

The Effect of Psychological Well-Being on Emotional Intelligence among Secondary School Students

Mohammed Zarrouk¹, Mohammed El Frakchi², Jalal EL Ati-Rabbi³

Science Step Journal / SSJ

2026/Volume 4 - Issue 13

To cite this article: Zarrouk, M., El Frakchi, M., & EL Ati-Rabbi, J. (2026). The effect of Psychological Well-Being on Emotional Intelligence among Secondary School Students. Science Step Journal, 4(13). ISSN: 3009-500X.

<https://doi.org/10.5281/zenodo.22114662>

Abstract

This study examined the relationship between psychological well-being and emotional intelligence among high school students and explored potential gender differences. Using a descriptive causal-comparative design, the study involved 100 students, equally distributed by gender. Data were collected using Ryff's 18-item Psychological Well-Being Scale and the 33-item Schutte Emotional Intelligence Scale. Statistical analyses revealed a significant positive relationship between psychological well-being and emotional intelligence, indicating that higher psychological well-being was associated with greater emotional intelligence. However, no significant gender differences were found in either variable. These findings highlight the importance of promoting psychological well-being and emotional skills through school-based programs to enhance adolescents' social adjustment, psychological functioning, and academic success. The study also contributes empirical evidence on the relationship between psychological well-being and emotional intelligence and provides a foundation for further research across diverse educational and cultural contexts.

Keywords: Psychological well-being, emotional intelligence, high school students, scale, mental health.

¹ Department of Psychology, Psychological & Thinking Studies – PsyTS, Faculty of literature and human sciences, Dhar El Mahraz, Sidi Mohamed Ben Abdallah University, Fez, Morocco.

mohammed.zarrouk1@usmba.ac.ma

² Department of Psychology, Psychological & Thinking Studies – PsyTS, Faculty of literature and human sciences, Dhar El Mahraz, Sidi Mohamed Ben Abdallah University, Fez, Morocco.

mohammed.elfrakchi@usmba.ac.ma

³ Department of Psychology, Psychological & Thinking Studies – PsyTS, Faculty of literature and human sciences, Dhar El Mahraz, Sidi Mohamed Ben Abdallah University, Fez, Morocco.

jalal.elatirabbi@usmba.ac.ma

Introduction

Traditional psychology has long focused on diagnosing and treating mental health problems through the study of maladaptive human behavior. In recent decades, however, the emergence of positive psychology has shifted attention toward individuals' strengths and capacities, emphasizing happiness, resilience, and psychological well-being as essential components of optimal functioning (Seligman & Csikszentmihalyi, 2000). Rather than concentrating solely on the treatment of psychological disorders, this perspective seeks to promote personal growth, enhance emotional competencies, and develop life management skills.

Psychological well-being represents one of the fundamental constructs of positive psychology and serves as the central variable of the present study (Seligman, 2011; Ryff, 1989). Ryff (1989) conceptualized psychological well-being as a multidimensional state that reflects individuals' ability to manage daily challenges, maintain emotional balance, pursue meaningful goals, and realize their personal potential. Likewise, Ryff and Keyes (1995) emphasized that psychological well-being enables individuals to cope effectively with life stressors while maintaining positive psychological functioning.

Within educational settings, psychological well-being has been associated with students' academic adjustment, emotional regulation, and social functioning (Ryff, 1989; Keyes, 2002). These aspects are particularly important during adolescence, a developmental stage characterized by rapid emotional, cognitive, and social changes. During this period, students encounter increasing academic demands and interpersonal challenges that require effective emotional and psychological resources.

Emotional intelligence, defined as the ability to perceive, understand, express, and regulate emotions, has received considerable attention because of its contribution to healthy psychological and social development. According to Goleman (1995), educational institutions play an essential role in fostering emotional competence from an early age, given its influence on personal development and adaptive functioning. Empirical evidence further indicates that students with higher levels of emotional intelligence tend to demonstrate better psychosocial adjustment, greater cognitive flexibility, more effective emotional regulation, and stronger interpersonal skills (Guera-Bostamante et al., 2019).

Previous research has consistently reported a positive association between emotional intelligence and psychological well-being. Schutte et al. (2002) found that individuals with higher emotional intelligence experienced greater psychological well-being, including higher self-esteem, more positive mood, and greater capacity to cope with everyday stress. Similarly, Extremera and Fernández-Berrocal (2005) demonstrated that perceived emotional intelligence significantly predicted life satisfaction and remained a significant predictor of psychological well-being even after controlling for personality and emotional variables. Likewise, Bar-On (2005) concluded that

emotional intelligence contributes to subjective well-being, psychological adjustment, quality of life, and the ability to cope effectively with stress while maintaining satisfying social relationships. Collectively, these findings suggest that emotional intelligence is not only an emotional competence but also an important psychological resource that promotes mental health, life satisfaction, and overall well-being.

Despite the growing body of evidence supporting the relationship between psychological well-being and emotional intelligence, several important gaps remain. First, most previous studies have been conducted in Western or non-Arab contexts, limiting the generalizability of their findings to different cultural settings. Second, relatively few empirical studies have examined this relationship among high school students in the Moroccan educational context, where adolescents face unique educational, social, and psychological challenges. Third, previous findings regarding gender differences in psychological well-being and emotional intelligence remain inconsistent across studies. Addressing these gaps is essential for developing culturally relevant educational and psychological interventions.

In Morocco, concerns regarding adolescents' mental health have increased because of the psychological, academic, and social pressures experienced both inside and outside school. These challenges highlight the importance of strengthening psychological well-being and emotional intelligence as protective factors that support healthy adjustment and improve students' quality of life. Promoting these competencies may enhance adolescents' psychological resilience, social adaptation, and academic success. Accordingly, the present study investigates the effect of psychological well-being on emotional intelligence among Moroccan high school students while also examining potential gender differences. By providing empirical evidence from the Moroccan secondary school context, this study contributes to the existing literature and addresses an area that has received limited scholarly attention (Pengpid & Peltzer, 2020).

Research problematic

In light of the increasing psychological and social pressures that characterize contemporary life, interest in positive psychological concepts has emerged as a scientific framework for understanding how individuals can cope with daily challenges and enhance their mental well-being. In this context, secondary education has garnered increasing attention in psychological and educational literature, as it is a sensitive transitional phase between childhood and adulthood, marked by profound emotional, cognitive, and social changes that influence the formation of the adolescent's personality and psychological balance (Erikson, 1968; Steinberg, 2014). Within this framework, the focus is no longer solely on cognitive abilities; rather, there is a growing emphasis on positive psychological factors, most notably psychological well-being and emotional intelligence. Psychological well-being is considered an important indicator of positive mental health, reflecting an individual's ability to achieve emotional balance, build positive relationships, and experience meaning and self-satisfaction (Ryff, 1989). Emotional intelligence is viewed as the

ability to perceive, understand, and regulate emotions, enabling individuals to effectively cope with stress and achieve psychological and social adjustment (Mayer, Salovey, & Caruso, 2004).

The present study addresses the relationship between psychological well-being and emotional intelligence among secondary school students, two psychological constructs that play an important role in adolescents' psychological adjustment and overall development. Adolescence is characterized by significant emotional, cognitive, and social changes, making the understanding of factors that promote psychological well-being particularly important. In addition, contemporary social and cultural changes have expanded the role of educational institutions beyond academic instruction to include supporting students' mental health and strengthening their emotional competencies (UNICEF, 2023). Despite growing interest in both psychological well-being and emotional intelligence, empirical evidence examining their relationship among Moroccan secondary school students remains limited. Therefore, investigating this relationship may contribute to a better understanding of the psychological factors that facilitate adolescents' adjustment to school and social life and provide evidence to support educational programs aimed at promoting psychological well-being within the school context.

Therefore, we can pose a fundamental question that motivates us to research and answer it in this study: Does psychological well-being have an impact on emotional intelligence among high school students in the Moroccan environment?

Research topic and its importance

Research topic

High school students are adolescents, and adolescence is a critical developmental stage characterized by significant psychological, emotional, and social changes. High school students, in particular, face numerous challenges that impact their psychological well-being, and emotional intelligence.

Emotional intelligence, defined as the ability to perceive, understand, manage, and regulate emotions, is widely recognized as an important determinant of interpersonal relationships, academic adjustment, and psychological health among both secondary school and university students (Mayer, Salovey, & Caruso, 2004). Psychological well-being, in turn, encompasses several dimensions, including self-acceptance, autonomy, environmental mastery, positive relationships, personal growth, and purpose in life, all of which contribute to emotional stability and resilience (Ryff, 1989). Recognizing the importance of students' social and emotional development, educational institutions have increasingly incorporated programs aimed at promoting mental health, academic achievement, and social adjustment (Durlak et al., 2011). Consequently, researchers have devoted growing attention to examining the relationship between psychological well-being and emotional intelligence as two complementary constructs that support healthy psychological development. Although previous studies have generally reported a positive

association between these variables, empirical evidence remains limited among adolescents, particularly within secondary school settings and non-Western contexts. Moreover, findings concerning this relationship have not been entirely consistent across different populations. This issue is especially relevant during adolescence, a developmental period characterized by increasing academic demands, evolving peer relationships, family expectations, and identity formation, all of which may influence both emotional intelligence and psychological well-being (Petrides et al., 2004; WHO, 2024).

Research importance

The present study is significant from theoretical, educational, and social perspectives. From a theoretical perspective, it contributes to the growing body of literature on the relationship between psychological well-being and emotional intelligence during adolescence. From an educational perspective, the findings may assist educators and school counselors in designing interventions that promote students' emotional competencies and psychological well-being, thereby supporting their academic and social adjustment. From a social perspective, understanding the interaction between these two constructs may provide evidence to inform policies and programs aimed at promoting adolescents' mental health and overall well-being. Accordingly, the significance of the present study can be summarized as follows:

- The study examines the variable of psychological well-being, as it is a vital factor that has become increasingly needed recently and in academic life, and as one of the most important variables for the success of the individual in his life, and the success of students in their academic life.
- The sensitivity of the adolescent age stage and the resulting interference in feelings that may strengthen or weaken the individual.
- The study addresses an important segment of society, which are student of high school and in the same time they are adolescents, who are one of the special groups that are important to study and develop their abilities, which ensures their integrated psychological and social growth.

Research hypotheses

- Hypothesis 1: There is a relationship between psychological well-being and emotional intelligence among high school students.
- Hypothesis 2: There are significant differences in psychological well-being between males and females.
- Hypothesis 3: There are significant differences in emotional intelligence between males and females.

Research concepts:***Psychological well-being***

Refers to an individual's sense of life satisfaction and their ability to effectively cope with daily challenges. It also includes feelings of autonomy and flexibility, positive interactions with others, and the capacity for personal growth (Tennant et al., 2007).

According to Ryff, psychological well-being comprises six core dimensions:

- Self-acceptance: Refers to an individual's positive attitude toward themselves, including the acceptance of their strengths and weaknesses and a sense of satisfaction with their life.
- Positive relationships: Involves maintaining deep, meaningful, and trusting connections with others.
- Autonomy: Denotes a strong sense of independence and self-governance.
- Environmental mastery: Represents the ability to effectively navigate and manage one's surroundings and daily life.
- Purpose in life: Refers to having clear goals and a sense of direction that gives life meaning.
- Personal growth: Indicates a continual process of self-improvement and realizing one's potential.

(Ryff & Keyes, 1995)

It is operationally defined as the degree obtained by the participant on the psychological well-being scale prepared for the study.

Emotional intelligence

The ability of the individual to identify his/her feelings and to define the self-esteem of the person managing the social relations effectively, including: self-esteem, enthusiasm, and confidence. (Amaral, 1997). Ma and Liu (2018) defined emotional intelligence as “a set of abilities that help us understand, use, and manage emotional information, perceive and understand the feelings of others, regulate and control emotions, and use emotional information to facilitate adaptive thoughts and behaviors.”

It is operationally defined as the degree obtained by the participant on the emotional intelligence scale prepared for the study.

High school students

High school students are adolescents who are enrolled in secondary education institutions, typically ranging in age from 14 to 18 years old, and are in grades 9 through 12 (or equivalent,

depending on the country). This stage of education serves as a transition between primary education and higher education or vocational training, focusing on academic, social, and emotional development to prepare students for adult life (APA, 2002). and “Adolescence” is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014).

Research methodology and procedures

Research methodology

The present study adopted a descriptive correlational-comparative design to examine the relationship between psychological well-being and emotional intelligence and to identify potential differences in these variables according to gender. The correlational component aimed to determine the association between psychological well-being and emotional intelligence, whereas the comparative component examined differences in participants’ mean scores on both variables based on gender.

Research sample:

The study sample was selected using purposive sampling and consisted of 100 high school students (50 males and 50 females) aged between 17 and 19 years. The participants were enrolled in the final year of secondary education, corresponding to the baccalaureate level. Table 1 presents the distribution of the study sample according to demographic characteristics.

Variable	Variable kind	Number	%
Gender	Male	50	50%
	Female	50	50%
Specialization	Literature	50	50%
	Science	50	50%
Stage	Baccalaureate	100	100%
Total		100	

Table 1: *Distribution of study sample members according to demographic variables*

Research tools

Psychological well-being scale

This study utilized Carol Ryff's Psychological Well-Being Scale, which comprises 18 statements. Each item is rated on a 7-point Likert scale ranging from 1 (strongly agree) to 7 (strongly disagree), including varying degrees of agreement and disagreement. The items are distributed across six dimensions of well-being: autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance.

The Autonomy subscale items are 15,17, 18.

The Environmental Mastery subscale items are 4, 8, 9.

The Personal Growth subscale items are 11, 12, 14.

The Positive Relations with Others subscale items are 6, 13, 16.

The Purpose in Life subscale items are 3, 7, 10.

The Self-Acceptance subscale items are 1, 2, and 5.

- The application was carried out on a survey sample of 20 male and female students studying in high school at the baccalaureate level, to ensure the validity of internal consistency and the construct validity and Reliability of the scale. The results were analyzed as shown.

The psychometric characteristics of the scale

Internal consistency: The internal consistency of the scale was examined by calculating the correlation coefficients between each item and the total score of the dimension to which it belongs. This analysis was conducted to determine the extent to which the items consistently measure their respective dimensions. The results are presented in Table 2.

	Autonomy		Environmenta l Mastery		Personal Growth		Positive Relations with Others		Purpose in Life		Self acceptance
Item	Correlatio n coefficient	Item	Correlati on coefficient	Item	Correlati on coefficient	Item	Correlatio n coefficient	Item	Correlatio n coefficient	Item	Correlatio n coefficient
15	0.743**	4	0.534**	1	0.779**	6	0.599**	3	0.699**	1	0.427**
				1							
17	0.737**	8	0.557**	1	0.497**	13	0.720**	7	0.553**	2	0.353**
				2							
18	0.537**	9	0.617**	1	0.551**	16	0.584**	10	0.764**	5	0.420**
				4							

Table 2: Correlation coefficients of the psychological well-being scale items with the dimension to which they belong

**** Significant at the 0.01 level**

Construct validity: The construct validity of the scale was examined by calculating Pearson's correlation coefficients between the scores of each dimension and the overall scale score. The results are presented in Table 3.

Dimension	Items number	Pearson correlation coefficient
Autonomy	3	0.675**
Environmental Mastery	3	0.738**
Personal Growth	3	0.526**
Positive Relations with Others	3	0.804**
Purpose in Life	3	0.692**
Self acceptance	3	0.502**

Table 3: Values of the correlation coefficients of the dimensions with the overall scale

**** Significant at the 0.01 level**

Reliability of the scale: The internal consistency reliability of the scale was assessed using Cronbach's alpha coefficient. The overall reliability coefficient of the scale was 0.892, indicating a

high level of internal consistency. Table 4 presents the reliability coefficients of the different dimensions of the scale, which showed acceptable to high levels of reliability for most dimensions. However, the Self-acceptance dimension demonstrated a comparatively lower reliability coefficient than the other dimensions.

Dimensions	Reliability coefficients
Autonomy	0.785
Environmental Mastery	0.863
Personal Growth	0.843
Positive Relations with Others	0.892
Purpose in Life	0.886
Self acceptance	0.532
Total	$\alpha_{total} \approx 0.800$

Table 4: *Values of reliability coefficients for each dimension of the scale*

Emotional intelligence scale

For the assessment of emotional intelligence, the present study used the Schutte Self-Report Emotional Intelligence Test (SSEIT), developed by Schutte et al. (1998). This widely used self-report instrument is based on the emotional intelligence model proposed by Salovey and Mayer and is designed to assess individuals' perceived ability to understand, regulate, and utilize emotions. The scale consists of 33 items rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The dimensions contain:

The Perception of Emotion subscale items are 1,4,5,15,18,22,25,29,32,33.

The Managing Own Emotions subscale items are 3,10,19,21,28,31.

The Managing Others' Emotions subscale items are 13,16,24,26,30.

The Utilizing Emotions subscale items are 2,6,7,8,9,11,12,14,17,20,23,27.

- The scale was administered to a pilot sample of 20 male and female high school students enrolled at the baccalaureate level. This procedure was conducted to assess the internal consistency, construct validity, and reliability of the scale. The obtained results were analyzed and are presented in the following tables.

The psychometric characteristics of the scale

Internal consistency: The internal consistency of the scale was assessed by calculating the correlation coefficients between each item and the total score of its corresponding dimension. This analysis was conducted to determine the extent to which the items consistently measure their intended dimensions. The results are presented in Table 5.

Perception of Emotion		Managing Own Emotions		Managing Others' Emotions		Utilizing Emotions	
Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
1	0.520**	3	0.520**	13	0.649**	2	0.735**
4	0.621**	10	0.524**	16	0.427**	6	0.740**
5	0.650**	19	0.369**	24	0.786**	7	0.534**
15	0.542**	21	0.593**	26	0.312**	8	0.713**
18	0.572**	28	0.523**	30	0.572**	9	0.734**
22	0.437**	31	0.474**			11	0.652**
25	0.572**					12	0.535**
29	0.652**					14	0.701**
32	0.276**					17	0.675**
33	0.592**					20	0.654**
						23	0.721**
						27	0.711**

Table 5: *Correlation coefficients of Emotional intelligence scale items with the dimension to which they belong*

** Significant at the 0.01 level

Construct validity: The construct validity of the scale was examined by calculating Pearson's correlation coefficients between the scores of each dimension and the overall scale score. This procedure was used to determine the extent to which the dimensions contribute to measuring the underlying construct of emotional intelligence. The results are presented in Table 6.

Dimension	Items number	Pearson correlation coefficient
Perception of Emotion	10	0.794**
Managing Own Emotions	6	0.635**
Managing Others' Emotions	5	0.522**
Utilizing Emotions	12	0.867**

Table 6: *Values of the correlation coefficients of the dimensions with the overall scale*

** Significant at the 0.01 level

The reliability of the scale: The internal consistency reliability of the scale was assessed using Cronbach's alpha coefficient. The overall reliability coefficient of the scale was 0.800, indicating an acceptable level of internal consistency. Table 7 presents the reliability coefficients of the scale dimensions, which demonstrated acceptable to high levels of reliability across all dimensions.

Dimensions	Reliability coefficients
Perception of Emotion	0.885
Managing Own Emotions	0.792
Managing Others' Emotions	0.623
Utilizing Emotions	0.898
Total	$\alpha_{total} \approx 0.815$

Table 7: *Values of reliability coefficients for each dimension of the scale*

Statistical treatments used in the research

- Calculating means and standard deviations to account for sample characteristics.
- Pearson's correlation coefficient was employed to examine the relationship between psychological well-being, emotional intelligence, and academic achievement.
- T-test to calculate differences between sample individuals' mean scores on the scales.

results

A Significant Relationship Between Psychological Well-Being and Emotional Intelligence:

Table 8 shows the relationship between psychological well-being and emotional intelligence. Table 9 shows regression analysis.

Variables	Mean	Std. Deviation	Pearson correlation
Psychological well-being	78.50	13.38	0.787**
Emotional intelligence	98.85	15.19	

Table 8: *the relationship between psychological well-being and emotional intelligence*

** Significant at the 0.01 level

The results indicated that participants obtained a mean score of 78.50 (SD = 13.388) on the Psychological Well-Being Scale. Regarding emotional intelligence, participants achieved a mean score of 98.85 (SD = 15.191). Pearson's correlation analysis revealed a statistically significant positive correlation between psychological well-being and emotional intelligence ($r = 0.787$, $p < .01$). This finding indicates that higher levels of psychological well-being are associated with higher levels of emotional intelligence among high school students.

Adjusted R square	R square	Pearson correlation
0.61	0.62	0.787**

Table 9: *regression analysis*

Based on the table, the coefficient of determination (R square) is 0.62, indicating that psychological well-being accounts for 62% of the variance in emotional intelligence. Therefore, the first hypothesis is accepted.

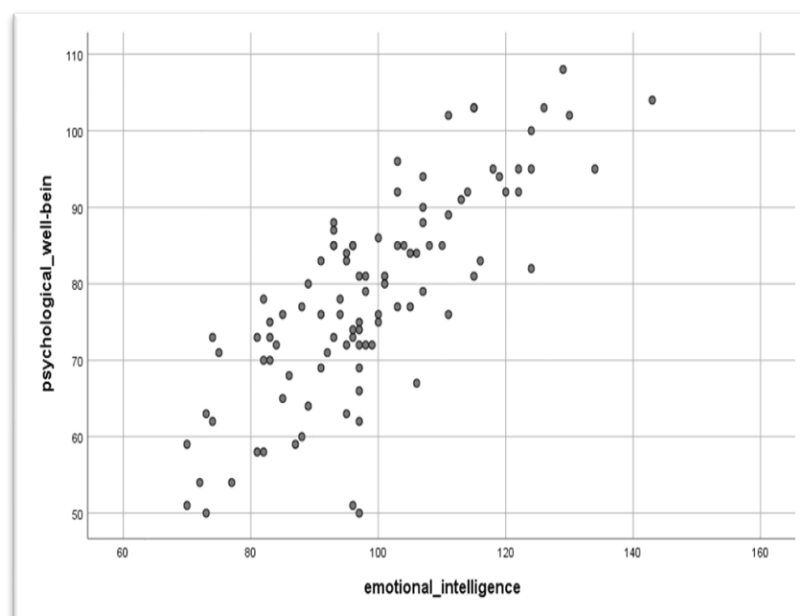


Figure 1: *the relationship between psychological well-being and emotional intelligence*

No Significant Differences in Psychological Well-Being between males and females:

Table 10 shows the differences in psychological well-being according to the variable of gender.

	Gender	Number	Mean	Std. Deviation	T-test	Sig. level
Psychological Well-being	Males	50	76.68	14.01	1.365	0.175
	Females	50	80.32	12.61		

Table 10: the differences in psychological well-being according to the variable of gender

The results presented in Table X indicate that the mean score of males on the Psychological Well-Being Scale was 76.68 (SD = 14.01), whereas the mean score of females was 80.32 (SD = 12.61). Although females obtained a slightly higher mean score than males, the difference was not statistically significant. The independent samples t-test showed that the difference between males and females was not significant, $t = 1.365$, $p = .175$. Therefore, no statistically significant gender differences were found in psychological well-being among high school students, and the third hypothesis was not supported.

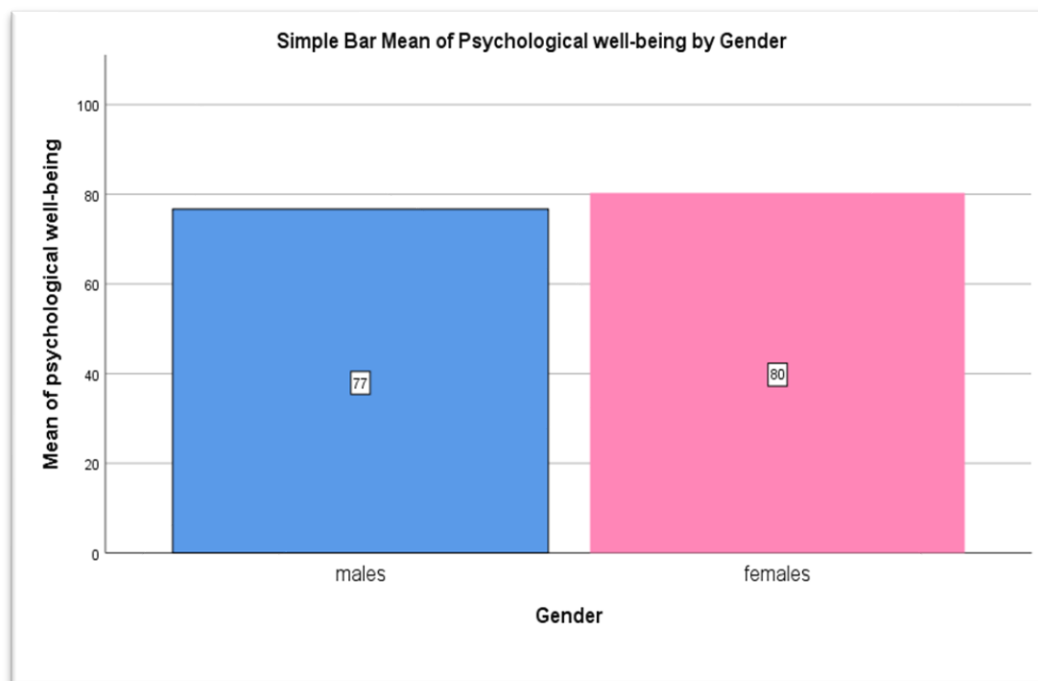


Figure 2: the differences between males and females in psychological well-being

No Significant Differences in Emotional Intelligence between males and females

Table 11 shows the differences in emotional intelligence according to the variable of gender.

	Gender	Number	Mean	Std. Deviation	T-test	Sig. level
Emotional intelligence	Males	50	96.48	15.99	1.571	0.119
	Females	50	101.22	14.11		

Table 11: *the differences in emotional intelligence according to the variable of gender*

Based on the table, the mean score for males on the emotional intelligence Scale is 96.48 with a standard deviation of 15.99, whereas the mean score for females is 101.22 with a standard deviation of 14.11. It is observed that the male scores exhibit greater variability around the mean compared to the female scores. Additionally, the mean score for females is slightly higher than that of males. However, the observed t-test value is 1.571 with a significance level of 0.119, which is not statistically significant. Therefore, there are no statistically significant differences between males and females in terms of emotional intelligence. This suggests that gender does not have an effect on emotional intelligence, and thus, the fourth hypothesis is rejected.

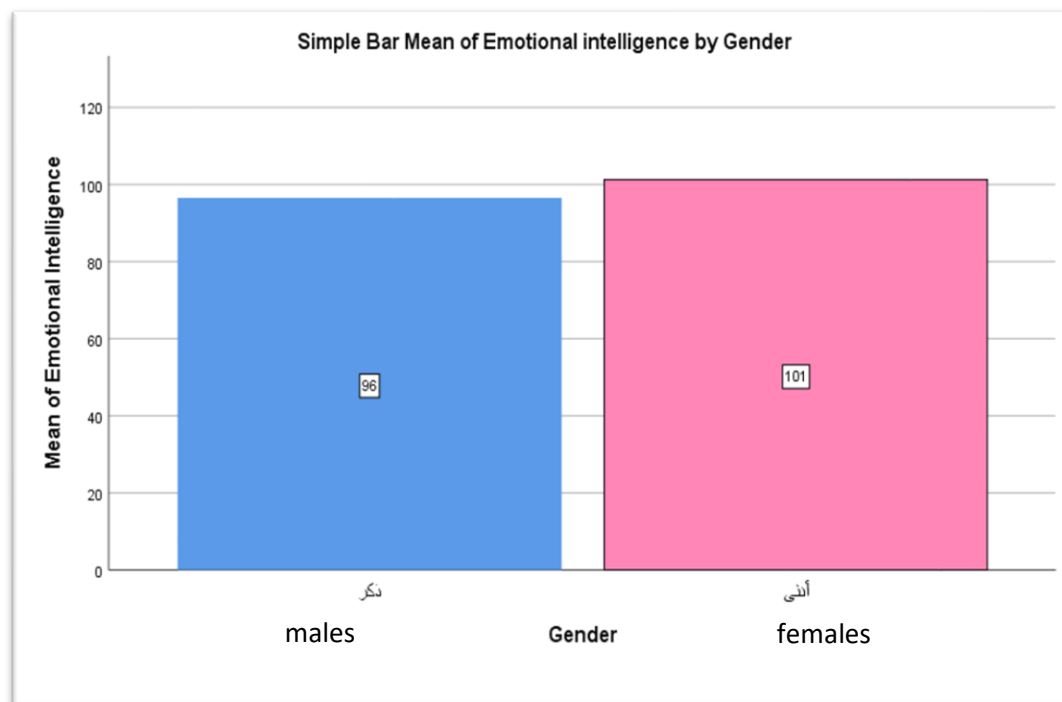


Figure 3: The differences between males and females in emotional intelligence

Discussion

The current study examined the effect of psychological well-being on emotional intelligence and academic achievement among high school students. The study findings are discussed in this section according to the order of the proposed hypotheses.

Interpretation of the Confirmed Relationship Between Psychological Well-Being and Emotional Intelligence

The findings related to the first hypothesis revealed a significant positive relationship between psychological well-being and emotional intelligence. This result is consistent with previous research, particularly the study by Wigtil and Henriques (2015), which reported a positive association between different forms of intelligence, including emotional intelligence, and psychological well-being. The current finding suggests that students with higher levels of psychological well-being tend to demonstrate higher levels of emotional intelligence, highlighting the close relationship between these two psychological constructs. Similarly, Bustamante et al. (2019) found a positive association, suggesting that higher levels of psychological well-being and self-awareness are linked to elevated emotional intelligence. Kharnob (2016) also reported a statistically significant positive relationship among students' psychological well-being, emotional intelligence, and levels of optimism.

This finding can be interpreted in light of the theoretical perspective proposed by Salovey and Mayer (2003), which suggests that emotional intelligence is closely associated with psychological functioning and well-being. Individuals with higher levels of emotional intelligence are more likely to maintain positive emotional states, develop effective social relationships, and use adaptive coping strategies when facing life challenges. These emotional and social competencies may contribute to better psychological adjustment and enhanced well-being.

Interpretation of the Absence of Gender Differences in Psychological Well-Being

The findings revealed no statistically significant gender differences in psychological well-being. Therefore, the second hypothesis was not supported. This result suggests that male and female students in the present sample may experience similar levels of psychological well-being. This finding may be explained by the fact that both groups are exposed to comparable academic, family, and social pressures, which may reduce the influence of gender on psychological well-being indicators. Previous studies have reported similar findings, suggesting that gender differences in psychological well-being are not always consistent and may vary depending on social and cultural contexts. For instance, Gómez-López et al. (2019) examined four dimensions of Ryff's Psychological Well-Being Scale (self-acceptance, positive relationships, autonomy, and personal growth) among Spanish adolescents and found no statistically significant differences between males and females. Similarly, Li et al. (2015), using a modified version of Ryff's Adult Psychological Well-Being Scale, reported that gender differences in overall psychological well-being were small and not statistically significant, although some variations were observed in specific subdimensions. Furthermore, Joshanloo and Weijers (2014) indicated that gender differences in well-being indicators differ across societies and tend to be less pronounced in contexts where males and females experience similar social and living conditions.

Overall, the absence of significant gender differences in the current study may indicate that psychological well-being among high school students is influenced more by shared developmental, educational, and social experiences than by gender alone.

Interpretation of the Absence of Gender Differences in Emotional intelligence

The result of the third hypothesis indicated that there were no statistically significant differences in emotional intelligence in its dimensions according to the gender variable. This result is consistent with the study by Wigtil and Henriques (2015), the study by Bustamante et al. (2019), which indicated that there were no statistically significant differences between males and females. Likewise, Kumar's study (2021): In a study that included 1,500 adolescents in India, the results showed no statistically significant differences in emotional intelligence between males and females, whether in private or public schools. The failure to meet the third hypothesis, which states that there are statistically significant differences in emotional intelligence based on gender, is an important finding, especially in the context of a sample of adolescents in a popular environment. This finding suggests that males and females in this environment may face similar challenges and circumstances that influence the development of their emotional intelligence in a similar manner. In popular environments, males and females may be exposed to similar social and economic pressures, leading to the development of similar emotional skills between the sexes. Traditional differences in upbringing between males and females may be less pronounced in these environments, reducing disparities in emotional intelligence. Local culture may play a role in shaping similar emotional responses between the sexes, especially if societal values and expectations are similar.

Conclusion

Positive psychology has gained increasing attention by shifting the focus of psychological research from deficits and disorders toward human strengths, personal growth, and optimal functioning. Within this perspective, psychological well-being and emotional intelligence have emerged as important constructs for understanding individuals' emotional and psychological development. The present study aimed to contribute to this field by examining the relationship between psychological well-being and emotional intelligence among high school students, representing a critical population undergoing significant developmental changes.

Although previous research has extensively examined psychological well-being and emotional intelligence separately, further investigation remains necessary to better understand the relationship between these constructs, particularly among adolescents and within different cultural contexts. Continued research is also needed to refine theoretical models, improve measurement tools, and explore effective educational interventions aimed at promoting these psychological resources.

The findings of the present study revealed a statistically significant positive relationship between psychological well-being and emotional intelligence among high school students. These results highlight the importance of psychological well-being as a factor associated with adolescents' emotional development and psychological adjustment. Furthermore, no statistically significant gender differences were found in psychological well-being or emotional intelligence, suggesting that male and female students in the studied context may share similar psychological experiences.

Overall, the findings emphasize the importance of integrating psychological well-being and emotional intelligence promotion into educational settings to support adolescents' mental health, emotional competencies, and social adaptation. Future studies are encouraged to examine these variables across different populations and cultural contexts and to explore the effectiveness of intervention programs designed to enhance students' psychological well-being and emotional intelligence.

References

- Amaral, M. (1997). *Goleman, D. Emotional Intelligence, United States of America: Bantam Book*, 1995. *Jornal Brasileiro De Psiquiatria*, 46(4), 231–232. <https://biblat.unam.mx/es/revista/jornal-brasileiro-de-psiquiatria/articulo/goleman-d-emotional-intelligence-united-states-of-america-bantam-book-1995>
- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57(12), 1060–1073. <https://doi.org/10.1037/0003-066X.57.12.1060>
- Bar-On, R. (2005). *The impact of emotional intelligence on subjective well-being*. *Perspectives in Education*, 23(2), 41–62.
- Bustamante, J. G., 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>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions*. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Extremera, N., & Fernández-Berrocal, P. (2005). *Perceived emotional intelligence and life satisfaction: Predictive and incremental validity using the Trait Meta-Mood Scale*. *Personality and Individual Differences*, 39(5), 937–948. <https://doi.org/10.1016/j.paid.2005.03.012>
- 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>
- Gómez-López, M., Viejo, C., & Ortega-Ruiz, R. (2019). Psychological well-being during adolescence: Stability and association with romantic relationships. *Frontiers in Psychology*, 10, 1772. <https://doi.org/10.3389/fpsyg.2019.01772>
- Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. <http://ci.nii.ac.jp/ncid/BA28658620>
- Joshanloo, M., & Weijers, D. (2014). Aversion to happiness across cultures: A review of where and why people are averse to happiness. *Journal of Happiness Studies*, 15(3), 717–735. <https://doi.org/10.1007/s10902-013-9489-9>
- Keyes, C. L. M. (1995). *The structure of psychological well-being revisited*. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
- Kharnoub, F. (2016). Psychological well-being and its relationship with emotional intelligence and optimism: A field study on a sample of students from the Faculty of Education at the University of Damascus. *Arab Universities Union Journal for Education and Psychology*, 14(1), 217–242.
- Kumar, B. (2021). Adolescent's emotional intelligence: A comparison of school and gender differences. *International Journal of Indian Psychology*, 9(4), 1274–1280. <https://doi.org/10.25215/0904.120>
- Li, R. H., Kao, C. M., & Wu, Y. Y. (2015). Gender differences in psychological well-being: Tests of factorial invariance. *Quality of Life Research*, 24(11), 2577–2581. <https://doi.org/10.1007/s11136-015-0999-2>
- Ma, J., & Liu, C. (2018). The moderating effect of emotional intelligence on the relationship between supervisor conflict and employees' counterproductive work behaviors. *International Journal of Conflict Management*, 30(2), 227–245. <https://doi.org/10.1108/ijcma-11-2017-0140>

- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215. https://doi.org/10.1207/s15327965pli1503_02
- Pengpid, S., & Peltzer, K. (2020). *Prevalence and associated factors of psychological distress among a national sample of in-school adolescents in Morocco*. *BMC Psychiatry*, 20(1), 475. <https://doi.org/10.1186/s12888-020-02888-3>
- Petrides, K. V., Frederickson, N., & Furnham, A. (2004). *The role of trait emotional intelligence in academic performance and deviant behavior at school*. *Personality and Individual Differences*, 36(2), 277–293. [https://doi.org/10.1016/S0191-8869\(03\)00084-9](https://doi.org/10.1016/S0191-8869(03)00084-9)
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
- 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>
- Salovey, P., Mayer, J. D., & Caruso, D. R. (2001). The positive psychology of emotional intelligence. In *The positive psychology of emotional intelligence* (pp. 159–171). Oxford University Press. <https://doi.org/10.1093/oso/9780195135336.003.0012>
- Salovey, P., Mayer, J. D., Caruso, D. R., & Lopes, P. N. (2003). Measuring emotional intelligence as a set of abilities with the Mayer-Salovey-Caruso Emotional Intelligence Test. In S. J. Lopez & C. R. Snyder (Eds.), *Positive psychological assessment: A handbook of models and measures* (pp. 251–265). American Psychological Association. <https://doi.org/10.1037/10612-016>
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167–177. [https://doi.org/10.1016/S0191-8869\(98\)00001-4](https://doi.org/10.1016/S0191-8869(98)00001-4)
- Schutte, N. S., Malouff, J. M., Bobik, C., Coston, T. D., Greeson, C., Jedlicka, C., Rhodes, E., & Wendorf, G. (2002). Emotional intelligence and interpersonal relations. *Journal of Social Psychology*, 142(4), 489–497. <https://doi.org/10.1080/00224540209603912>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). *Positive Psychology: An Introduction*. *American Psychologist*, 55(1), 5–14. <https://doi.org/10.1037/0003-066X.55.1.5>
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press. <https://www.penguinrandomhouse.com/books/307515/flourish-by-martin-e-p-seligman/>
- Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Houghton Mifflin Harcourt.
- Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., ... & Stewart-Brown, S. (2007). The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): Development and UK validation. *Health and Quality of Life Outcomes*, 5, 63. <https://doi.org/10.1186/1477-7525-5-63>
- UNICEF Maroc. (2023). *Situation des enfants et des adolescents au Maroc: Rapport sur le bien-être et l'éducation*. <https://www.unicef.org/morocco>
- UNICEF. (2023). *Situation of adolescents and youth well-being*. <https://www.unicef.org>
- Wigtil, C. J., & Henriques, G. R. (2015). The relationship between intelligence and psychological well-being in incoming college students. *Psychology of Well-Being: Theory, Research and Practice*, 5(1). <https://doi.org/10.1186/s13612-015-0029-8>