

Perceived Stress Mediates the Relationship Between Emotional Intelligence and General Health in Lebanese and American University Students

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Introduction

Emotional intelligence (EI) is a dimension of intelligence that includes **four main factors**: Well-being, Sociability, Emotionality, and Self-Control (Fernandez-Abascal & Martin-Diaz, 2015).

Materials and Methods

107 Lebanese university students (ages between 18-25, M=20.76, SD= 1.78) filled an online survey that included **Trait EI questionnaire (TEIQue- SF)**, **General Health Questionnaire (GHQ28)**, and the **Perceived Stress Scale (10-item PSS)**

Results

Table 1

Emotional intelligence correlates with lower stress and better health

	Perceived Stress	Total General Health Score
Perceived Stress	1	
Total General Health Score	.615**	1
Global Emotional Intelligence Score	-.355**	-.259**

** $p < .01$ (two-tailed)

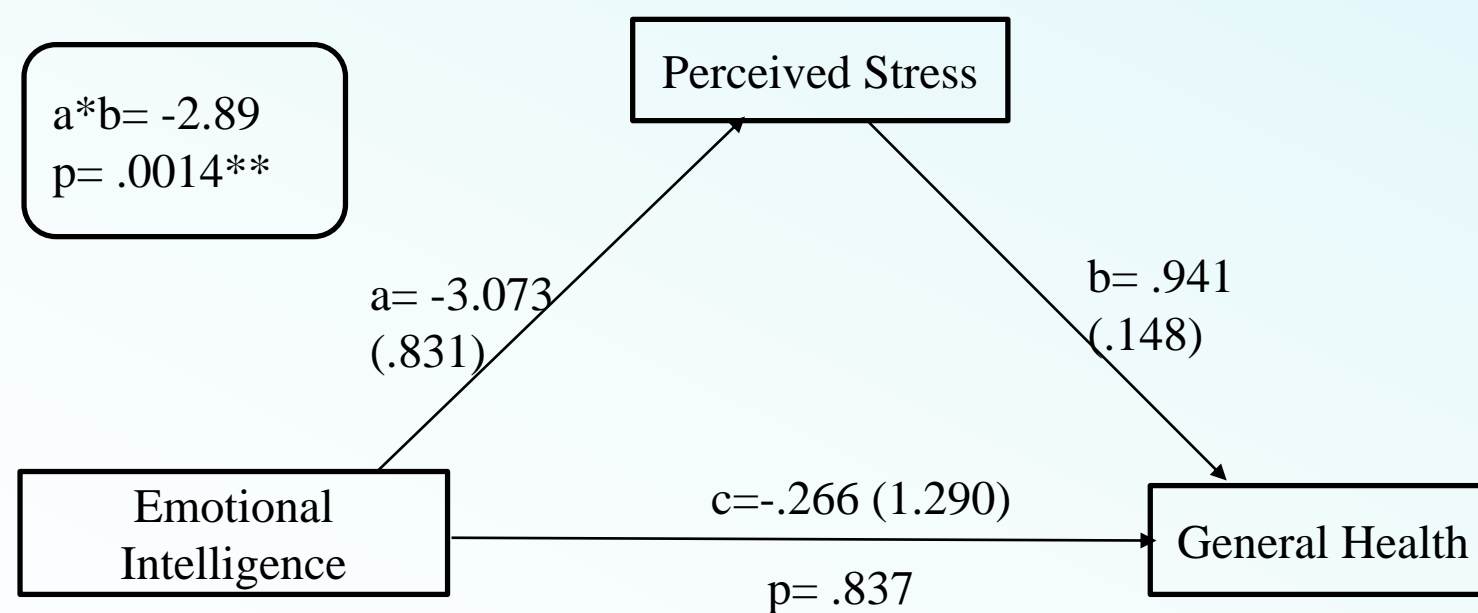
NB: GHQ reverse-scored

Table 2

Emotional intelligence subscales correlate with general health

Emotional Intelligence Subscales	General Health Subscales				
	Somatic Symptoms	Anxiety and Insomnia	Social Dysfunction	Severe Depression	Total General Health Score
Well-Being	-.247*	-.277**	.438**	-.416**	-.223*
Sociability	-.104	-.112	.094	-.104	-.098
Emotionality	-.077	.038	.130	.029	.056
Self-Control	-.277**	-.543**	.288**	-.360**	-.416**
Global Emotional Intelligence Score	-.265**	-.346**	.350**	-.305**	-.259**

* $p < .05$, ** $p < .01$ (two-tailed)



Discussion

Hypothesis 1: Emotional intelligence correlates positively with general health ✓

Hypothesis 2: Some EI subsets correlate positively with general health ✓

Hypothesis 3: Perceived stress mediates the relationship between the two variables ✓

Study 2

The follow-up study will be a **cross-cultural experimental replication** with an experimental manipulation of self-regulation in American university students

The longitudinal follow-up (N = 300) will track emotional intelligence, health, and stress **over three weeks**. We will experimentally manipulate emotional intelligence by randomly assigning students to a **self-regulation task** (intervention condition) or a parallel writing task (control condition).