dimensions of emotional intelligence) positively affects subjective well-being.

Table 15: Regression analysis results regarding the effect of social awareness, (sub-dimensions of emotional intelligence) on subjective well-being

Scale	Beta	t	P
<i>Social Awareness</i>	,429	5,967	,000
	R ² =0,184	F= 35,610	St. Err:49284

Depended Variable: Subjective Well-Being.

When Table 15 is examined, social awareness, one of the sub-dimensions of the emotional intelligence variable, explains 18.4% of the variance of subjective well-being, which is the dependent variable. As a result of the regression analysis, it is seen that social awareness ($\beta=.429$; $p<0.01$) positively affects subjective well-being. According to this result, the hypothesis " H_{1b}: Social awareness (sub-dimensions of emotional intelligence) positively affects subjective well-being." was accepted.

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H_{1b}: Self-awareness (sub-dimensions of emotional intelligence) positively affects subjective well-being.

Table 16: Regression analysis results regarding the effect of self-awareness (sub-dimensions of emotional intelligence) on subjective well-being.

Scale	Beta	t	P
Self-Awareness	.511	7,480	,000
	R ² =0,261	F= 55,945	St. Err:46883

Depended Variable: Subjective Well-Being.

When Table 16 is examined, it is seen that self-awareness, one of the sub-dimensions of the emotional intelligence variable, explains 26.1% of the variance of subjective well-being, which is the dependent variable. As a result of the regression analysis, it is seen that Self-Awareness ($\beta=.511$; $p<0.01$) positively affects Subjective Well-Being. According to this result, the hypothesis "H_{1b}: Self-awareness (sub-dimensions of emotional intelligence) positively affects subjective well-being." was accepted.

H_{1c}: Self-control (sub-dimensions of emotional intelligence) positively affects subjective well-being.

Table 17: Regression analysis results regarding the effect of self-control (sub-dimensions of emotional intelligence) on subjective well-being

Scale	Beta	t	p
Self-Control	.659	9,162	,000
	R ² =0,434	F= 121,388	St. Err:41026

Depended Variable: Subjective Well-Being.

When Table 17 is examined, it is seen that self-control, one of the sub-dimensions of emotional intelligence, explains 43.4% of the variance of subjective well-being, which is the dependent variable. As a result of the regression analysis, it is seen that Self-Control ($\beta=.659$; $p<0.01$) positively affects Subjective Well-Being. According to this result, the hypothesis "H_{1c}: Self-control (sub-dimensions of emotional intelligence) positively affects subjective well-being." was accepted.

H_{1d}: Relationship management (sub-dimensions of emotional intelligence) positively affects subjective well-being.

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Table 18: Regression analysis results regarding the effect of relationship management (sub-dimensions of emotional intelligence) on subjective well-being.

Scale	Beta	t	P
<i>Relation Management</i>	,512	7,489	,000
	R ² =0,262	F= 56,089	St. Err: ,46867

Depended Variable: Subjective Well-Being.

When Table 18 is examined, it is seen that relationship management, one of the sub-dimensions of emotional intelligence, explains 26.2% of the variance of subjective well-being, which is the dependent variable. As a result of the regression analysis, it is seen that Relationship Management ($\beta=.512$; $p<0.01$) positively affects Subjective Well-Being. According to this result, the hypothesis "H_{1d}: *Relationship management (sub-dimensions of emotional intelligence) positively affects subjective well-being.*" was accepted.

Conclusion

Being a leader requires a different perspective and dedication not only by performing the written tasks assigned to the individual, but also by developing mental and physical skills. In other words, being a successful manager or leader does not consist only of performing technical and functional tasks. Instead, emphasis should be placed on psychological factors such as emotional intelligence and subjective well-being (SWB). Because emotional intelligence, that is, the ability to understand, manage and influence the feelings of others, is considered an important factor for both leaders and managers. It is assumed that the development of managerial and leadership skills in universities, schools and similar educational institutions can be more successful in the careers of prospective executive students.

In this research, it is aimed to determine the effect and relationship of emotional intelligence levels of executive candidate of university students on their subjective well-being. The samples of the research are composed of university students studying at the Faculty of Economics and Management of Khazar University located in Baku, the capital of Azerbaijan. The obtained data were interpreted by subjecting to analyses such as frequency, reliability, correlation and regression using the given statistical analysis program. In the analysis results, it was found that the emotional intelligence levels of executive candidate of university students positively affect their subjective well-being and there is a positive relationship between emotional intelligence levels and subjective

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well-being. It can be stated that managers with a high level of emotional intelligence have both higher subjective well-being in an individual sense and can increase the satisfaction levels of their employees in the working environment. In other words, it can be stated that managers with a high level of emotional intelligence may have effective leadership and managerial skills in business life. In addition, especially in executive candidates, the presence of a positive relationship between emotional intelligence, self-awareness, social awareness and self-control and subjective well-being may reveal positive impressions. As a matter of fact, it can be said that the high emotional intelligence skills of individuals who hold leadership and managerial positions can play an important role not only in improving themselves, but also in improving the well-being of individuals who hold positions under their management. Thus, a healthier and more satisfied working atmosphere can be created in the working environment. In addition, creating a healthy and satisfied working atmosphere can contribute to employees being more successful not only individually, but also professionally. In line with the findings obtained from the study, it can be ensured that the focus is both on future research and on the introduction of more effective methods for determining and improving the emotional intelligence levels of executive candidate of university students.

In our article, we discussed the correlation between depended and independent variables. Depended variable was subjective well-being (SWB) and independent variables are emotional intelligence, self-awareness, social awareness, self-control and relationship management. For that reason, we made surveys among university students in Azerbaijan. The survey results showed that these interdependent variables have positive effects on subjective well-being (SWB).

For managers emotional intelligence is the ability to understand, manage and influence the feelings of employees. This ability is considered an important factor. Therefore, we advise that the development of managerial skills in universities and schools will be more beneficial in the careers of prospective executive managers. We can also recommend that people who have high emotional intelligence skills will have self-development and improve well-being, which will affect the employees underneath. This will automatically influence the working environment.

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CONTRIBUTION RATE	EXPLANATION	CONTRIBUTORS
Idea or Concept	Generating a research idea or hypothesis	Author 3
Literature Review	Scanning the literature required for the study	Author 2
Research Design	Designing the method, scale and pattern of the study	Author 1 & Author 3
Data Collection and Processing	Collecting, organizing and reporting data	Author 2
Data Collection and Processing	Taking responsibility for the evaluation and conclusion of the findings	Author 1 & Author 2

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