

EMOTIONAL INTELLIGENCE, MEANING, AND PSYCHOLOGICAL WELL
BEING: A COMPARISON BETWEEN EARLY AND LATE ADOLESCENCE

by

STEVEN A. DE LAZZARI

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We accept this thesis as conforming
to the required standard

.....
Paul T.P. Wong, Ph. D., Thesis Supervisor

.....
Marvin McDonald, Ph. D., Thesis Coordinator

.....
Phillip Laird, Ph. D., Second Reader

.....
Kimberly Schonert-Reichl, Ph. D., External Examiner

TRINITY WESTERN UNIVERSITY

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ABSTRACT

This study examined emotional intelligence, personal meaning, satisfaction with life and psychological well-being in early and late adolescents. Given the importance of personal meaning in identity resolution and moral development, it was hypothesized that personal meaning would be a better predictor than emotional intelligence of satisfaction with life and psychological well-being. One hundred and fifty-five students from a Catholic high school participated in this study, with seventy-one students from grade nine, and eighty-four students from grade twelve. It was also predicted that grade twelve students would score higher than grade nine students in personal meaning and emotional intelligence. All participants were administered a package of questionnaires: Wong's (1998) Personal Meaning Profile, Schutte et al.'s (1998) Emotional Intelligence Questionnaire, Diener et. al's (1985) Satisfaction with Life Scale, and Masse et al.'s (1998) Well-Being Manifestation Measure Scale. The results provided considerable support of the hypotheses. The implications of the present findings for school counseling and education were discussed.

TABLE OF CONTENTS

ABSTRACT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
ACKNOWLEDGEMENTS	viii
CHAPTER ONE: INTRODUCTION AND LITERATURE REVIEW	1
Introduction	1
Psychosocial Development of Adolescents	5
Cognitive Development of Adolescents	8
Existential Development of Adolescents	10
Emotional Intelligence in Adolescents	16
Meaning in Adolescents	19
Psychological Well-Being in Adolescents	23
The Research Question and Hypotheses	28
CHAPTER TWO: METHODS	31
Participants	31
Procedure	32
Measures	33
Satisfaction with Life Scale	33
Emotional Intelligence Questionnaire	33
Personal Meaning Profile	34
Well-Being Manifestation Measure Scale	
CHAPTER THREE: RESULTS	37
Means and Correlation of Dependent Variables	37
Emotional Intelligence and Meaning as Predictors of Satisfaction with Life and Psychological Well-Being	38

Grade and Gender Differences with the Dependent Measures	38	
Grade and Gender Differences with Subscales of the PMP and WBMMS	39	
Correlation Amidst the Key Dependent Measures and Social Functioning and Lifestyle Variables	41	
Correlation Between the Subscales of the Personal Meaning Profile and the Well-Being Manifestation Measures Scale	42	
Other Findings	43	
CHAPTER FOUR: DISCUSSION	44	
Emotional Intelligence with Satisfaction with Life and Psychological Well-Being	44	
Personal Meaning with Satisfaction with Life and Psychological Well-Being	47	
Explaining the Developmental Differences in Meaning	50	
Explaining the Gender Differences in Meaning	55	
Family Relationships and the Dependent Measures	56	
Other Findings	56	
Applications to Counselling and Education	59	
Limitations of the Present Study and Areas for Future Research	61	
Conclusion	63	
References	64	
APPENDIX A	Cover Letter, Subject Consent Form, and Parental Consent Form	84
APPENDIX B	Questionnaire	87
APPENDIX C	Scoring for Personal Meaning Profile and Well-Being Manifestations Measure Scale	101

LIST OF TABLES

Table 1. Mean Scores and Standard Deviation for the Major Dependent Variables	
Table 2. Inter-Correlation between the Major Dependent Variables	73
Table 3. Summary of Hierarchical Regression Analysis for Variables Predicting Satisfaction with Life	74
Table 4. Summary of Hierarchical Regression Analysis for Variables Predicting Psychological Well-Being	75
Table 5. Mean Scores and Standard Deviation for Personal Meaning Subscales by Males and Females in Grade Nine and Grade Twelve	76
Table 6. Mean Scores and Standard Deviation for Psychological Well-Being by Males and Females in Grade Nine and Grade Twelve	77
Table 7. Correlation Matrix between the Dependent Measures and the Social Functioning and Lifestyle Variables	78
Table 8. Correlation Matrix between the Subscales of the PMP and the Subscales of the WBMMS	79

LIST OF FIGURES

Figure 1. Grade by Gender Interaction on the Religion Subscale of the PMP	80
Figure 2. Grade by Gender Interaction on the Mental Balance Subscale of the WBMMS	82

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CHAPTER ONE: INTRODUCTION AND LITERATURE REVIEW

Introduction

As we venture into the dawn of the new millennium, adolescent development has emerged as a major area of psychological research. Adolescents have long been regarded as a group of people who are searching for themselves to find some form of identity and meaning in their lives (Erickson, 1968). They have also been regarded as a unique group with a wide range of difficulties and problems in their transition to adulthood.

One aspect of adolescents is their emotions, and within schools and society as a whole, this aspect has often been overlooked. Students are measured in terms of their performance and grades. They are assessed on how well they can play, act, draw, sing, and so forth. However, an intrinsic aspect of adolescents as well as all of us, and one that is usually not assessed, is what has been defined as emotional intelligence. Mayer and Salovey (1993), define emotional intelligence as “a type of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (p.433). Emotional intelligence is now considered by many as being essential for successful living (Goleman, 1995). Teaching adolescents about their emotions and how they deal with others as well as their own actions can be very helpful in their daily struggles. Furthermore, in order to encourage a smooth transition from adolescence to adulthood, a good understanding of emotions for adolescents is important in determining their psychological well-being.

Personal meaning is also a key element that is important in determining adolescent's psychological well-being. Reker, Peakcock, and Wong (1987), define meaning as it “refers to making sense, order, or coherence out of one's existence and

having a purpose and striving toward a goal or goals” (p. 44). If we tie in the question of meaning in life with adolescence, perhaps we might come to recognize that a lack of meaning for many adolescents may be a contributing factor leading to the struggles and turmoil of emotions that adolescents face day to day. As adolescents begin to face many questions with regards to their future and what is ahead, the element of meaning comes to the forefront with questions such as “Who am I?” and “Where am I going in life?” Meaning plays an important role in the identity crisis that adolescents face, as having a strong sense of meaning can determine whether or not adolescents can journey through the identity crisis towards adulthood with success (Hacker, 1994).

Both emotional intelligence, and personal meaning can be considered as contributing factors to both satisfaction with life and psychological well-being. Shek (1992) defines psychological well-being as that "state of a mentally healthy person who possesses a number of positive mental health qualities such as active adjustment to the environment, and unity of personality” (p. 187). Although many view adolescence as a time of struggle and turmoil, some researchers are looking at the period of adolescence from a more moderate perspective whereby it is felt that most adolescents handle the period well (Arnett, 1999; Offer & Schonert-reichl, 1992). However, the period of adolescence can definitely be looked upon as a time of more struggle and turmoil than during childhood. It is a time of development where they are striving to find their personal identity as they venture toward independence from their parents. Adolescents also face a struggle to find a meaning of self as it is the first time they are truly discovering what it is like to be human. In looking at these struggles, there is much concern about school violence, drug abuse, bullying, and other destructive forms of

behavior. It could be argued that these destructive forms of behavior could be related to both a lack of emotional intelligence and moral competency in some adolescents. As a result, many schools have developed programs around the factors of emotional intelligence so as to counter destructive forms of behavior. These destructive forms of behavior can also be tied in with meaning. Many young people get involved with destructive forms of behavior as a result of boredom. Fabry (1968) points out that boredom is the result of life without meaning and challenge. Therefore, it is equally important to try and help adolescents discover both meaning and identity to counter destructive forms of behavior and to assist in fostering a sense of positive well-being.

Coinciding with the areas of emotional intelligence, meaning and psychological well-being is moral development within adolescents. Given the above implications with regard to the destructive forms of behavior that adolescents engage in, it is important to help build both moral competency and values to deter against these behaviors. Since our schools are the major environment where these behaviors are acted out, it is within schools that moral development should be encouraged. Hafen (1993) notes the importance of moral development in schools as the development of value systems can have an impact on shaping an individual's sense of life meaning. The encouragement of emotional, moral, and meaning centered teachings with adolescents should have a positive impact on their overall well-being.

As a result, it is necessary to take a closer look at emotional intelligence, meaning and psychological well-being in adolescents. This study will attempt to explore the relation between emotional intelligence and meaning in life with psychological well-being and satisfaction with life in both early and later adolescence in a developmental

comparison. Satisfaction with life was added in conjunction with psychological well-being, as satisfaction with life provides a more global measure of well-being; however, the focus of this paper will be on psychological well-being.

In looking at the period of adolescence, a variety of theorists have voiced their knowledgeable expertise with regards to the developmental issues that are occurring. For example, Freud represented the stage of adolescence as a period of "storm and stress" as the adolescent tries to find the appropriate focus for the sexual feelings that have been formed during the previous stages of development (Freud, 1953). Freud's view has been superceded by the more contemporary developmental views, which portray adolescence as a stage within a series of sequential stages. Erickson's theory of psychosocial development, Piaget's theories of cognitive development, and Marcia's theory of the stages of identity development are all representative of a developmental approach to adolescent growth (de Avila, 1995). Although each of the aforementioned theories above has made great contributions towards the understanding of adolescent development, they do not provide the full picture. It is my view that an existential view of adolescence can help to broaden the picture of adolescent development. In his paper documenting an existential view of adolescence, Hacker (1994) does not view adolescence as a stage amongst sequential stages, but rather as a part of life similar to both childhood and adulthood. He views the adolescent holistically with the adolescent "as a whole being who not only exists in the here and now but is inextricably linked to a past childhood leading imperceptibly to a future adulthood" (p. 302). It is this imperceptible leading to a future adulthood where meaning in life comes to play, especially in later adolescence.

It is the hope of this current research that a better understanding of emotional intelligence, meaning, satisfaction with life and psychological well-being within the specific population of early and later adolescents might be established. This study will use a measure of emotional intelligence and meaning (PMP) as the independent measures and psychological well-being (WBMMS), and Satisfaction with Life as the dependent measures. Also, independent variables such as grade and gender, as well as various subject or demographic variables will be used in order that a broader picture and understanding of these dimensions within adolescents may be looked at. With a better understanding of emotional intelligence, meaning and psychological well-being within adolescents, various counselling or educational implications can be derived in assisting adolescents to develop holistically in terms of body, mind, and spirit as they venture into the world of adulthood.

Psychosocial Development of Adolescents

Adolescence is a developmental period that is filled with many challenges especially for the teenagers of today's world. Early developmental theorists such as Erikson have defined the period of adolescence as one of identity versus role confusion, in which adolescents must determine who they are, combining their self understanding and social rules into a coherent identity (Berger & Thompson, 1995). While engaging in this process, they also try and keep connections with things from the past that they value, and eventually move towards accepting group values and norms. Through the long and arduous process of finding themselves, the importance of adolescent identity as being stable, consistent and mature is paramount. Having a stable, consistent and mature identity for adolescents helps to bring in adulthood, and helps to connect various

experiences in the adolescents past to who they wish to become in the present in terms of their goals, values and decisions in life (Erikson, 1975). As adolescents try to discover who they are, it is often at this stage of development that rifts develop between adolescents and their parents as the adolescents "know everything" and the parents know nothing. The adolescents strive towards identifying their selves as separate from their parents and as unique persons. Essentially, adolescents venture towards establishing their own goals and values while at the same time leaving behind the goals and values established by their parents or society with the ultimate goal being identity achievement (Erikson, 1968). Stemming from Erickson's theory, Marcia (1980) and others have used a fourfold concept of identity status for adolescents - identity achieved, moratorium, foreclosure, and identity confusion. The identity status is characterized by the "presence or absence of a critical period of exploration (crisis) with personal adolescent involvement in two key areas - career and ideology, or beliefs and values" (Atwater, 1992, p. 236).

"Adolescents who are classified as identity achieved have faced the identity crisis and have already resolved many of the issues involved. Typically they have chosen a career goal and have a good sense of their own values. At the same time, they are flexible and able to change their life goals depending on their experience" (Atwater, 1992, p. 236). These adolescents are able to adhere to particular characteristics or aspects of their parents that they find valuable while at the same time they are able to reject characteristics or aspects that they do not value. Essentially, these adolescents are on fairly solid ground for making an independent venture into the realm of adulthood.

“Adolescents who are classified as being in the identity moratorium status are generally experiencing a delayed or drawn-out exploration of their identity. They have made few, if any, firm commitments to career goals or personal values” (Atwater, 1992, p. 236). They have high levels of anxiety stemming from their unresolved crisis, and will often change their minds with regards to the path they are taking. It is a stage of experimentation and rebelliousness as adolescents attempt to progress towards their identity in figuring out who they want to become.

“Adolescents classified in the identity foreclosure status have largely avoided any substantial identity exploration, usually through premature choices endorsed by their parents” (Atwater, 1992, p. 237). These adolescents will basically do whatever it takes to please mom and dad, and will almost automatically follow their parents’ rule of thumb. Although these adolescents appear totally confident on the outside, there is anxiety and inner turmoil as they are living a life for others rather than themselves. Although things might go well for these individuals, over adaptation of their parents’ ideals and values will eventually catch up with them as they progress forward into a more autonomous adulthood.

Finally, adolescents “classified in the identity confusion status have largely avoided the adolescent identity crisis” (Atwater, 1992, p. 238). These individuals face many struggles along the road as they procrastinate and put off life choices and live in the here and now. They will often engage heavily in social interactions, whether through alcohol, drugs or sex as they trudge towards adulthood.

No matter which identity status an adolescent is progressing through or variation thereof, the quintessential question of "Who am I?" comes to the fore as an important

psychological task. How well adolescents progress through this particular developmental stage of their lives in terms of psychosocial development will largely determine their aptitude for success and happiness as they progress towards adulthood.

Cognitive Development of Adolescents

Perhaps one of the most profound areas of adolescent development is in the area of cognitive processing. Adolescents of today face a variety of struggles and choices that require complex levels of thought. Indeed, the cognitive changes and progressions that occur through adolescence are quite profound and differentiated from children in the elementary school years. Piaget described the reasoning that characterizes adolescence as formal operational thought. Extending from the process of maturation and learned experience, it is the fourth and final stage of cognitive development. “For many developmentalists, including Piaget, the single most distinguishing feature of adolescent thought is the capacity to think in terms of possibility rather than only in terms of reality” (Berger & Thompson, 1995, p. 549). Unlike children who anchor their thought in the here and now of reality and what is tangible, adolescents have the ability to fantasize and look ahead at things on a much grander scale. “Adolescents can, and do, break free from the earthbound, traditional reasoning of school children, soaring into contrary notions and ethereal dreams quite apart from conventional wisdom” (Berger & Thompson, 1995, p. 549). One of the diverse domains of adolescent cognition is the ability to engage in hypothetical thinking, “which is thought that involves propositions and possibilities that may or may not reflect reality” (Berger & Thompson, 1995, p. 550). Unlike children who seem to merely accept things as they are without explanation, adolescents will begin to question and search for answers and possibilities beyond the natural domain. For the

first time in their lives, adolescents will begin to venture away from parents' values and beliefs towards an establishment of their own values and beliefs. Yet another domain of adolescent cognition is the ability to engage in deductive reasoning, "which is reasoning that draws logical inferences and conclusions from general premises" (Berger & Thompson, 1995, p. 551). Within a variety of facets in life, whether it is school, work, sports, and so forth, adolescents develop the ability to carry thought patterns to logical conclusions.

"Advancing to the realm of the possible, the hypothetical, and the abstract has important personal consequences for adolescents, permitting them a new degree of self-scrutiny" (Berger & Thompson, 1995, p. 555). Adolescence is a strong period of self-reflection as adolescents will think about what others think of them, what their parents expect of them, and question what tomorrow will bring. Searching introspectively is a normal function of adolescence as they try to sort out their challenges and questions about the world; however, this search and progression towards self-awareness is distorted by adolescent egocentrism. This is a self-view in which adolescents tend to look at themselves as being socially above and beyond almost all others in their midst than they actually are (Elkind, 1967, 1984).

Stemming from Elkind's (1978) idea behind the trait of egocentrism in adolescents are three key dimensions. The first of these is known as the invincibility fable whereby adolescents have a sense that they will never fall victim to certain tragedies as a consequence of their actions. Therefore, adolescents will engage in more risky behaviors, such as smoking, drinking, drugs, unprotected sex, and dangerous driving, to name a few. Adolescents feel a sense of power, and the idea of "that will

never happen to me" encompasses much of their behavior patterns. Another dimension of egocentrism is known as the personal fable whereby adolescents imagine their lives to be unique, and can even picture themselves as being heroic or mystical. Adolescents perceive themselves as different from others and a special genre in and of themselves. Their fables are enthroned almost in living vicariously through the many characters or individuals that they look up to or aspire to be like. The final dimension is that of the imaginary audience. This refers to the egocentric idea that adolescents are constantly being scrutinized by others. This idea often leads adolescents to rely heavily upon what other people think about their appearance and behavior. They want others to think as intently of them as they themselves do. Adolescents will think a lot about themselves and their looks before entering any type of social realm, and they will spend a lot of time making their outward appearance acceptable to others. No matter what the thought process, adolescent cognition is yet another facet of challenges as the adolescent mind progresses towards growth and adulthood.

Existential Development of Adolescents

The idea of meaning in one's life can play a pivotal role for progression towards happiness and success in life. Conversely, the absence of meaning can lead to psychological distress. Maddi (1967) looked at meaninglessness in his definition of the existential neurosis which "is characterized by the belief that one's life is meaningless, by the affective tone of apathy and boredom, and by the absence of selectivity in actions" (p. 313). In looking at adolescents of today, it appears that Maddi's definition can be seen as quite accurate and almost prophetic as adolescents struggle to find meaning while they

are caught up in themselves, being bored, and trying to figure out what to do and where to go in life.

With respect to existential development in adolescence, Battista and Almond (1973) contend that “meaning in life appears to be a later development – caricatured as the perennial concern of college students, and emphasized by Jung and Frankl as an important issue of mid and later life” (p. 416). However, in our modern society where the period of adolescence seems to be starting earlier and ending later, the existential questions and meaning in life most definitely arise during adolescence. This is perhaps most notably evidenced in what Erickson deems to be a large part of the adolescent identity crisis as they strive for identity rather than role confusion (Erickson, 1963). Here, there is major conflict in terms of clarifying who one is, what their goals in life are, and what life’s meaning is. Corey (1996) outlines creating one’s identity and establishing meaningful relationships with others as being a basic dimension of the human condition according to existential theory. The role of identity is quintessential in existential theory, and particularly for adolescents as their capacity for self-awareness is developed and existential concerns begin to arise in their minds (Yalom, 1980). They truly begin the search for who they are and where they are going in life. Part of the struggle in determining one’s identity lies in the paradox that “humans are existentially both alone and related, but this very paradox describes the human condition” (Corey, 1996). In the struggle for identity, particularly with adolescents, Corey (1996) points out that it is important to begin designing our lives for ourselves rather than adhere to the design and expectations of others.

Frankl (1984) explains that “the term ‘existential’ may be used in three ways: to refer to (1) existence itself, i.e., the specifically human mode of being; (2) the meaning of existence; and (3) the striving to find a concrete meaning in personal existence, that is to say, the *will* to meaning” (p. 123). He describes a will to meaning as being a meaning that is unique to be fulfilled by a person alone to achieve a level of significance that is satisfying to the individual. After looking at an existential view of adolescents, they would appear to have a unique mode of being. Furthermore, adolescence is a time in the life cycle where both the meaning of existence, as well as finding a will to meaning, are pivotal elements that are struggled with. In addition, this search for meaning and identity are first entering into the foray of an adolescent’s existence.

Abstract thinking as mentioned earlier is one of the key developments by which adolescence is marked. de Avila (1995) poses the following.

An existential view of adolescence seeks to answer the question: “What is the focus of the adolescent’s abstract thought?” There is an implied premise that the adolescent’s nascent abstract thinking capabilities focus on gaining a deeper and more profound awareness of his or her existence in the world and that their (sic) awareness and seeking of this existence inevitably leads to conflict. ... With this view in mind, adolescent behavior can be depicted as the young person attempts to come to terms with existential conflicts.

As adolescents come into discovery of who they truly are and begin to ask questions about what their life and existence mean, they begin to take on a new perspective in terms of the possibilities in life. How they handle this formulation of

abstract thinking and the meaning of their existence can weigh heavily in terms of how they make the transition into adulthood. If they handle these concepts well, the transition may go smoothly; however, if existential conflicts become difficult, the transition may also become difficult. It may be seen, as Hacker (1994) points out, that certain adolescent behaviors may be arising from the adolescents' defense mechanisms which are essentially a response to the existential conflicts of isolation, death, meaninglessness, and choice (Yalom, 1980). "The ways in which adolescents eventually deal with their conflicts and defenses can influence, either positively or negatively, their psychological development" (Hacker, 1994, p. 309). This leads one to ask essentially how can the existential concerns of isolation, death, meaninglessness and choice affect an adolescent, and how does the adolescent deal with each of these concerns?

Existential isolation differs from other forms of isolation. "No matter how closely we relate to another individual, there remains a final unbridgeable gap. Each of us enters existence alone and must depart from it alone" (May & Yalom, 1995, p. 275). This concern is highly evidenced among adolescents, and their feelings of isolation may commonly take the form of alienation, manifesting itself as a sense of powerlessness, normlessness, meaninglessness, or estrangement (Young, 1985). With the advent of bullying, gay bashing, racial discrimination, and other forms of discrimination, many adolescents who are victims strive to find a place amongst their peers. As a result, one of the adolescent's defenses against isolation or alienation is belonging (Hacker, 1994). Some end up in their own sub-group, while others have the misfortune of ending up alone and distraught. The difficulty arises in that some adolescents have grave difficulty fitting in. Thus they may end up in gang related activities, promiscuity, on the streets, in cults,

doing drugs, or engaging in other activities that are contrary to a healthy lifestyle. Those that are ostracized to an extreme level may even end up using a pathological defense such as suicide.

Death is rather obvious as one of the existential concerns. “From the existential point of view a core inner conflict is between awareness of inevitable death and the simultaneous wish to continue to live” (May & Yalom, 1995, p. 273). The recognition that a person is born and that a person will die is definitely present at the adolescent stage of life. However, adolescents may deal with this concern by their belief in themselves as being special, unique and invincible, similar to the invincibility fable mentioned earlier. As a result, adolescents will engage in a variety of risky behaviors with the idea of their own indestructibility determining many of their behavior patterns. Of course, when a classmate is killed in an accident or commits suicide, the power of death as an ultimate concern will encompass and surround a school environment as the adolescents struggle to comprehend the loss as well as to come to grips with their own mortality.

Meaninglessness is yet another one of the existential concerns that adolescents can face. As humans “in an unpatterned world an individual is acutely unsettled and searches for a pattern, an explanation, a meaning of existence...from a meaning schema we generate a hierarchy of values. Values provide us with a blueprint for life conduct; values tell us not only why we live but how to live” (May & Yalom, 1995, p. 276). For adolescents, meaning is created by their effort in trying to establish a firm identity, meaningful relationships and to be productive and creative individuals (Erickson, 1963). Also, Reker, Peacock and Wong (1987), suggest that young adults can achieve meaning through setting goals and anticipating future potentialities. However, the difficulty arises

in that many adolescents struggle to find an identity, belong to peer groups, be productive or creative, set goals, or to look ahead in life. Adolescents will thus search for meaning in their lives in a variety of ways. This search for meaning may manifest itself in how adolescents dress, how they behave, what they are willing to do to fit in, sexual behavior, drug abuse or other variations of adaptive or maladaptive behaviors. The extent to which adolescents may go to establish meaning in their lives can often be difficult to understand, yet the establishment of meaning is essential for them in order that they may have a valued existence.

A final existential concern that may face adolescents is freedom. From the existential perspective “freedom refers to the fact that the human being is responsible for and the author of his or her own world, own life design, own choices, and actions” (May & Yalom, 1995, p. 274). Hacker (1994) states that assuming responsibility for one’s choices is a simple means of dealing with this concern; however, he also implies that this is difficult for adolescents as they are often still highly dependent upon their parents for their choices. Parents being unwilling to let go of their adolescents and adolescents wanting to venture forth into the world of freedom can often lead to dissension in homes. Furthermore, adolescents seem to want all of their freedom, and yet will refuse to accept the responsibility that coincides with the freedom and the choices they make. Becoming their own person is a key ingredient required for adolescents to progress towards a solid and autonomous adulthood. If they are held back or sheltered too much, they will have difficulty facing major decisions as they enter into adulthood. Also, adolescents may rebel if their desire to discover their own meaning is impeded in any way. It is important for adolescents to have a solid balance of both freedom and

responsibility in order to make a successful transition into adulthood. “It is up to parents primarily, but also society in general and schools specifically, to assist the adolescent in dealing with this existential concern by allowing him or her to become autonomous through making decisions and taking responsibility for those decisions” (Hacker, 1994, p. 316).

In essence, to view adolescence in an adequate manner from an existential perspective, one must look at the “context of the whole person - composed of past, present, and future, experiencing the conditions of existence that all people must face throughout their lifetimes” (Hacker, 1994, p. 304). In essence, adolescents are comprised of who they were as children growing up, who they are now, and who they wish to become. As they venture into a further understanding of themselves and the world around them, they take on some deeper meanings of life on their own, rather than passively accepting them as presented by others. As they search for meaning both within themselves as well as in the outside world, they are trying to set themselves on a path towards happiness and a full enjoyment of life.

The psychosocial development of adolescents in conjunction with the cognitive and existential development of adolescents encompass a large part of adolescent development and can all be considered as areas of importance for emotional intelligence, meaning and psychological well-being in adolescents.

Emotional Intelligence in Adolescents

Although emotional intelligence has been adopted as a relatively new concept, it has always, even if largely unacknowledged, been a part of humanity. It is a novel area with regard to research, especially with regard to testing emotional intelligence and in

establishing the role of emotional intelligence during adolescence. This raises the interesting question “Why is emotional intelligence getting so much attention today?” The answer, or part of the answer, perhaps lies in the recognition that our individuated and self-centered society is looking for a different perspective to assess achievement and success. The new buzz word is no longer IQ, but EQ. In integrating this perspective with adolescents, it is important to acknowledge the benefits of recognizing emotional intelligence among adolescents and understanding how it may impact their growth and development.

Goleman (1995) cites some disturbing data stemming from a large survey of parents and teachers. This survey of parents revealed that there is a “worldwide trend for the present generation of children to be more troubled emotionally than the last: more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive” (p. xiii). The results of this study indicate that there is an increasing need to address the emotional health of our children and adolescents. The challenge in addressing this issue, however is learning how to manage children and adolescents in terms of healthy emotional development. According to Salovey and Mayer (1990), emotional intelligence involves abilities that may be categorized into five domains:

- 1). Self-awareness – observing oneself and recognizing a feeling as it happens.
- 2). Managing emotions – handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness.
- 3). Motivating oneself – channeling emotions in the service of a goal; emotional self-control; delaying gratification and stifling impulses.

- 4). Empathy – sensitivity to others’ feelings and concerns and taking their perspective, appreciating the differences in how people feel about things.
- 5). Handling relationships – managing emotions in others; social competence and social skills.

When one looks at the five domains summarized above, they have a wide range of useful implications for adolescents in high school. When faced with the struggles of broken families, abuse, the temptation of drugs, alcohol, and sex, as well as other struggles, all five factors of emotional intelligence can contribute to an adolescent being true to his or her self. Furthermore, these domains can assist in fostering a strong form of development in body, mind and spirit for each adolescent. One of the challenges in terms of emotional intelligence in schools is how, where, and when to foster it. Many might argue that this is something that should be done at home or left up to parents. Indeed, much of the emotional development in children and adolescents stems from their interactions at home with parents and siblings. However, the reality of today’s world is that adolescents are less and less impressed by their parents, and more and more impressed by their peers, television, mass media, and their school environment. Therefore, school is an opportune environment to provide or teach life skills within each of the five domains of emotional intelligence. In addition, schools are the first place, and the place where the largest part of socialization takes place for children and adolescents. Goleman (1995) points out that emotional capacities essentially start to build from infancy. However, he cites Dr. David Hamburg as stating that a child’s transition into grade school and an early adolescent’s transition into high school are two crucial points

in a person's adjustment. He also points out that developing oneself within the domain of emotional intelligence is a key ingredient for facing these adjustments with success.

The transition into high school essentially marks the end of childhood and the beginning of an adventurous journey known as adolescence. This transition is in and of itself a difficult challenge in the realm of emotions (Goleman, 1995). The adolescent entering the eighth grade is faced with an atmosphere where proper social integration is of utmost importance for success. As the adolescent travels on this journey to the time of graduation and engages in the progression towards adulthood, being emotionally competent is not only important, it is a necessary ingredient for a successful journey. Goleman (1995) again cites Hamburg as stating that students who have emotional competency can better deal with the pressures of peer politics, the higher demands required for academics, and the temptations of alcohol, drugs and sex.

Within the scope of this research, emotional intelligence is but one component that should be valued during adolescence. Another component that should also be valued is meaning in adolescence.

Meaning in Adolescents

As mentioned previously, Reker, Peakcock, and Wong (1987) define meaning as "making sense, order, or coherence out of one's existence, and to having a purpose and goal toward which one can strive" (p. 44). On the other side of the coin is what has been deemed the existential vacuum. Dyck (1987) states that the existential vacuum comprises three elements: "1) that life and/or the experience of life be interpreted as meaningless, 2) that boredom defines the predominant affective tone, and 3) that the person tends to be apathetic or indifferent about the outcome of events" (p. 441). The key finding of Jeffries

(1995) research was that the construct of boredom within adolescence is important in terms of the existence of meaning in life. This may lead one to ask what it is about today's generation that has adolescents facing such meaninglessness, boredom, and apathy. Do adolescents have meaning, and if so what are their sources of that meaning? Fry (1998) points out that:

A distinctly human characteristic is the struggle for a sense of significance and purpose in life. At no other stage of life is this struggle perceived to be greater than during adolescence, when the individual's mind is bombarded with existential questions like: What is worthwhile to my life? What is interesting? What is true? What is worth doing? What do I want from life? What gives my life purpose? Who are the persons who provide meaning for me in life? It seems that the ultimate problem of adolescent psychology is to understand how the adolescent searches for and finds some measure of meaning in the present, and gains wisdom for the future. (p.91)

One could argue that a lack of meaning in life is evidenced in a variety of factors such as the rate of suicide amongst adolescents and the amount of alcohol and drugs used by adolescents. In Canada during 1997, there were 261 suicides committed by adolescents between the ages of 15-19 (Statistics Canada, 2001). Also, in B.C. during 1998, 11% of students aged fourteen and under and 31% of students aged seventeen years and older admitted to being current users of marijuana. Furthermore, approximately 41% of youth who have never used marijuana admit to trying alcohol, while 97% of the marijuana users also admit to using alcohol (McCreary Centre Society, 1998). Perhaps,

each of the items listed above may be seen as a coping mechanism for adolescents in their struggle to deal with and find meaning in life.

There has been some research that has looked at some of the key issues with regard to meaning in adolescents. One such study was conducted by Prager (1996), whereby he explored personal meaning in an age differentiated sample in Australia. In Prager's study, there were some interesting findings within the adolescent cohort in Australia. The first major finding was that "being acknowledged for achievement, personal growth, and participation in hedonistic activities were significantly more important for younger age groups than they were for older ones" (p.124). Another major finding was in the number of sources of meaning that young people derive meaning from. Here, it was discovered that young people have fewer sources of meaning in their lives as compared to an older population. These findings suggest that adolescents perhaps function at a lower level in terms of meaning in life with their focus being on materialistic and personal sources of meaning.

It has been shown in a variety of studies that meaning and purpose in life are associated with psychological well-being (Shek, 1992; Zika & Chamberlain, 1992; Reker, Peacock & Wong, 1987). One such study was conducted by Shek (1992), whereby he explored the relationship between meaning in life and psychological well-being amidst Chinese secondary students. Using the Chinese Purpose in Life Questionnaire, Shek found that students who scored highest both in terms of quality of existence as well as purpose of existence also scored highest in psychological well-being. Furthermore, it was discovered that students who had both high quality and purpose of existence had lower symptom levels with respect to psychological well-being, better self

image, and a higher ego strength. These positive correlations contribute to the view that life purpose and meaning are key attributes for establishing a full human existence.

Therefore, it may be suggested that students who have more meaning in their lives are in a position of psychological well-being that is amicable for achieving a successful transition into adulthood.

Fry (1998) points out a variety of issues and perspectives in relation to the adolescent search for meaning. First and foremost, she points out that all adolescents in some shape or form have an inner desire or tendency to search for both meaning and wisdom. She carries this point further suggesting that an adolescent's search for wisdom is difficult to distinguish from their search for meaning. Furthermore, their pursuits in looking for personal understanding, personal meaning, and wisdom may be seen as various points along a continuum where changes in any of these areas may be seen as dimensions of a single process. She also points out that some adolescents will achieve a greater sense of meaning or wisdom than others depending on a variety of factors, especially positive personal influences in their lives. An adolescent's social interaction with either adults or their own relative age groups who encourage a personal value system and growth can lead to advancement in personal meaning and a means to better deal with various existential concerns.

The role of meaning in an adolescent's life can be a pivotal factor for a successful transition into adulthood. An adolescent may derive meaning from a variety of sources. According to Wong's (1998) Personal Meaning Profile, these sources may be achievement, relationships, religion, self-transcendence, self-acceptance, intimacy and fair treatment. No matter what the source of meaning, or to what extent adolescents have

meaning in their lives, the importance of meaning can be considered as essential to have on the adolescent road of development. Yet another key area of importance for adolescents is their level of psychological well-being.

Psychological Well-being in Adolescents

Psychological well-being is a relatively complex notion with a variety of components that may contribute to it. There are a variety of questions that adolescents must face that may contribute to their sense of psychological well-being. How do they decide what values and ideals to adhere to in life? How do they decide which career or life path to take as they venture into adulthood? These, along with many other questions, can be tied in with an overlying question of how happy or psychologically well off adolescents are as they progress towards adulthood?

In looking at psychological well-being, it is important first to establish an operational definition of what psychological well-being is in adolescents. There have been a variety of studies with regard to this issue, and most look at a broader definition of psychological health containing two factors; psychological distress and psychological well-being. Masse, Poulin, Dassa, Lambert, Belair and Battaglini, (1998b) as well as Wilkinson and Walford (1998) point to the two factor definition of psychological health in adolescents. Wilkinson and Walford point out that psychological distress is usually operationalized by measures of anxiety and negative affect while psychological well-being is usually operationalized by measures of life satisfaction, happiness and positive affect. They also point out that depression may be present in both psychological distress and psychological well-being. Masse et al. (1998b) developed their own scales for measuring psychological distress and psychological well-being with a variety of diverse

factors being established as components of each. Psychological distress is operationalized by measures of self-depreciation, irritability, anxiety, depression, and social disengagement. Meanwhile, psychological well-being is operationalized by measures of control of self and events, happiness, social involvement, self-esteem, mental balance, and sociability.

The focus of this exploratory research is in the area of psychological well-being; it does not look at the component of psychological distress; however the generalized component of psychological health definitely takes both into account. As a result, a more extensive definition of psychological well-being will be explored. Ryff (1989), quite extensively explored the meaning or definition of psychological well-being. Her definition is well thought out, and furthermore it parallels rather closely the Well-Being Manifestation Measure Scale (Masse, et al., 1998b) that was used in this study. The dimensions of well-being that she focuses on and operationalizes are self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. She defines self-acceptance as people having the ability to self-actualize, be optimal in their functioning, be mature, and have a positive attitude towards themselves as well as their past. She defines positive relations with others as people having both warm and trusting interpersonal relationships, being able to identify with others, and having both the ability to be intimate with others and learn from others. She defines autonomy as the ability of people to be self-determining, independent, and able to regulate their behavior within themselves. She defines environmental mastery as people's ability to choose and envision environments that are suitable to whom they are as a person, as well as the ability to be flexible in various environmental settings. She defines

purpose in life essentially as people's ability to have direction and purpose in their lives as well as meaning. Finally, she defines personal growth as people's ability to continue to develop their potential and to both grow and expand as a person. All of these factors can be considered as key components that make up the definition of psychological well-being. Therefore, adolescents who exhibit strength in each and everyone of these areas will be in a state of good psychological well-being, while adolescents who struggle in these areas will be in a state of low psychological well-being.

In addition to defining psychological well-being, it is important to explore what factors or influences can contribute to an adolescent's sense of psychological well-being. We know the essential components of well-being; however, various studies have shown that there are a variety of factors that can contribute to either an increase or decrease in an adolescent's level of psychological well-being. Several studies have shown that the quality of relationships within families, especially parents is a major determining factor of psychological well-being in adolescents (e.g., Shek, 1997; Sastre & Ferriere, 2000; van Wel, Linssen & Ruud, 2000). In particular Shek's (1997) study found that the rating of family functioning was significantly related to measures of well-being, school adjustment, and problem behavior. He states that his findings suggest an "intimate link between family functioning and the psychosocial adjustment, particularly the positive mental health, of Chinese adolescents" (p.467).

Some other key factors that may contribute to a higher or lower level of psychological well-being in adolescents are stress (Siddique & D'Arcy, 1984), physical health (Mechanic & Hansell, 1987), and both popularity and intimacy in peer relationships (Townsend, McCracken & Wilton, 1988). Siddique and D'Arcy (1984),

found that stress in family, school and peer situations were all related to psychological well-being. Furthermore, they found that stress in family had the strongest negative impact on an adolescent's psychological well-being. Mechanic and Hansell (1987) found a correlation between both higher ratings of physical health and higher levels of psychological well-being. Finally, Townsend et al. (1988) found that both popularity and intimacy with respect to adolescent friendships had an impact on adolescents' psychological well-being with the intimacy factor being more predictive. Psychological well-being is a relatively complex factor, and it is apparent that there may be a wide range of factors or influences that may have an impact on adolescent psychological well-being. As a result of the multi-factor dimension of psychological well-being, various life components that adolescents face or deal with may contribute to their sense of psychological well-being.

Having established an understanding of what constitutes psychological well-being and the various factors that may contribute to an adolescent sense of psychological well-being, it is important to finally look at the state of adolescent psychological well-being. D'Arcy and Siddique (1984), conducted an extensive survey of adolescents examining various facets of psychological distress and well-being in Canadian adolescents. Although this study is sixteen years old, it still presents some relevant information with respect to adolescent psychological well-being today. Some of the key findings of this study were that 34% of the adolescents did not report any symptoms of distress, 14% reported only one symptom, while approximately 11% reported three to four symptoms and 11% reported over 13 symptoms. In terms of the adolescents' psychological well-being, it was found that the quality of family relationships, a positive evaluation of school

environment, a satisfactory peer group life, and their locus of control orientation all had a positive influence on their psychological well-being.

A more recent survey which evaluates adolescent well-being is the National Longitudinal Survey of Children and Youth (The Daily, 1999). Although this survey only examines twelve and thirteen year olds, the information is relevant and may be somewhat generalized for older adolescents as well. It will be interesting to see the next phase of this survey as it is following these adolescents over time every two years. The results of this most recent study revealed that an overwhelming number of twelve and thirteen year olds are happy with their lives, or psychologically well off. This survey also found that adolescents like to test the rules as close to one third of the group surveyed reported stealing something within the past twelve months. Also 41% reported having threatened to beat someone up or had been in a fight with no serious injuries. Some other key findings were that peers play a strong influential role in determining an adolescent's actions. Approximately fifteen percent of adolescents reported belonging to a group that engaged in risky behavior. These adolescents were more likely to be seen as having conduct disorder. They think that grades are not important, skipped school at least once, stole three times or more, were in fights three times or more and started smoking. One can quickly see that being part of an influential peer group that exhibits negative influences can lead to a lower level of psychological well-being. Another key finding was that adolescents who reported higher levels of anxiety or depression and lower levels of self esteem were much more likely to have considered suicide. A final interesting result from this survey was that adolescents with more family conflict were also more likely to have considered suicide.

In The Statistical Report on the Health of Canadians (1994/95), three indicators of psychological well-being were assessed across a wide range of ages in the population. The three measures used were high self-esteem, high mastery, and a high sense of coherence. For twelve to fourteen year olds, 36% indicated having high self-esteem, 7% indicated having high mastery, and data was unavailable for sense of coherence. For fifteen to seventeen year olds, 41% indicated having high self-esteem, 16% indicated having high mastery, and data was unavailable for sense of coherence. For eighteen and nineteen year olds, 41% indicated having high self-esteem, 21% indicated having high mastery, and 12% indicated having a high sense of coherence.

It can be seen from the small list of findings above that adolescent's in Canada face a wide range of factors that may influence their level of psychological well-being. By no means are the factors of influence limited to the findings above. One can easily conclude with the complex concept of psychological well-being combined with the complexity of adolescent development that there are many factors that could contribute to a higher or lower level of psychological well-being in adolescents. The next part of this paper will attempt to explore some of those factors by undertaking a closer examination of the relationship between emotional intelligence and meaning with satisfaction with life and psychological well-being.

The Research Question and Hypotheses

In order to evaluate the relationship between both emotional intelligence and personal meaning with satisfaction with life and psychological well-being, this study: a). explores the intercorrelation between each of the aforementioned factors; b). explores whether emotional intelligence or personal meaning is a stronger predictor of both

satisfaction with life and psychological well-being; c). explores both grade and gender differences in each of the dependent measures - emotional intelligence, personal meaning, satisfaction with life and psychological well-being; d). explores both grade and gender differences on the subscales of both the Personal Meaning Profile (Wong, 1998), and the Well-Being Manifestation Measure Scale (Masse et. al, 1998b); and e). explores any correlations between the social functioning and lifestyle variables and emotional intelligence, personal meaning, satisfaction with life, and psychological well-being.

As a result of prior research supporting the relationship between personal meaning and psychological well-being (Shek, 1992; Zika & Chamberlain, 1992; Reker, Peacock & Wong, 1987), it may also be hypothesized that there will be a relationship between personal meaning and psychological well-being in the current study. In addition, as a result of this supporting research and a lack of research in the area of emotional intelligence with satisfaction with life and psychological well-being, it may be hypothesized that personal meaning will be a better predictor of both satisfaction with life and psychological well-being. The reason for this prediction is based on both empirical and theoretical evidence. From an empirical basis, it has been shown in a variety of studies as outlined above that a sense of meaning and sense of well-being tend to almost co-exist, while the literature points out that there is not much indication of what emotional intelligence predicts. From a theoretical perspective, whether using Eriksonian theory or existential theory, the idea of finding meaning and purpose in life is pivotal with adolescents in terms of successful passage through adolescence. Although emotional intelligence may also be considered important, it could be argued that finding meaning is more at the core of an individual in terms of purpose and direction. Finally,

as a result of developmental differences between early and late adolescents as outlined in the literature review, it may be hypothesized that students in grade twelve will score higher in personal meaning and emotional intelligence than students in grade nine.

CHAPTER TWO: METHODS

Participants

One hundred and sixty-eight students from a Catholic high school in the Greater Lower Mainland of British Columbia took part in this study. Permission was obtained from the Principal of the school to administer the questionnaires in a classroom setting. As a result of incomplete data or sabotaged questionnaires filled out in a joking fashion, thirteen of the questionnaires were not used in the final analysis – resulting in a final N of 155 participants. There were seventy-one students from grade nine (38 male and 33 female) with a 50% participation rate for grade nine males, and a 55% participation rate for grade nine females. There were eighty-four students from grade twelve (34 male and 50 female) with a 61% participation rate for grade twelve males, and a 76% participation rate for grade twelve females. The participants were from various cultural backgrounds with the majority being of Caucasian descent (70%), followed by Asian (20%), Hispanic (5%), Other (4%), and Black (1%). Since the questionnaires were done at a Catholic high school, the majority of the participants were of a Roman Catholic background (97%), with only 3% being from another religious background. The majority of the participants had a family background with a two parent original family (88%), followed by one parent family (10%), step-parent family (2%), and other (1%). The participants came from a wide range of family incomes. There were 9% with family incomes of over \$100,000 per year, 12% with incomes from \$75,000 to \$99,000 per year, 28% with incomes from \$50,000 to \$74,999 per year, 16% with incomes from \$25,000 to \$44,999 per year, 3% with incomes less than \$24,999 per year, and 32% of the participants did not know their family's income. There was also a wide range of grade point averages amidst the

participants. 5% had a G.P.A. of 4.00, 22% had a G.P.A. between 3.5 and 3.99, 33% had a G.P.A. between 3.0 and 3.49, 23% had a G.P.A. between 2.5 and 2.99, 10% had a G.P.A. between 2.0 and 2.49, 4% had a G.P.A. of less than 1.99, and 1% did not know their current G.P.A.

Procedure

The questionnaires were administered at the school during a Christian Education class in both grade nine as well as grade twelve. Five classes of both grade nine and grade twelve students participated. All students in grade nine were required to have parental consent forms in order to participate. Students under the age of eighteen in grade twelve were also required to have parental consent forms, while those over the age of eighteen did not require parental consent forms. All participants were required to fill out subject consent forms. The data collection took approximately two weeks to complete for both grades. The researcher visited each class prior to the class time when the questionnaires were to be filled out. At this time the purpose of the research and a request for participation was made in conjunction with a notice that two raffles of \$50 each would be made in each grade for incentive to participate and only students completing questionnaires would qualify for the raffle. Both parental and subject consent forms were handed out along with a description of the study (see Appendix A). The following class time, both subject and parental (if required) consent forms were collected and the questionnaires were distributed. It was stressed that the students' participation was voluntary and confidential, and that they could withdraw at any time. The researcher remained in the classroom while the questionnaires were being filled out to answer any questions or concerns, and to ensure that students did not talk to each other about how to

respond. After the participants completed the questionnaires, they were collected and the participants were given a raffle ticket for the draw.

Measures

For the purposes of this study, three major constructs are being measured, these being emotional intelligence, meaning and psychological well-being. For additional analysis and information, satisfaction with life as a component of psychological well-being was also measured. In conjunction with these major constructs, demographic as well as some other informational variables were added to the questionnaire (see Appendix B).

Satisfaction With Life Scale. As mentioned, this scale was added for some additional information and analysis with regard to psychological well-being. Essentially, it provides a more global measure of well-being. It was constructed by Diener, Emmons, Larson, & Griffin, 1985. It is designed to evaluate a person's judgement of their life satisfaction dependent upon comparison with their life circumstances as compared to their life standard. (Pavot & Diener, 1993). It has been shown to have good internal reliability and temporal stability. A coefficient alpha of .87 and a 2-month test-retest stability coefficient of .82 have been reported (Pavot & Diener, 1993). This scale is a simple 7-item scale containing five questions. The range of possible scores is from 5 to 35 with a higher score indicating a higher level of life satisfaction. The Satisfaction With Life Scale yielded relatively high reliability in the current study ($\alpha = .82$).

Emotional Intelligence Questionnaire. For the purposes of measuring emotional intelligence, a 33-item emotional intelligence scale as developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998) was used. The authors of this

questionnaire carried out a variety of studies in establishing the 33-item scale. The questionnaire contains a 5-point scale with higher scores indicating a higher level of emotional intelligence. The scale was found to be correlated with theoretically related constructs such as the Toronto Alexithymia Scale ($r = -.65$), and the Attention subscale of the Trait Meta Mood Scale ($r = .63$). A Cronbach's alpha of .87 was found for internal consistency of the scale. Also, a two week test-retest showed a reliability of .78. The scale also showed evidence of validity as scores on the scale were shown to be related to eight of nine measures predicted to be related to emotional intelligence. Furthermore, scores on the scale differed between groups that one would expect to score differently on emotional intelligence. For example, psychotherapists scored higher than prisoners and substance abuse clients. Also, women scored higher than men did. For the current study, high reliability was found using Cronbach's alpha ($\alpha = .81$).

Personal Meaning Profile. For the purposes of measuring meaning in life, one instrument was used. In the past, a variety of instruments have been used for measuring meaning in life, most of these instruments stemming from the ideas of Victor Frankl and logotherapy. These instruments, such as the Life Purpose Questionnaire, the Life Regard Index, and the Purpose in Life Test have been well demonstrated as being both reliable and valid measures of meaning in life.

The key instrument used to measure meaning in life was the Personal Meaning Profile as developed by Wong (1998). This is a 57-item scale. Although the LPQ-A as developed by Jeffries (1995), looks at measuring meaning in adolescents, it loads on only two factors in terms of measuring meaning in life while the PMP loads on seven factors. As a result, the researcher felt that the PMP is a wider, more extensive instrument, which

is better suited for the purposes of this study. The variation and broader constructs of meaning that are measured through the PMP should help to clarify and distinguish adolescents' meaning in life and where it is derived from. The seven factors that the PMP loads on are religion, achievement, relationship, intimacy, transcendence, self-acceptance, and fair treatment. The PMP has been used in a variety of studies, and both its validity and reliability have proven to be quite sound. For example Lang (1994) found an overall Cronbach's alpha coefficient of .93 in her study using the PMP. Also, Giesbrecht (1997) used Cronbach's internal consistency reliability formula to find an r equal to .93. For the current study, an overall Cronbach's alpha coefficient of .94 was found. In terms of the subscales on the PMP, a scale reliability analysis was done yielding reliability coefficients for each subscale item. The following results were found: achievement ($\alpha=.89$), relationships ($\alpha= .85$), religion ($\alpha= .80$), self-transcendence ($\alpha = .79$), self-acceptance ($\alpha = .68$), intimacy ($\alpha = .59$), and fair treatment ($\alpha = .56$).

Well-Being Manifestation Measure Scale. For the purposes of measuring psychological well-being, the researcher received permission from Raymond Masse to use his Well-Being Manifestation Measure Scale (Masse, Poulin, Dassa, Lambert, Belair & Battaglini 1998b). A variety of studies that the researcher reviewed used a wide range of measurement type instruments such as the Mental Health Inventory, perceived well-being scale, General Health Questionnaire, the Beck Depression Inventory, and Andrews and Whitney's (1976) global measure, Life 3. Many of the scales or indexes that measure psychological well-being seem to be geared towards an elderly population. In studying an adolescent population in high school, the time constraint, and other factors lent themselves to using a shorter time framed questionnaire with only a few items as

compared to a longer questionnaire. Therefore, one measure of psychological well-being would be shorter and easier to administer as compared to a variety of instruments for measuring the construct of psychological well-being. The Masse et al. (1998b) scale fit this criteria. The scale contains 25-items with six factors. The six factors or subscales of the WBMMS are control of self and events, happiness, social involvement, self-esteem, mental balance, and sociability. Masse, et al. (1998a), found an overall Cronbach's alpha of .93 for the questionnaire, and a range of .71 to .85 on the subscales. They also found that the items explained 52% of the variance in psychological well-being. The Well-being Manifestation Measure Scale yielded a high level of reliability in the current study ($\alpha = .88$). In terms of the subscales on the WBMMS, a scale reliability analysis was done yielding reliability coefficients for each subscale item. The following results were found: control of self and events ($\alpha = .67$), happiness ($\alpha = .77$), social involvement ($\alpha = .64$), self-esteem ($\alpha = .78$), mental balance ($\alpha = .71$), and sociability ($\alpha = .70$)

CHAPTER THREE: RESULTS

The results are presented in various sections: means and correlation of dependent variables, emotional intelligence and meaning as predictors of satisfaction with life and psychological well-being, grade and gender differences with the dependent measures, grade and gender differences with the subscales of the PMP and WBMMS, correlation amidst the key dependent measures and social functioning and lifestyle variables, and other findings. It may be noted that much of the exploration in terms of the results used correlation, and this brings with it a chance factor. In terms of reducing the chance factor, most of the predicted relationships showed to be true, and alpha levels were high.

Means and Correlation of Dependent Variables

The various means of each of the major dependent variables are displayed in Table 1. When measuring for correlation between the dependent measures used in the questionnaire, it was found that all of the dependent measures were positively correlated with each other. Table 2 displays the inter-correlation between the four major dependent

Insert Tables 1 and 2 about here

measures. There was a significant positive correlation between life satisfaction and emotional intelligence, life satisfaction and personal meaning, and life satisfaction and psychological well-being. Individuals with a high life satisfaction score also had a high emotional intelligence score, a high personal meaning score and a high psychological well-being score. In addition, there was a positive correlation between emotional intelligence and personal meaning, and emotional intelligence and psychological well-being. Individuals with a high emotional intelligence score had a high personal meaning

score and a high psychological well-being score. Finally, there was a positive correlation between personal meaning and psychological well-being. Individuals with a high personal meaning score had a high psychological well-being score.

Emotional Intelligence and Meaning as Predictors of Satisfaction with Life and Psychological Well-Being

A hierarchical regression analysis was conducted to predict psychological well-being and satisfaction with life from personal meaning and emotional intelligence. Table 3 displays the model summary for the hierarchical regression with personal meaning and emotional intelligence predicting satisfaction with life. Table 3 illustrates that personal meaning is a strong predictor of satisfaction with life, while emotional intelligence is not significant in predicting satisfaction with life. Table 4 displays the model summary for the hierarchical regression with personal meaning and emotional intelligence predicting psychological well-being. Table 4 illustrates that both emotional intelligence and personal meaning are predictors of psychological well-being, however the results clearly indicate that overall personal meaning is a much stronger predictor of psychological well-being.

Insert Tables 3 and 4 about here

Grade and Gender Differences with the Dependent Measures

There were four, 2 (Grade: 9, 12) x 2 (Gender: male, female) ANOVA's, conducted on satisfaction with life, emotional intelligence, personal meaning and psychological well-being. There was a main effect for grade based on personal meaning, $F(1, 151) = 4.39, p < .05$. Students in grade twelve ($M = 302.07$) scored significantly

higher than students in grade nine ($\underline{M} = 289.14$) on personal meaning. In addition, a main effect for gender based on life satisfaction approached significance, $\underline{F} (1,151) = 3.78$, $p < .054$. Male students ($\underline{M} = 22.33$) reported higher satisfaction with life than female students ($\underline{M} = 20.39$). All other main effects and interactions failed to reach conventionally accepted levels of statistical significance in this area.

Grade and Gender Differences with the Subscales of Personal Meaning and Psychological Well-Being

Thirteen 2 (Grade) x 2 (Gender) ANOVA's were conducted on the seven subscales of the PMP and the six subscales of the WBMMS. Table 5 displays the mean scores for males in both grade nine and grade twelve on the subscales for personal meaning. Table 6 displays the mean scores for males and females in both grade nine and grade twelve on the subscales for psychological well-being. This analysis yielded two significant grade effects, two significant gender effects, and finally two significant grade by gender interaction effects with regards to the subscales of personal meaning and psychological well-being. The grade effects were both found on subscales of the PMP.

Insert Tables 5 and 6 about here

The first grade effect was found on the Achievement sub-scale, $\underline{F} (1,151) = 6.67$, $p < .05$. Students in grade twelve ($\underline{M} = 86.40$) scored significantly higher than students in grade nine ($\underline{M} = 81.00$). The other grade effect was found on the Self Transcendence sub-scale, $\underline{F} (1,151) = 9.54$, $p < .01$. Students in grade twelve ($\underline{M} = 40.27$) scored significantly higher than students in grade nine ($\underline{M} = 36.81$).

The gender effects were found on both the PMP as well as the WBMMS. The first gender effect was found on the PMP sub-scale Relationships, $F(1,151) = 5.53, p < .05$. Female students ($M = 53.03$) scored significantly higher than male students ($M = 50.47$). The other gender effect was found on the WBMMS sub-scale Happiness, $F(1,151) = 4.00, p < .05$. Male students ($M = 18.72$) scored significantly higher than female students ($M = 17.64$).

The grade by gender interaction effects were found on both the PMP as well as the WBMMS. The first grade by gender interaction effect was found on the PMP subscale Religion, $F(1,151) = 4.01, p < .05$. Grade twelve female students ($M = 47.90$) scored highest on the Religion subscale followed by grade nine male students ($M = 46.92$), grade twelve male students ($M = 45.15$), and finally grade nine female students ($M = 44.21$). The other grade by gender interaction effect was found on the WBMMS sub-scale Mental Balance, $F(1,151) = 4.94, p < .05$. Grade nine male students ($M = 14.30$) scored highest on the Mental Balance subscale followed by grade twelve female students ($M = 13.60$), grade twelve male students ($M = 13.18$), and finally grade nine female students ($M = 12.70$). Figure 1 displays the grade by gender interaction on the Religion subscale of the PMP, while Figure 2 displays the grade by gender interaction on the Mental Balance subscale of the WBMMS.

Insert Figures 1 and 2 about here

There were no other main effects or interactions that reached conventionally accepted levels of statistical significance in this area.

Correlation amidst the key dependent measures and social functioning and lifestyle variables. A correlation matrix was done between the satisfaction with life scale, emotional intelligence questionnaire, the personal meaning measure, and the psychological well-being measure and the various social functioning and lifestyle variables. As can be seen in Table 7, there were a variety of correlation's that were significant at the .01 or .05 level (2-tailed).

Insert Table 7 about here

There was a significant positive correlation between students' reported number of hours per week spent studying and personal meaning, $r(155) = .22, p < .005$, with students reporting more study hours being correlated with higher level of personal meaning. There was also a positive correlation between students' reported number of hours per week spent studying and emotional intelligence, $r(155) = .18, p < .05$, with students' reporting more study hours being correlated with a higher level of emotional intelligence. There was a positive correlation with the students' reported number of hours per week spent in extracurricular activities and life satisfaction, $r(155) = .19, p < .05$, with students' reporting more activity hours being correlated with a higher level of life satisfaction. There was a positive correlation between attitude about sex before marriage and personal meaning, $r(155) = .21, p < .01$ with students reporting a more conservative attitude about sex before marriage being correlated with higher personal meaning. There was also a positive correlation between students' attitude about sex before marriage and emotional intelligence, $r(155) = .18, p < .05$, with a more conservative attitude being correlated with a higher level of emotional intelligence. There was a positive correlation

with a students' reported attitude about smoking marijuana and both emotional intelligence, $r(155) = .17, p < .05$, and psychological well-being, $r(155) = .18, p < .05$. Students reporting a more conservative attitude about smoking marijuana also had a higher level of emotional intelligence and a higher level of psychological well-being. There was a positive correlation between how students rated their relationship with parents and satisfaction with life, $r(155) = .39, p < .001$, emotional intelligence, $r(155) = .28, p < .001$, personal meaning, $r(155) = .34, p < .001$, and psychological well-being, $r(155) = .32, p < .001$. Students reporting a more positive parental relationship also had higher levels of life satisfaction, emotional intelligence, personal meaning, and psychological well-being. Finally, there was a positive correlation between how a student rated their relationship with siblings and both life satisfaction, $r(155) = .16, p < .05$, and psychological well-being, $r(155) = .18, p < .05$. Students reporting a more positive sibling relationship also had higher life satisfaction and a higher level of psychological well-being.

Correlation between the subscales of the Personal Meaning Profile and the Well-Being Manifestation Measure Scale. As a result of the strong correlation between the PMP and the WBMMS $r(155) = .66, p < .001$, as well as the strong explanation of variance in psychological well-being as predicted by personal meaning (change in r square = 20.20%), a correlation matrix was conducted between the various subscales of both the PMP as well as the WBMMS. There was a significant ($p < .001$) positive correlation between all of the subscales of the PMP and all of the subscales of the WBMMS, except for the intimacy subscale of the PMP, and the social involvement

subscale of the WBMMS. Table 8 maps out the various correlations between the subscales of the PMP and the various subscales of the WBMMS.

Insert Table 8 about here

Other Findings

As a part of the questionnaire, the researcher thought it would be interesting to find out from which sources adolescents draw their meaning. As a result, the students were asked to list the five most important things in their lives that bring them meaning or purpose. It was found that family was first and foremost in bringing adolescents meaning and purpose followed by friends, music, food, leisure activities, God, sports, and school.

CHAPTER IV: DISCUSSION

The goal of this study was to take an exploratory look at emotional intelligence, meaning satisfaction with life and psychological well-being in early and late adolescence.

Furthermore, the exploratory look at each of these three areas took into account grade and gender as well as some social and lifestyle variables. The results of this study replicated some previous research and also revealed some important additional findings in the area of developmental theory, counselling and education.

In this study, satisfaction with life, emotional intelligence, personal meaning and psychological well-being in adolescents were all positively related to each other.

Furthermore emotional intelligence and personal meaning accounted for a substantial amount of the variance in psychological well-being, while personal meaning also significantly accounted for a small amount of the variance in satisfaction with life. A review of prior research found that no other studies have looked at all four of the above measures in conjunction. Although emotional intelligence and personal meaning were correlated with each other, the key finding in this research was both their correlation as well as explanation of variance with psychological well-being. For the purposes of discussion, satisfaction with life will be included with psychological well-being as satisfaction with life is essentially a more global measure of well-being.

Emotional Intelligence with Satisfaction with Life and Psychological Well-Being

Emotional intelligence was moderately correlated with both satisfaction with life and psychological well-being, however it was only shown to significantly explain some of the variance in psychological well-being, not satisfaction with life. Support for this finding was difficult to establish as academic reviewers of the field agree that there is not

a lot published at present that indicates what emotional intelligence predicts (Mayer & Cobb, 2000). Also, debates in the literature with regard to the true definition of emotional intelligence as well as how to measure it leave any connection to prior research difficult to establish. Directional overstatement aside, it's plausible, given the present findings that a student who possesses emotional intelligence may score high in psychological well-being as a result of their being emotionally intelligent. According to Mayer and Cobb (2000), the current definition of emotional intelligence as defined by Mayer, Salovey, and Caruso (2000), is "the capacity to process emotional information accurately and efficiently, including the capacity to perceive, assimilate, understand, and manage emotions" (p. 165). A student high in emotional intelligence based on the above definition should have some of the elements required for also being high in psychological well-being such as self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. This finding may also be explained by tying in the concept of social perspective taking with emotional intelligence.

Social perspective taking is an earlier concept developed by Selman (1980), which looks at the social skill of being able to have an awareness of the views of others and taking that awareness into account with one's own views when dealing with other people. Selman emphasizes that both the role of experience with others as well as learning are key components of social perspective taking. An adolescent would be at either stage three or stage four of social perspective taking. Stage three is known as third-person or mutual perspective taking and involves adolescents having the ability to step outside of their own views as well as the views of others and take on the perspective of a neutral third person. Stage four is known as in-depth and societal perspective taking

and involves adolescents reaching a deeper level of abstraction whereby a conglomeration of all third-person perspectives can be put together in a form of a societal or group consensus. Stage three is more indicative of early adolescence while stage four is more indicative of late adolescence. If we combine the concept of social perspective taking with emotional intelligence from a developmental perspective, one might come to recognize the impact emotional intelligence has on psychological well-being.

A variety of inferences may be made as to why students who are higher in emotional intelligence (social perspective taking) also score higher in psychological well-being. One explanation might be that students who are high in emotional intelligence are very adept at understanding both their emotions as well as the emotions of others. This puts them in a position whereby they will attract many positive peer relationships, as people know this is a person they can talk to and trust. As a result of the positive socialization, students feel good about themselves and are psychologically well off. Another explanation may be the idea of reciprocity in social interactions, whereby students who are higher in emotional intelligence are better able to engage in friendships with a wide range of individuals. They are able to give of themselves and receive from others in a variety of ways in return. This social reciprocity would help them to meet their needs from a relationship aspect helping them to be psychologically well off. Yet another explanation might be that students who are more in tune with their views and emotions as well as others views and emotions will be more equipped to set up boundaries in their lives. They will know when to say yes to things that they can handle, and when to say no to things that they recognize will over burden them. These factors

may contribute to a lower level of stress in students, which in turn would put them in a position where they are psychologically well off.

No matter what inference or explanation is used, the essential idea is that a student who scores high in emotional intelligence has a variety of positive attributes and tools on hand for positive socialization and being adept at understanding both self and others. Having this asset present as a student obviously lends itself to positive ramifications with higher psychological well-being as one of them.

Personal Meaning with Satisfaction with Life and Psychological Well-Being

Consistent with a variety of findings in the research, meaning in life was highly correlated with psychological well-being and explained a moderate amount of the variance in psychological well-being (Debats, Drost & Hansen, 1995; Shek, 1992; Zika & Chamberlain, 1992; Reker, Peacock & Wong, 1987). It also explained part of the variance in satisfaction with life. More specifically, this study replicated part of Weber's (1996) study, showing a strong relationship between meaning in life and psychological well-being in both freshmen as well as senior students in high school. Weber also found that seniors scored higher in both meaning and psychological well-being than did the freshmen. The results from this study were similar except that the grade twelve students did not score significantly higher than the grade nine students on psychological well-being. This may have been because this study used grade nine students rather than freshmen. Grade nine students have perhaps had more time to adjust to high school life as compared to freshmen, and would therefore have a stronger sense of psychological well-being. In addition, the grade nine students may have been further past puberty or later in formal operational thought as compared to students in grade eight.

The correlation and explanation of variance between meaning in life and psychological well-being may be explained using some theories of development during adolescence such as a cognitive perspective, a psychosocial perspective and an existential perspective.

From a cognitive perspective, it is well known that during adolescence formal operational thought begins and becomes more developed during later adolescence. Two key components of formal operational thought in adolescents are increased possibility and flexibility of thinking (Piaget, 1980). One of the major forums where this form of thought may take place is in thinking about one's meaning in life, the possibilities of who one is and where one is going in life. It could be argued that students who are well developed in their sense of meaning and have established both possibilities for the future as well as a flexible form of thought in the present would be more adept at formal operational thought. Perhaps, being further advanced in the realm of formal operational thought would have a student in a better position for taking on the various challenges in life that occur most particularly during early and late adolescence. Essentially, the change in both the form and ability of thought that occurs during adolescence puts an adolescent in a position whereby various meanings and sources of meaning can be contemplated. It could be plausible that this link between thought and meaning can also carry forward to a student's level of psychological well-being. As a result, a student who is more advanced in both the possibility and flexibility of thought is better able to think about meaning in life. In turn, having more meaning in life is strongly correlated with psychological well-being. Therefore, it could be argued that the more adept people are at

thinking about their existence and what it means, the more conducive they would be to psychological balance and well-being.

From a psychosocial perspective, it is well known that adolescence is a period of trying to establish one's identity. In particular, students try to establish various identities in their life ranging from a moral identity to a sexual or religious identity. In trying to establish these various identities, the concept of meaning in life likely plays a pivotal role. How much does the meaning of parents, relationships, self, religion or others contribute to the identity of who a student is? If we tie in Marcia's (1980) concept of identity status with meaning as well as the relation between meaning and psychological well-being, some interesting hypotheses may be drawn. If students have been able to resolve many of the issues of identity such as being identity achieved, then their concept of "meaning in life" would be well established. This combination would in turn have these students in a state of psychological well-being that is elevated compared to the average student. Also, students who are foreclosed may also feel psychologically well-off or in a state of harmony given their balance in identity even though they may have high levels of anxiety or depression on the inside as a result of over adaptation of their parents identity. Students who have delayed their identity discovery or avoided it, such as students who are in the moratorium or confused part of identity status, would have a concept of their life meaning that is below optimal. They would be confused in their search, or turn to empty sources of meaning such as drugs or alcohol. It is plausible that the more established students' identity is, the more able they would be to establish meaning in their lives and consequently the more psychologically well off they would be. Conversely, the less established students' identity is, the less able they would be to

establish meaning in their lives and consequently the less psychologically well off they would be.

From an existential perspective, the correlation between meaning in life and psychological well-being during adolescence is most obvious. With either meaning or meaninglessness being a quintessential item of existential development during adolescence (Yalom, 1980) along with choice, isolation and death, it is apparent that a student with meaning rather than meaninglessness would be higher in psychological well-being.

Explaining the Developmental Differences in Meaning

This study revealed that students in grade twelve scored significantly higher in personal meaning than did students in grade nine. A closer examination of personal meaning revealed that there were two PMP subscales that yielded significant differences. Grade twelve students scored significantly higher on the achievement subscale of the PMP as well as the self-transcendence subscale of the PMP. In a similar fashion used to explain the correlation of meaning and psychological well-being, so too can the developmental differences in meaning between students in grade twelve and grade nine be explained. It could be argued that students in grade twelve are further developed in formal operational thought, their personal sense of identity, and their ability to deal with existential concerns than students in grade nine. As a result of this advanced development along the continuum of these various concepts, it is logical that a student in grade twelve would score higher in personal meaning as compared to a student in grade nine. The question arises as to the specific subscales or components of meaning that they scored higher on, and why they scored higher on them.

The achievement subscale of the PMP essentially looks at one's sense of meaning through various forms of achievement such as "I engage in creative work," "I strive to achieve my goals," "I seek to actualize my potentials," and "I am successful in achieving my aspirations." Grade twelve is an extremely important year for adolescents both in terms of their academic and future pursuits as well as their social endeavors. They face the pressures of succeeding on many of the stages that they are acting on, and thus achievement is a vital piece of the dramas as they venture towards adulthood and post-secondary life. If we divide the concept of formal operational thought into two sub-stages as Piaget suggests, we come to recognize that early adolescents would be classified as being in early formal operational thought, and late adolescents would be classified as being in late formal operational thought. Adolescents in early formal operational thought can have many of the attributes of formal thought, but their thinking is still crude, while adolescents in late formal operational thought "can formulate more elaborate concepts and offer systematic proof of their assertions, mostly because of greater awareness of the methods of logical thought" (Atwater, 1992. p. 78). Carrying this idea forward, some inferences may be made. From a cognitive developmental perspective of development, a student in grade twelve is heavily thinking about a variety of factors in their life. What are they going to do when they graduate? Where are they going to go? These are only a sampling of questions engaging the minds of adolescents in their grade twelve year. Coinciding with these questions are their thoughts of achievement: Did I do well enough? Do I have some major goals to look forward to? Can I reach my potential? Students in grade twelve will have thought long and hard about their achievements and failures thus far. It could be argued that deriving meaning from these achievements,

especially the achievement of finishing high school is perhaps the essential ingredient for moving ahead in life. On the other hand, students in grade nine would have a more carefree attitude towards establishing meaning in their lives through achievement. From a cognitive perspective, students in grade nine have a narrower world of thought. They are more concerned with how they are dressed, whom they associate with, and which television shows to watch.

From a psychosocial perspective, one has to question how deriving meaning from achievement contributes to one's sense of identity. Once a student reaches grade twelve, the responsibilities of life become much more prevalent. If we take the concept of egocentrism into account, a student in grade twelve is much more focussed on things outside of themselves than within as compared to a student in grade nine (Atwater, 1992). One's identity becomes less and less reliant upon popularity and external forces, and more reliant upon one's internal resources. How well a grade twelve student achieves on the sports field, in the classroom, and in the social sphere likely has a large impact on both their sense of identity and sense of meaning as they prepare to venture into the world beyond high school. Furthermore, garnishing respect from both teachers and other adults in the community is of utmost importance for students in grade twelve. The notion of social perspective taking plays a role here as “individuals can now understand their thoughts and behaviors from a more abstract level that is capable of a generalized, societal perspective” (Atwater, 1992, p. 88). Receiving meaning through their achievements is one way of establishing this respect. Also, having achieved well in at least one of these areas is key for success in a student's future. For students in grade nine, identity is much less reliant upon their achievements or successes in various areas than

upon how well they can fit in and socialize with others (Elkind, 1967). Students in grade nine are much less concerned with how well they have achieved or wish to achieve in life, and much more concerned with doing the popular things, being with the popular people, and getting a fair amount of attention.

From an existential perspective, one has to question how achievement can contribute to the existential concerns of isolation, meaninglessness, choice and death (Yalom, 1980). It is quite apparent that achievement can bring meaning to students in grade twelve for a variety of reasons. By achieving well in various areas, students in grade twelve will have more choices and opportunities for the future. Their achievements help them establish a sense of positive attention as well encouragement for their pursuits. This would have students in grade twelve feeling less isolated, less afraid to move ahead, more meaningful and fulfilled as they venture forward in life. Once again, students in grade nine are more concerned with not feeling isolated, do not feel like they have choice, and are struggling to find out what meaning they have in their lives. Although achievement may bring meaning to some students at this level, most students at this level would be more attuned to receiving meaning from other pursuits.

The self-transcendence subscale of the PMP essentially looks at establishing meaning in one's life by going beyond the self. It contains items such as "I believe I can make a difference in the world," "It is important to dedicate my life to a cause," and "I attempt to leave behind a good and lasting legacy." From a cognitive perspective, Hacker (1994) suggests that the older and less egocentric adolescents become the more they are able to recognize the true feelings and thoughts of others. "Piaget observes that the egocentrism of early adolescence generally declines as formal thought becomes firmly

established in the late teens" (Atwater, 1992, p. 85). Essentially, students in grade twelve are better established to go beyond their selves towards a higher level of purpose and direction. Their thought processes are better equipped to recognize how their beliefs and values affect their actions and more importantly how their actions impact others. As a result, having a sense of importance or meaning stemming from things outside of oneself is more likely to occur in late adolescence versus early adolescence. Students in grade nine are rather more self-centered. They are in the earlier phase of cognitive development whereby egocentrism and the earlier mentioned concepts of the imaginary audience or personal fable are much more prevalent in their lives. Students in grade nine are much more likely to derive meaning through self-importance than through self-transcendence.

From a psychosocial perspective, once again one has to question as to how deriving meaning from self-transcendence contributes to a student's sense of identity. With regard to Erickson's stage of identity versus role confusion (Erickson, 1968), it is apparent that students in grade twelve would be much closer to identity whereas students in grade nine would be much closer to confusion. Students who are in Marcia's (1980) classification of identity achieved have resolved many crisis issues, have a good sense of their own values, and are able to change life goals based on experience. Students in grade twelve are much more likely to be classified as identity achieved as compared to students in grade nine. Furthermore, students who have resolved much of the adolescent identity crisis are going to be much more able to transcend beyond themselves towards others and receive meaning by doing so.

Finally, from an existential perspective, one has to question how self-transcendence can contribute to the existential concerns of isolation, meaninglessness, choice and death (Yalom, 1980). Being able to transcend beyond oneself to understanding and caring for others is a strong means of dealing with the concerns of isolation and death. Furthermore, self-transcendence is a choice that can be liberating and meaningful for a person to be involved in. Students in grade twelve have had more time to deal with the four basic existential concerns, and would therefore be in a better position to achieve meaning through self-transcendence. Students in grade nine are still focused on themselves; they are just beginning to search for meaning and who they are, and they are still struggling with these concerns. As a result, students in grade nine would be less able to derive meaning from self-transcendence.

Explaining the Gender Differences in Meaning

In addition to the above significant grade differences in the PMP subscales, there was also a significant gender difference on the relationship subscale of the PMP with females scoring higher than males. The relationship subscale of the PMP essentially looks at how much the factor of being in relationship with other people contributes to one's sense of meaning. It contains items such as "I care about other people," "I have a number of good friends," and "I am liked by others." The findings of this study are similar to some other findings in the research. For example, Anderson (1999), found that the quality of salient parent-child and peer relationships significantly predicted adolescent relationship identity for girls but not for boys. Also, Beutel and Marini (1995), found that adolescent females were more likely than males to indicate that finding purpose and meaning in life is extremely important. They state that "indirect evidence of gender

differences in the value orientation from which meaning is derived is available in research demonstrating gender differences in orientation toward relationships with others” (p.436). The explanation of females valuing relationships more than males in terms of bringing meaning to their lives lies both within the existential view of development as well as other developmental theories and research. Perhaps the greatest explanation lies within nature itself.

Family Relationships and the Dependent Measures

The results of this study yielded the conclusion that if students rated their relationship with their parents as being strong, they also scored high in satisfaction with life, emotional intelligence, meaning and psychological well-being. Furthermore, if students rated their relationship with their siblings as being strong, they also scored high in satisfaction with life and psychological well-being. If we could sum up these two findings, we would come to recognize that the quality of relationships within a family are instrumental in terms of adolescent well-being. Furthermore, the fact that many students in this study rated their families as the most important source of meaning in their lives attests to the value of these relationships in their lives.

Other Findings

Most of the other findings in this study are perhaps best discussed in terms of their contribution to the validation of the various dependent measures in this study. For example, students who were more highly engaged in extracurricular activities also scored higher in satisfaction with life. The most logical explanation of this finding is that in some intrinsic or extrinsic form, extracurricular activities are something that contribute to students satisfaction with life. Obviously, the extracurricular activities and the amount of

time spent doing them are things that the students enjoy and value, and this somehow contributes to enhancing their satisfaction with life. Another finding was that students who had a more conservative attitude about smoking marijuana were higher in psychological well-being. If we assume that a student's attitude corresponds with actual usage, then we might come to infer that students who use marijuana are in some form or another missing something or needing something in an external form to enhance their feelings or to enable them to belong to a group. Students who are psychologically well off do not need an external substance to enhance feelings or fill a void or fit in as they can do this naturally. As a result, a logical conclusion is that students who use or have a liberal attitude about marijuana have a lower level of psychological well-being stemming from their need to fill a void or enhance negative feeling or fit in with the crowd.

It was found that students who studied more, had a more conservative attitude to sex before marriage, and had a more conservative attitude to smoking marijuana scored higher in emotional intelligence. Goleman (1995), discusses the concept of delaying gratification or having impulse control as being an important element of emotional intelligence. He discusses the Stanford marshmallow test, which looked at four-year old children who were able to delay their gratification. These children who were later tested in high school were found to be more emotionally stable, better liked by their teachers and peers, and scored an average of 210 points higher on their SAT's. Students who study more, have a more conservative attitude to sex before marriage, and who have a more conservative attitude to smoking marijuana can all be seen as people who illustrate the concept delaying gratification or impulse control. It is interesting to note that the number of study hours and not G.P.A. was correlated with higher emotional intelligence

as this further validates the idea of delaying gratification and its contribution to emotional intelligence. Also, the concept of understanding oneself and understanding others in terms of viewpoints and emotions may be related to both attitudes towards sex before marriage and attitudes towards smoking marijuana. If people have a solid understanding of their own emotions and others' emotions, they do not need to lean on other gratifying pursuits such as sex or marijuana smoking to fulfill themselves. People who are struggling to understand their emotions and those around them may have difficulty fitting in and would be more likely to turn to things such as sex or marijuana smoking to gain a sense of self or fulfillment.

It was also found that students who studied more and had a more conservative attitude to sex before marriage also scored higher in personal meaning. Arriving at a reasonable explanation of this finding is perhaps a little more difficult. However, it may be inferred that students who have more meaning in their lives are better established and have a better sense of vision for their future. As a result, these students with more meaning and who know who they are and where they are going, would perhaps put more effort into their academic pursuits so as to open more doors of opportunity later in life. They recognize the importance of achievement and success as these may contribute to their current or future sense of meaning, and studying hard is a means to reach this type of goal. Also, studying may be a direct source of meaning for them as their time and effort devoted to studying give them some sense of who they are. This study was done at a Catholic high school where students are taught that sex is a privilege and gift from God reserved for marriage. That students have a conservative attitude to sex before marriage perhaps attests to their strength of character and deriving meaning through their religious

beliefs. A student who has a strong sense of personal value and meaning would not need to engage in sexual activity for a sense of fulfillment, whereas a student lacking in value and meaning may look externally or towards sex for that form of fulfillment.

Applications to Counselling and Education

With regards to the current study, there are a variety of applications that may be extended to both counselling and the educational setting. The correlation of emotional intelligence, meaning and psychological well-being with each other, along with the explanation of variance in psychological well-being by emotional intelligence and meaning are all important indicators in terms of development of adolescents.

The fact that students who scored high in satisfaction with life, emotional intelligence, and meaning also scored high in psychological well-being lends itself to some direct implications for counselling. A counselor may wish to gather information from their clients in each of these areas so as to have a rounder vision of their clients and their social, emotional and psychological background. More specifically, since meaning in life was the strongest indicator of psychological well-being in this study, the counselor may wish to gather specific information from their clients with respect to where they derive their meaning. Adolescence is a pivotal developmental period in life, and both existential concerns and personal meaning are key elements of adolescent growth. Counselling techniques may be used to help adolescence explore where their sources of meaning are strong as well as where they are weak. Through this exploration the counselor can help the client to broaden where they derive meaning, maintain current sources of meaning and to strengthen weak sources of meaning. In doing so, one would

hope that the students' sense of psychological well-being would increase along with their strengthening of personal meaning in life.

The counselling implications of the finding with regard to family relationships and the dependent measures are rather obvious and abundant research from the past would support the implications. It may be important for a counselor to assess the quality of relationships that the student has with various family members. This information is extremely important as it can provide valued insight into the underlying issues that the client presents. Jealousy of siblings, lack of attention from parents, over controlling parents, or parents with high expectations are but a few of the many issues that may affect a students' relationship with various family members. These issues can be assessed, explored and worked through by learning about the quality of relationships in the family.

The implications of these findings for an educational setting are both relevant and important. The findings indicate that emotional intelligence and meaning are important for fostering well-being in adolescents. Goleman (1995) notes that many schools have begun to implement programs in the hopes of fostering emotional intelligence and improving the way students relate to each other. Given the current findings, it is equally important to help foster personal meaning in schools, especially in the adolescent population. By helping students to search for and find meaning in their lives, moral development and character can be improved. Furthermore, it would help to address the moral malaise by encouraging students to explore themes of meaning. Meaninglessness and boredom in adolescents are culprits leading to a variety of distractions and difficulties. To counter these distractions, it is important to help students to focus on

meaning in their lives as they need challenge for the future. The concepts of emotional intelligence and personal meaning, combined with the teaching of both moral development and values, can lead towards helping to improve the well-being of adolescents in schools. Helping them to form an identity, establish emotional competency, and discover meaning in their lives is paramount for a successful transition into adulthood.

Limitations of the Present Study and Areas for Future Research

This study was exploratory in nature and as a result there were some limitations to the study as well as numerous areas for future research.

One limitation of this study was the population that was used, both in terms of the specific school the population was derived from as well as the differential in age that was used. As mentioned previously, a Catholic high school in the Greater Lower Mainland of British Columbia and adheres to Christian principles and morals was used. A limitation from this perspective is that this specific sub-population may have specific attributes in terms of meaning that result from their Christian upbringing and education. It may be beneficial to use a public school, or even a combination of a Catholic and public school in a comparison so as to attain a more general set of responses. In addition, the difference in age gap was that between grade nine and grade twelve. It has become well known in the current day and age that the period of adolescence is starting earlier and ending later. Therefore, it may be beneficial in future research to use a wider range such as students in grade eight and students in grade twelve, or even first year college or university students with grade eight so as to more accurately define early versus late adolescence.

Another limitation with the present study arises out of debate in the literature with regards to both the definition and measurement of emotional intelligence. The researcher used a measure of emotional intelligence that claimed to be based on the definition of emotional intelligence as set out by Salovey and Mayer (1990). Use of this questionnaire was readily available, and had good validity and reliability. Furthermore, it was a short and concise questionnaire consisting of only thirty-three items, which were well suited for an adolescent population which might get bored with lengthy questionnaires. Although there may be some skepticism surrounding the measure used, it was a cost efficient and readily available measure of emotional intelligence available at the time of the study.

It may be beneficial in future research to use a more established measure of emotional intelligence, such as the Multifactor Emotional Intelligence Scale. This is an ability test which Mayer and Cobb (2000) claim to be the most direct measure of emotional intelligence.

It may also be beneficial in future research to add some additional measures in conjunction with the ones that were used. For example, it may be beneficial to use a measure of moral development in adolescence to assess if students who are at a higher level of moral development also score higher in emotional intelligence, meaning and psychological well-being. In an unpublished paper, Wong and Wong (2000), propose that there is a need to integrate training in emotional competencies with moral education. Adding a moral development measure to this study may help to establish its relevance with respect to both emotional intelligence and personal meaning. Such a study would

provide insight for researchers with regards to the importance of adolescents having a moral compass to coincide with their emotional competencies.

Conclusion

This study has provided a multi-faceted look at various factors and their contribution to adolescent well-being. The role of both emotional intelligence, and especially personal meaning as contributing factors of psychological well-being in adolescents has been well established. The implications of this study can be carried forward into both the counselling and educational setting. To help foster not only the well-being of adolescents, but also their moral education, both emotional intelligence and especially personal meaning should be areas of focus.

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Table 1

Mean Scores and Standard Deviation for the Major Dependent Variables

	<u>M</u>	<u>SD</u>	<u>n</u>	<u>Min.</u>	<u>Max.</u>
Life Satisfaction	21.29	6.31	155	6.00	35.00
Emotional Intelligence	124.09	11.51	155	96.00	155.00
Personal Meaning	296.15	37.96	155	173.00	380.00
Psychological Well-Being	90.92	11.67	155	57.00	120.00

Table 2

Inter-Correlation between the Major Dependent Variables

Dependent Variable	1	2	3	4
1. Life Satisfaction	--	.31 ^{***}	.51 ^{***}	.51 ^{***}
2. Emotional Intelligence		--	.60 ^{***}	.50 ^{***}
3. Personal Meaning			--	.66 ^{***}
4. Psychological Well-Being				--

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 3

Summary of Hierarchical Regression Analysis for Variables Predicting Satisfaction withLife (N = 155)

Source	Change in <u>R</u> -Squared	<u>F</u>	(df ₁ , df ₂)	<u>p</u>
Personal Meaning	16.5%	33.86	1, 152	<.001
Emotional Intelligence	0.0%	0.001	1, 152	.982
Total	29.8%	26.79	2, 152	

Table 4

Summary of Hierarchical Regression Analysis for Variables Predicting PsychologicalWell-Being (N = 155)

Source	Change in <u>R</u> -Squared	<u>F</u>	(df ₁ , df ₂)	<u>p</u>
Personal Meaning	20.2%	51.59	1, 152	<.001
Emotional Intelligence	1.6%	4.59	1, 152	.034
Total	75.3%	63.27	2, 152	

Table 5

Mean Scores and Standard Deviation for Personal Meaning Subscales by Males andFemales in Grade Nine and Grade Twelve

Personal Meaning Subscales	Grade Nine*	Grade Twelve*
Males		
Achievement	84.42 (2.08)	86.90 (2.20)
Relationships	49.79 (1.08)	51.15 (1.15)
Religion	46.92 (1.36)	45.15 (1.44)
Self Transcendence	38.05 (1.11)	39.62 (1.18)
Self Acceptance	30.05 (1.00)	29.53 (1.05)
Intimacy	23.76 (0.90)	25.37 (0.95)
Fair Treatment	20.97 (0.62)	21.31 (0.65)
Females		
Achievement	77.58 (2.24)	85.90 (1.82)
Relationships	52.15 (1.16)	53.90 (0.94)
Religion	44.21 (1.46)	47.90 (1.19)
Self Transcendence	35.58 (1.20)	40.92 (0.97)
Self Acceptance	28.70 (1.07)	29.38 (0.87)
Intimacy	24.79 (0.96)	25.02 (0.78)
Fair Treatment	20.58 (0.66)	21.14 (0.54)

* Note: The number in parentheses is the standard deviation.

Table 6

Mean Scores and Standard Deviation for Psychological Well-Being Subscales by Males and Females in Grade Nine and Grade Twelve

Psychological Well-Being Subscales	Grade Nine	Grade Twelve
Males		
Control of Self and Events	13.45 (0.42)	13.44 (0.45)
Happiness	19.21 (0.54)	18.24 (0.57)
Social Involvement	15.90 (0.43)	15.50 (0.45)
Self Esteem	14.66 (0.43)	14.59 (0.46)
Mental Balance	14.29 (0.45)	13.18 (0.48)
Sociability	16.18 (0.40)	15.74 (0.43)
Females		
Control of Self and Events	12.97 (0.46)	13.16 (0.37)
Happiness	17.52 (0.58)	17.76 (0.47)
Social Involvement	14.58 (0.46)	15.84 (0.37)
Self Esteem	13.46 (0.47)	14.28 (0.38)
Mental Balance	12.70 (0.49)	13.60 (0.39)
Sociability	16.73 (0.43)	16.30 (0.35)

*Note: The number in parentheses is the standard deviation.

Table 7

Correlation Matrix between the Dependent Measures and the Social Functioning and Lifestyle Variables

Social Functioning & Lifestyle Variables	Dependent Measure			
	Life Satisfaction	Emotional Intelligence	Personal Meaning	Psychological Well-Being
Study hours	.01	*.18	** .22	.11
Activity hours	*.20	.10	.10	.09
Volunteer hours	-.05	.08	-.02	.03
Victim of theft	.06	-.01	.03	.01
Victim of bullying	.08	.03	.08	.14
Attitude towards sex before marriage	.14	*.18	** .21	.13
Attitude towards drinking	.01	.15	.13	.14
Attitude towards smoking	.07	.11	.09	.13
Attitude towards marijuana use	.15	*.17	.13	*.18
Attitude towards drug use	-.06	.08	.03	.05
Strength of relationship with parents	** .39	** .28	** .34	** .32
Strength of relationship with siblings	*.16	.10	.13	*.18

* $p < .05$; ** $p < .01$

Table 8

Correlation Matrix between the Subscales of the PMP and the Subscales of the WBMMS

Subscales of the PMP	Subscales of the WBMMS					
	Control of Self and Events	Happiness	Social Involvement	Self Esteem	Mental Balance	Sociability
Achievement	** .39	** .43	** .56	** .53	** .30	** .21
Relationships	** .31	** .32	** .35	** .33	** .25	** .52
Religion	** .26	** .33	** .28	** .19	** .31	** .26
Self Transcendence	** .38	** .37	** .45	** .48	** .28	** .18
Self Acceptance	** .35	** .52	** .23	** .49	** .54	** .35
Intimacy	** .17	** .30	.15	** .22	** .20	** .18
Fair Treatment	** .27	** .38	** .36	** .45	** .38	** .44

* $p < .05$; ** $p < .01$

Figure Caption

Figure 1. Grade by Gender Interaction on the Religion Subscale of the PMP

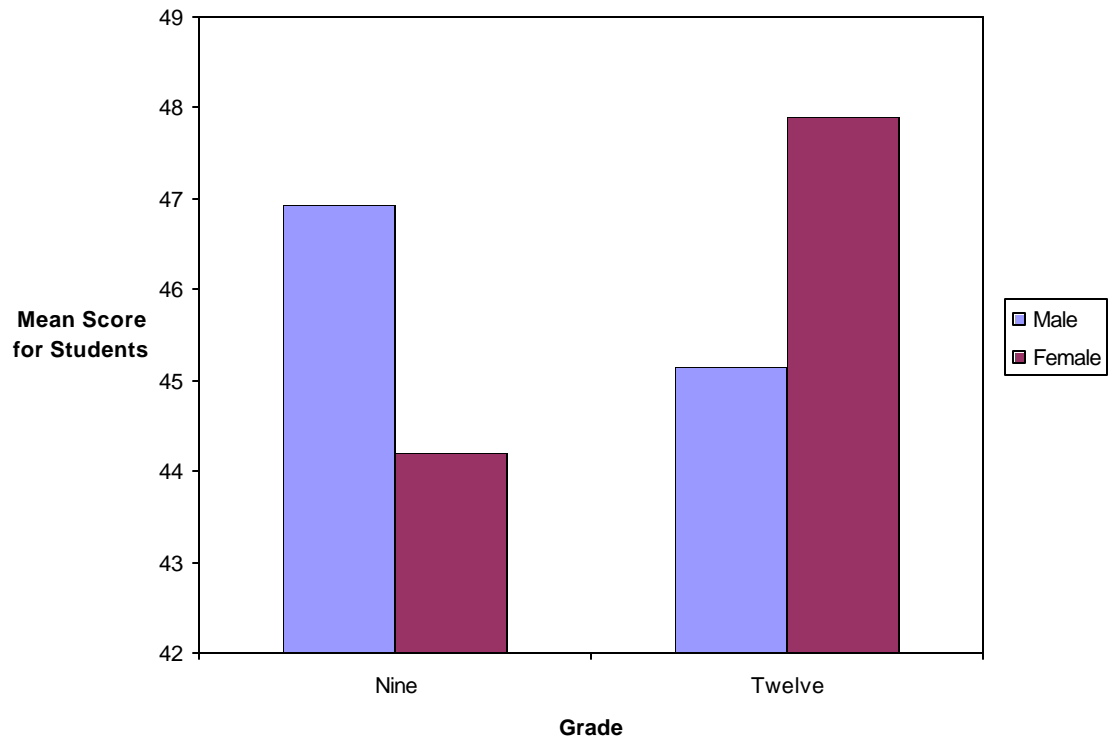
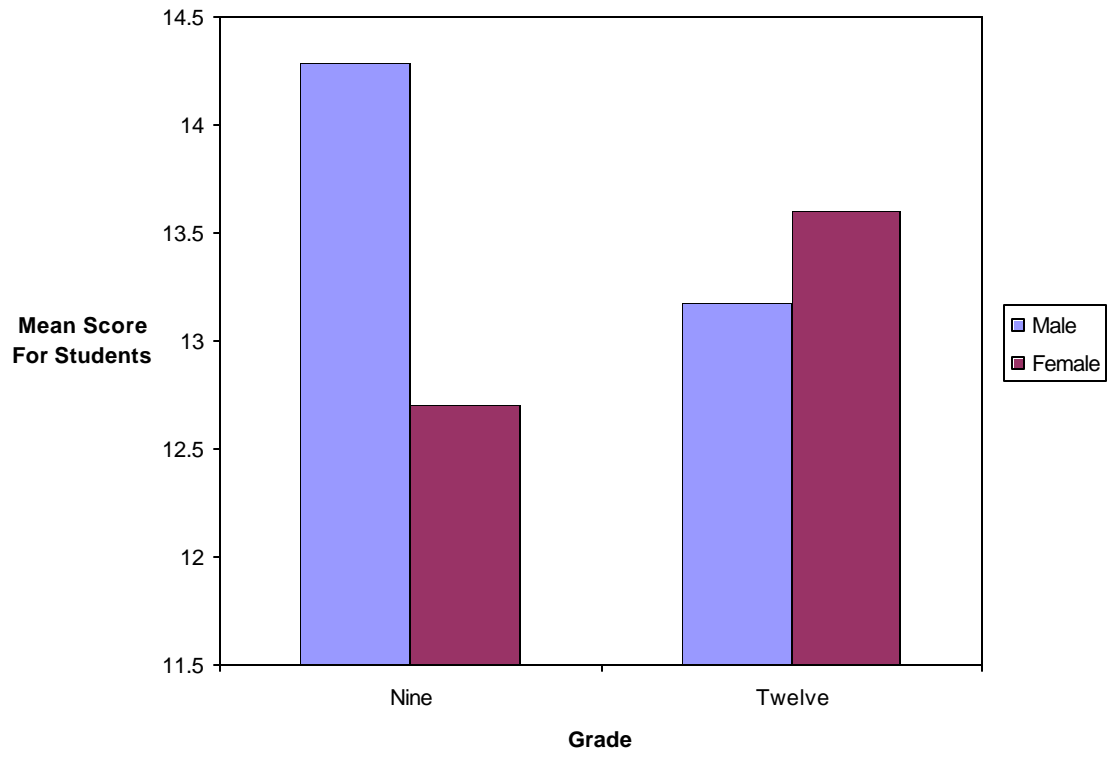


Figure Caption

Figure 2. Grade by Gender Interaction on the Mental Balance Subscale of the WBMMS



APPENDIX A

Emotional Intelligence, Meaning and Psychological Well-Being
in Early and Late Adolescence Research Project

June 2000

Thank you for agreeing to participate in the research project entitled " Emotional Intelligence, Meaning and Psychological Well-Being in Early and Late Adolescence," conducted by Steve De Lazzari under the sponsorship of Paul Wong, Ph.D., and the Counselling Psychology Department at Trinity Western University in Langley, B.C. This research project is investigating the relationship between emotional intelligence, meaning and psychological well-being in early as well as late adolescence. The purpose of this research is to examine more closely how emotional intelligence, meaning, and psychological well-being are presented amongst students at an earlier stage of adolescent development as compared to a later stage of adolescent development in high school. It is also looking at the differences between males and females in each of these areas. This research will assist us in learning more about the impact of different developmental levels within the realm of emotional intelligence, meaning and psychological well-being.

Your participation will require approximately 30-45 minutes and involves completing four questionnaires along with some demographic information. Your responses are completely confidential and the forms will only have information with regards to your age and gender. You do not have to put your name on any of the questionnaires. You have the right to refuse to participate and you may withdraw at any time without consequences. **Please complete the attached Subject Consent Form as your written consent is required to participate.** Please complete each of the questionnaires in order from the first page through to the last page where it is denoted that it is the end of the questionnaire. After completing the questionnaire, hand it in at the front of the class to your teacher or myself. There is also an opportunity for you to qualify to win one of two \$50 cash awards. After handing in the completed questionnaire, you will be given a random number on a piece of paper. After all questionnaires are received, two of these random numbers will be drawn and the individuals with those two random numbers may claim the \$50 award from the school office.

Thank you for taking the time to participate in this important research. If you have any questions about the study or the questionnaires you may write them down on a piece of paper with your name and number on it and hand it in to the teacher of the class that I presented the questionnaires at. I will then address any questions or concerns by calling you. You may also direct any questions about the research to my supervisor (Dr. Paul Wong) at 513-2356 or myself at 521-7417. If you are interested in receiving a report of the findings please leave your name at the school office and I will leave a copy of the results for each of the requests received.

Thank you for your help.

Steve De Lazzari

SUBJECT CONSENT FORM

**Emotional Intelligence Meaning and Psychological Well-Being
In Early and Late Adolescence Research Project**

June 2000

Thank you for agreeing to participate in the Emotional Intelligence, Meaning and Psychological Well-Being research project being undertaken at Trinity Western University.

Your written consent is required for participation in this study. All identifying material will be destroyed at the conclusion of this research project.

I have read and understand the description of the study and I willingly consent to participate in this study.

SIGNATURE _____

Thank you.

Steve De Lazzari

PARENTAL CONSENT FORM

**Emotional Intelligence Meaning and Psychological Well-Being
in Early and Late Adolescence Research Project**

June 2000

Dear Parent/Guardian,

I am requesting permission for your son/daughter to participate in my research project entitled "emotional intelligence, meaning and psychological well-being in early and late adolescence" which is being conducted at Trinity Western University. This study is looking at the emotional intelligence, meaning and psychological well-being of students in both grade nine as well as grade twelve at _____ High School. This exploratory research hopes to see if there is any relationship between emotional intelligence, meaning and psychological well-being in terms of early or late adolescence. Please read the description of the study that your son/daughter has brought home with them prior to signing this consent form. Please note that your son/daughter's identity will remain completely confidential and anonymous.

I have read and understand the description of the study and I willingly consent to my child's participation in this study.

Signature of Parent/Guardian

I do not consent to my child's participation in this study.

Signature of Parent/Guardian

APPENDIX B

**EMOTIONAL INTELLIGENCE, MEANING AND
PSYCHOLOGICAL WELL-BEING SURVEY**

Please fill out each of the following pages until the end of the survey where it is stated "END OF QUESTIONNAIRE." Please answer each and every question to the best of your knowledge. It is important that you do not skip any questions as each and every question is needed for analyzing the survey. There are no right or wrong answers. If you feel that you do not know the response to one of the demographic questions on the first page simply write N/A next to the question. I will be available at the front of the class if you have any questions while filling out the questionnaire.

Once again, thank you for your time and participation in this study.

EMOTIONAL INTELLIGENCE, MEANING AND PSYCHOLOGICAL WELL-BEING SURVEY

Demographics

Please circle or fill in the appropriate response where indicated. Please provide a response for each and every question.

Age _____ **Gender** M/F

Ethnicity/Race: Caucasian Black Asian Hispanic
 First Nations East Indian Other_____

Religious Background: Protestant Catholic Jewish Hindi
 Buddhist Muslim Other_____

Family Origin: One parent family Two parent original family
 Two parent step-parent family Foster Family
 Other (specify)_____

Current Family Income: over \$100,000 \$75,000 to \$99,000 \$50,000 to \$74,999
 (on a per year basis) \$25,000 to \$49,999 less than \$24,999

Current G.P.A. 4.00 or above 3.5 to 3.99 3.0 to 3.49
 2.5 to 2.99 2.0 to 2.49 less than 1.99

**Number of members in family
currently residing in your family home:** more than 10 7-9 4-6 1-3

Please indicate what your career interest is when you graduate or if your career interest is unknown at this time simply state unknown:

Please indicate the one person or groups of people who currently has the greatest influence on your life (ie: family, friends, teacher T.V. or sports personality, etc...)

Social Functioning & Lifestyle

Please circle or fill in the appropriate response where indicated. Please provide a response for each and every question.

Number of hours per week spent studying: more than 12 9-11 6-8 3-5 less than 2

Number of hours per week spent
in extracurricular activities: more than 12 9-11 6-8 3-5 less than 2
(ie: sports, music, dancing, hobbies, etc.)

Number of hours per week spent
doing volunteer work or activities: more than 12 9-11 6-8 3-5 less than 2

Have you ever been the victim of theft at this school?

No, never Yes, once Yes, a few times Yes, frequently

Have you ever been the victim of bullying at this school?

No, never Yes, once Yes, a few times Yes, frequently

What is your attitude about sex before marriage?

It is always wrong It is sometimes wrong It is sometimes right It is always right

What is your attitude about drinking alcohol while under age?

It is always wrong It is sometimes wrong It is sometimes right It is always right

What is your attitude about smoking cigarettes?

It is always wrong It is sometimes wrong It is sometimes right It is always right

What is your attitude about smoking marijuana?

It is always wrong It is sometimes wrong It is sometimes right It is always right

What is your attitude about using harder drugs like acid, mushrooms, cocaine, heroin,
etc.?

It is always wrong It is sometimes wrong It is sometimes right It is always right

Would you rate your relationship with your parent(s)/guardian as:

Very Good Good Average Bad Very Bad

Would you rate your relationship with your brother(s) and/or sister(s) on an overall
average as:

Very Good Good Average Bad Very Bad

In the following five spaces numbered one through five, please list five of the most important things in your life that bring you meaning or purpose, with item 1 being the thing you value most in life with respect to bringing you meaning or purpose and 5 being the fifth most important thing you value in life with respect to bringing you meaning or purpose. For example, if music is very important to you, you might list music as first, and if food is something only somewhat important to you, you may list it fifth. It is important to list five things that are important to you, not what others might think is important.

- 1). _____
- 2). _____
- 3). _____
- 4). _____
- 5). _____

Satisfaction-with Life Scale

Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding. The 7-point scale is:

- 1 = strongly disagree
 2 = disagree
 3 = slightly disagree
 4 = neither agree nor disagree
 5 = slightly agree
 6 = agree
 7 = strongly agree

-
- _____ In most ways my life is close to my ideal
- _____ The conditions of my life are excellent
- _____ I am satisfied with my life
- _____ So far I have gotten the important things I want in life
- _____ If I could live my life over, I would change almost nothing

Scoring Key: Sum of all items.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

I use good moods to help myself keep trying in the face of obstacles.

1 **2** **3** **4** **5**

I can tell how people are feeling by listening to the tone of their voice.

1 **2** **3** **4** **5**

It is difficult for me to understand why people feel the way they do.

1 **2** **3** **4** **5**

Scoring Key: Sum of all items (items 5, 28, and 33 reverse scored).

Personal Meaning Profile

This questionnaire measures people's perception of personal meaning in their lives. Generally, a meaningful life involves a sense of purpose and personal significance. However, people often differ in what they value most, and they have different ideas as to what would make life worth living.

The following statements describe potential sources of meaningful life. Please read each statement carefully and indicate to what extent each item characterizes your own life. You may respond by circling the appropriate number according to the following scale:

1	2	3	4	5	6	7
Not at all			Moderately			A great deal

For example, if going to parties does not contribute to your sense of personal meaning, you may circle 1 or 2. If taking part in volunteer work contributes quite a bit to the meaning in your life, you may circle 5 or 6.

It is important that you answer honestly on the basis of your own experience and beliefs.

- | | |
|---------------|--|
| 1 2 3 4 5 6 7 | I have a good family life. |
| 1 2 3 4 5 6 7 | I believe I can make a difference in the world. |
| 1 2 3 4 5 6 7 | I am at peace with God. |
| 1 2 3 4 5 6 7 | I have learned that setbacks and disappointments are an inevitable part of life. |
| 1 2 3 4 5 6 7 | I believe that life has an ultimate purpose and meaning. |
| 1 2 3 4 5 6 7 | I engage in creative work. |
| 1 2 3 4 5 6 7 | I am successful in achieving my aspirations. |
| 1 2 3 4 5 6 7 | I pursue worthwhile objectives. |
| 1 2 3 4 5 6 7 | I strive to achieve my life goals. |
| 1 2 3 4 5 6 7 | I care about other people. |
| 1 2 3 4 5 6 7 | I have someone to share intimate feelings with. |
| 1 2 3 4 5 6 7 | I believe in the value of my pursuits. |
| 1 2 3 4 5 6 7 | I seek to actualize my potentials. |
| 1 2 3 4 5 6 7 | I have found that there is rough justice in this world. |
| 1 2 3 4 5 6 7 | I strive to make this world a better place. |
| 1 2 3 4 5 6 7 | I am at peace with myself. |
| 1 2 3 4 5 6 7 | I have confidants to give me emotional support. |
| 1 2 3 4 5 6 7 | I relate well to others. |
| 1 2 3 4 5 6 7 | I have a sense of mission or calling. |
| 1 2 3 4 5 6 7 | I seek to do God's will. |
| 1 2 3 4 5 6 7 | I like challenge. |

1	2	3	4	5	6	7
Not at all			Moderately			A great deal

1 2 3 4 5 6 7	I believe that human life is governed by moral laws.
1 2 3 4 5 6 7	It is important to dedicate my life to a cause.
1 2 3 4 5 6 7	I take initiative.
1 2 3 4 5 6 7	I am able to make full use of my abilities.
1 2 3 4 5 6 7	I strive to do my best in whatever I am doing.
1 2 3 4 5 6 7	I have a number of good friends.
1 2 3 4 5 6 7	I am trusted by others.
1 2 3 4 5 6 7	I am committed to my work.
1 2 3 4 5 6 7	I have a purpose and direction in my life.
1 2 3 4 5 6 7	I seek higher values - values that transcend self-interests.
1 2 3 4 5 6 7	I am highly regarded by others.
1 2 3 4 5 6 7	I seek to glorify God.
1 2 3 4 5 6 7	I am enthusiastic about what I do.
1 2 3 4 5 6 7	Life has treated me fairly.
1 2 3 4 5 6 7	I accept my limitations.
1 2 3 4 5 6 7	I am at peace with my past.
1 2 3 4 5 6 7	I have a mutually satisfying love relationship.
1 2 3 4 5 6 7	I have a sense of coherence and continuity in my life.
1 2 3 4 5 6 7	I do not give up when I encounter setbacks or obstacles in my life.
1 2 3 4 5 6 7	I am altruistic and helpful.
1 2 3 4 5 6 7	I am liked by others.
1 2 3 4 5 6 7	I have found someone I love deeply.
1 2 3 4 5 6 7	I strive toward personal growth.
1 2 3 4 5 6 7	I bring happiness to others.
1 2 3 4 5 6 7	I accept what cannot be changed.
1 2 3 4 5 6 7	I am persistent and resourceful in attaining my goals.
1 2 3 4 5 6 7	I value my work.
1 2 3 4 5 6 7	I make a significant contribution to society.
1 2 3 4 5 6 7	I contribute to the well being of others.
1 2 3 4 5 6 7	I believe in afterlife.
1 2 3 4 5 6 7	I believe that one can have a personal relationship with God.
1 2 3 4 5 6 7	I attempt to leave behind a good and lasting legacy.
1 2 3 4 5 6 7	I believe that there is order and purpose in the universe.
1 2 3 4 5 6 7	I am treated fairly by others.
1 2 3 4 5 6 7	I have received my fair share of opportunities and rewards.
1 2 3 4 5 6 7	I have learned to live with suffering and made the best of it.

Scoring Key: refer to Appendix C

Well-Being Manifestation Measure Scale
(WBMMS)

Please answer each of the following questions according to the scale provided.

During the last month,

1. I had self-confidence.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

2. I felt that others loved me and appreciated me.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

3. I felt satisfied with what I was able to accomplish, I felt proud of myself.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

4. I felt useful.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

5. I felt emotionally balanced.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

6. I was true to myself, being natural at all times.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

7. I lived at a normal pace, not doing anything excessively.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

8. My life was well-balanced between my family, personal and school activities.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

9. I had goals and ambitions.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

10. I was curious and interested in all sorts of things.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

11. I had lots of “get up and go”, I took on a lot of projects.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

12. I felt like having fun, doing sports and participating in all my favourite activities and past-times.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

13. I smiled easily.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

14. I had a good sense of humour, easily making my friends laugh.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

15. I was able to concentrate and listen to my friends.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

16. I got along well with everyone around me.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

17. I was able to face difficult situations in a positive way.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

18. I was able to clearly sort things out when faced with complicated situations.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

19. I was able to find answers to my problems without trouble.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

20. I was quite calm.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

21. I had the impression of really enjoying and living life to the fullest.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

22. I felt good, at peace with myself.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

23. I found life exciting and I wanted to enjoy every moment of it.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

24. My morale was good.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

25. I felt healthy and in good shape.

1	2	3	4	5
never	rarely	sometimes	frequently	almost always

END OF QUESTIONNAIRE

Scoring Key: refer to Appendix C

Appendix C

Scoring for the Personal Meaning Profile and Well-Being Manifestations Measure Scale

Personal Meaning Profile scoring key. (Wong, 1998)

1. Achievement (16 items): 6, 7, 8, 9, 12, 13, 21, 24, 25, 26, 29, 34, 40, 44, 47, 48.
2. Relationship (9 items): 10, 18, 27, 28, 32, 41, 42, 45, 50.
3. Religion (9 items): 3, 5, 19, 20, 22, 33, 51, 52, 54.
4. Self-Transcendence (8 items): 2, 15, 23, 30, 31, 39, 49, 53.
5. Self-Acceptance (6 items): 4, 16, 36, 37, 46, 57.
6. Intimacy (5 items): 1, 11, 17, 38, 43.
7. Fair Treatment (4 items): 14, 35, 55, 56.

Well-Being Manifestations Measure Scale scoring key. (Masse, et. al., 1998b)

1. Control of self and events (4 items): 17, 18, 19, 20
2. Happiness (5 items): 21, 22, 23, 24, 25
3. Social involvement (4 items): 9, 10, 11, 12
4. Self-esteem (4 items): 1, 2, 3, 4
5. Mental balance (4 items): 5, 6, 7, 8
6. Sociability (4 items): 13, 14, 15, 16