From According to (The competencies of emotional intelligence, individuals can learn—may come into situations by which individuals; as such, can be more aware of emotional triggers that can instigate an angry violent responses, learn mental behavioural strategies to manage one’s own mental state during stressful situations, and pay greater attention be more attentive to the impact of everyday daily emotions on long-term moods and attitudes towards colleagues and others (Saville, 2006 as cited in Fiedler, 2011). Salovey and Mayer (1990) defined emotional intelligence as “the subset of social intelligence which involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and use to this information to guide one’s thinking and actions”. Goleman (2001) argued that emotional intelligence determines the learning potential to learn the practical skills that underlie the competencies of self-awareness, self-management, social awareness, and relationship management or social skills. Such emotional competencies assess the measure an individual’s potential to achieve by the realization from learning and mastering the skills; and transforming the intelligence into on-the-job capabilities. The domains of self-awareness and self-management explain the personal competencies in the awareness and management knowing and managing of one’s emotions in oneself, while social awareness and social skills describe the social competencies in understanding knowing and managing emotions in others (Goleman, 2001).

Theory suggests that highly emotionally intelligent individuals—individuals are experiencing higher psychological well-being (Salovey & Mayer, 1990). A six-factor model of psychological well-being was been developed by Carol Ryff (1989) to measure multiple dimensions of the psychological well-being which covered autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and as well as self-acceptance. The dimension of autonomy aspect describes an individual’s the internal assessment locus of evaluation by an individual, where by which he/ or she does not look to others for other’s approval, but rather evaluates oneself by personal standards. The autonomy of oneself has been related to several studies emphasizing self-determination, independence, and the regulation of self-behaviour regulation were related to the autonomy of oneself (Ryff, 1989). From Ryff’s model, Ryff and Keyes (1995) further explained from Ryff’s model that an individual with the well-being of who possesses the wellness of environmental skills effectively mastered manages one’s their life
and the surrounding environment effectively. In particular, the ability of an individual is characterised by one’s mental ability to choose or create environments suitable for one’s psychic conditions is defined as a characteristic of their mental health. Meanwhile, personal growth measures an individual’s overall potential to grow and expand while actualise oneself, to realise one’s potentialities, and to be openness to experience in order to function fully-functioning as an individual (Ryff & Keyes, 1995). In this model, positive relations with others represent in this model reflects an individual, who expresses strong feelings of empathy and affection for all human beings; and who is being capable of greater love, deeper friendship, and more complete connections identification with others (Ryff, 1989). Purpose in life is well expressed incorporated with an individual who has goals, intentions and a sense of direction that contributes to a meaningful life (Ryff, 1989). Lastly, the component of self-acceptance emphasizes the importance of maintaining to hold a positive attitude towards oneself, which can be a fundamental may emerge as a central characteristic of positive psychological functioning. The greater the sense of self-acceptance, the more positivity an individual possesses a positive attitude towards oneself; the more one acknowledges and accepts multiple aspects of oneself; and the more one feels positive about his or her past life (Ryff & Keyes, 1995).

Evidence in the existing literature has shown proved the a positive correlation between that emotional intelligence and is positively correlated to psychological well-being of among employees at workworkers in the workplace. Adekunle (2017), who studied 276 police officers in Ibadan, Oyo State, Nigeria, and revealed that emotional intelligence has a positive relationship between emotional intelligence and with psychological well-being among police officers. Irshad (2015) has also found that emotional intelligence has significant positive effects on the dimensions of psychological well-being examined among 150 medical students at public and private colleges. A study of 800 bank professionals in Iran by Ahmadi, Azar, Sarchoghaei, and Nagahi et al. (2014) indicated that emotional intelligence has a significant positive impact on employees’ the overall psychological well-being of employees. This is supported by Rathnakara (2014), who also emphasized highlights the same this concept in his study on public and private sector executives. Meanwhile, Raina and Bakhshi, (2013) have identified that emotional intelligence predicts the overall index and each index of eudaimonic well-being among professionals. Furthermore, the hypothesis that emotional intelligence is related
to the well-being of college students is supported by Burrus, et al., Betancourt, Holtzman, and Minsky (2012) supported the hypothesis that emotional intelligence is related to the well-being of their study on 131 college students. Additionally, Carmeli, Yitzhak-Halevy, and Weisberg, et al. (2007) have also discovered that 300 employees working in five different organisations (namely, financial institutions, the court of justice, defense industry, advertising firms, and software companies) demonstrated higher psychological well-being when they possessed a high level of emotional intelligence.