

SELF-ESTEEM AND EMOTIONAL INTELLIGENCE AMONG PAKISTANI UNIVERSITY STUDENTS

Zainb-Bin-Nisa¹, Zainab Imran², Asima Nargis³, Aqsa Sattar⁴.¹BS Psychology, Riphah International University, Faisalabad, Punjab, Pakistan.²MPhil Scholar Psychology, Riphah International University, Faisalabad, Punjab, Pakistan.³MPhil Scholar Psychology, Riphah International University, Faisalabad, Punjab, Pakistan.⁴Phd Scholar Psychology, Riphah International University, Faisalabad, Punjab, Pakistan.

ARTICLE INFO

Article History:

Received: February 19, 2024

Revised: March 25, 2024

Accepted: March 28, 2024

Available Online: March 30, 2024

Keywords:

Self-Esteem

Emotional Intelligence

University Students

Faisalabad District

Punjab Province

Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyrights:

Copyright Muslim Intellectuals

Research Center. All Rights Reserved ©

2021. This work is licensed under a

[Creative Commons Attribution 4.0](https://creativecommons.org/licenses/by/4.0/)[International License](https://creativecommons.org/licenses/by/4.0/)

ABSTRACT

The aim of present study was to explore the association between self-esteem and emotional intelligence among university students.

The study utilized a correlational research approach to explore the relationship between self-esteem and emotional intelligence. Study was conducted in three universities (RIU, UAF & GCUF) of Faisalabad district of Punjab province, Pakistan over 3 months from October 2023 to December 2023. The study utilized convenient sampling, encompassing students across academic levels ranging from bachelors to masters. To assess self-esteem, the Rosenberg Self-Esteem Scale (1965) was administered, while emotional intelligence was measured using the Wong and Law Emotional Intelligence Scale (2002). A Pearson correlation coefficient was computed to examine the relationship between emotional intelligence and self-esteem. Additionally, an independent t-test was conducted to assess gender differences in emotional intelligence and self-esteem. The results revealed a positive correlation between the variables. Research groups were provided with self-administered questionnaires, which participants completed voluntarily. Subsequently, the collected data underwent entry into SPSS for analysis. An independent t-test was employed to assess the relationship between students' self-esteem and emotional intelligence. A descriptive analysis and a detailed examination of inferential statistics, such as correlation, linear regression, and t-test analysis were used which were all significant levels.

Corresponding Author's Email: zzainbibrar@gmail.com

INTRODUCTION

The correlation between college students' confidence and their capacity to empathize with others on a deeper level is expected to be significant. Specifically, there should be areas where confidence and the ability to provide guidance independently or under supervision intersect. This assessment contributes significantly to the growing body of research concerning college students' self-assurance and their capability to understand others on a profound level (Khasawneh et al., 2022). It illustrates the correlation between confidence and the capacity to perceive individuals authentically. Additionally, it indicates that individuals who possess a greater proficiency in perceiving people deeply often exhibit more self-assured and self-confident traits.^[2] Individuals who need the capacity to comprehend individuals on a thoughtful equal may similarly have low confidence, which is an indication of various mental issues. College understudies made up the review's example since they experience various difficulties in their scholarly vocations because of their feelings (Hamzah, Kai, & Musa2021).

The possibility that male and female students would have altogether various degrees of the capability to escalate people on a reflective level and confidence is upheld. One component of self-thought that Rosenberg characterized as the whole of an individual's considerations and sentiments with respect to him as an item is confidence. He brought up that willful way of behaving could attitudinally affect one's identity worth. In brain science, an individual's complete identity worth or individual worth is alluded to as their confidence. Put in any case, how much you esteem and support yourself. Since confidence is as often as possible considered a character property, it is regularly consistent and long haul (Karaoglan Yilmaz, Yilmaz, & Erdogdu, 2023).

Previous studies indicate an inverse relationship between the skill to deeply comprehend individuals and confidence. Conversely, possessing a robust ability to perceive people intuitively is associated with good mental well-being and strong self-confidence. Conversely, individuals who encounter difficulties in grasping others' essence are more prone to depression and may engage in harmful or disruptive behavior (Naufal & Pathak, 2022). Numerous studies investigating the capacity to perceive individuals on a fundamental level have uncovered a significant correlation between this ability and emotional well-being in children and adolescents. In young children, a diminished proficiency in such understanding is linked to psychopathology, while enhanced proficiency is associated with an improved quality of life. However, the connection between deep-level perception skills and academic success remains complex, as research in this area often produces inconclusive findings (Onwubiko, 2022).

METHODOLOGY

The study aimed to explore the association between emotional intelligence and self-esteem, utilizing a correlational research design. It was conducted over a three-month period from October 2023 to December 2023 in the Faisalabad district of Punjab province, Pakistan, spanning three universities (RIU, UAF & GCWUF). The sample comprised students at both BS and M.Phil levels, totaling 102 individuals, selected through convenient sampling. Upon obtaining consent, participants completed self-administered

questionnaires assessing emotional intelligence and self-esteem levels. Data analysis was performed using SPSS software, with an independent T-test employed to examine the relationship between these variables. Eligibility criteria included students aged between 21-30 years attending any university within Punjab province, while those nearing the completion of their studies were excluded to ensure ethical considerations regarding privacy and confidentiality during data collection.

Self-esteem scale (RSE, 1965)

To measure the self-esteem levels of university students, the 13-item Rosenberg self-esteem scale was employed. This assessment tool comprises ten items that evaluate both positive and negative aspects of an individual's sense of worth using a uni-dimensional approach developed by Rosenberg. Respondents indicate their level of agreement with each item on a 4-point Likert scale ranging from strongly agree to strongly disagree; however, some items are reverse scored (2, 5, 6, 8, and 9). The scoring system includes assigning one point for "Strongly Disagree," two points for "Disagree," three points for "Agree," and four points for "Strongly Agree." A continuous score is kept based on adding up all ten items' scores under this method. Higher cumulative scores signify higher confidence in oneself.

Emotional Intelligence Scale (WLIES, 2002)

The emotional intelligence of university students was evaluated through the use of Wong and Law Emotional Intelligence Scale (WLEIS) (2002), which instead focuses on 16 emotional intelligence-related items. These items are categorised into four different belief areas: Self-Emotional Appraisal (SEA) consisting of average scores from items 1 to 4, Regulation Of Emotion (ROE) including average scores from items 5 to 8, Use of Emotion scored due by averaging over the responses for items 9 to 12 and Other Emotional Appraisal (OEA) = Average-scored mean based upon ratings given in regards to Items 13 throughout 16. This seven-point Likert-type scale graded respondents' answers as ranging between strongly disagree at one point and agreeing very forcefully with an explicitly stated position or idea when selecting a rating valued at seven points. The WLEIS has been tested psychometrically against metrics such as reliability, factorial validity, a convergent type, and most importantly, the predictive nature yielding favorable results indicating it works well function's efficacy as a reliable means of self-reported measurement tool employed towards effective emotion monitoring plus management skills development efforts.

RESULTS

This section provides a detailed definition of data research, comprehension, and outcome debate. Prior to the study, statistics were carefully examined. The outcome is divided into two sections: a descriptive analysis and a detailed examination of inferential statistics, such as correlation, linear regression, and t-test analysis. The most important and preliminary phase in descriptive inquiry is statistical analysis. A descriptive study can evaluate the distribution of statistics, outliers, variable associations, kinds, and provide an overview for further statistical research by tabulating the mean, standard deviation, variance, and dependability.

Table-1

Demographics Characteristics of the Gender and Age among University Students (Frequencies & Percentages)

Demographics	F	%
Gender		
Male	50	49.0
Female	52	51.0
Age		
21-25	74	72.5
26-30	28	27.5

The table shows the demographic data for the participants: 102 representing (49%) of responses were males and 52 representing (51%) were females. Age between ($n=20-25$) and ($n=26-30$) were (72.5%) and (27.5%).

Table-2

Correlation between Self-Esteem and Emotional Intelligence (SEA, ROE, UOE & OEA) among University Students.

Variable	1	2	3	4	5
Self Esteem	-	.072	.005*	-.018	7.98
Self-Emotional Appraisal		--	.427**	.345**	.226*
Regulation Of Emotion			---	.237*	.236*
Use Of Emotion				---	.456*
Other Emotional Appraisal					----

* The correlation shows statistical significance at a level of 0.05.

According to above table the link exists between self-esteem and emotional intelligence respectively; (.005*), (.345**), (.236*), (.427**); (.456*), which were all significant levels. The findings of the current study showed that positive and significant correlation between two variables.

Table-3

Multiple Linear Regression Analysis

Variable	R	R ²	ΔR^2	F	Df	P
Constant						.000
SEA						.371
ROE	.093 ^a	.009	-.032	.210	97	.735
UOE						.728
OEA						.947

The Acronyms SEA, ROE, UOE and OEA respectively stand for Self-Regulation Appraisal, Regulation of Emotions Use of Emotions and Other Emotion Appraisal.

As emotional intelligence effect self-esteem; As above-mentioned table shows the correlation among self-esteem and emotional intelligence highly correlated and significant.

Table-4

Descriptive analysis between male ($n=50$) and female ($n=52$) among Faisalabad University students

Variables	M+F (n=50) (n=52)	M+F (n=50) (n=52)	95%				Cohen's D
	M	SD	T	P	LL	UL	
Self Esteem	26.9233	6.8765	77.485	0.000	24.1976	25.4691	1.226954
Emotional intelligence	19.4804	5.12936	42.410		20.5317	22.5467	

As above-mentioned variables depict descriptive analysis, it shows the significant level among demographics (m=50), (f=52).

Table-5

Descriptive analysis between (age=19-25), (age=26-30) among Faisalabad University students

Variables	Age (21-25) (26-30)	Age (21-25) (26-30)	95%				Cohen's D
	M	SD	T	P	LL	UL	
Self Esteem	24.83333	3.23680	77.485	0.000	24.1976	25.4691	0.768077
Emotional intelligence	21.53922	5.12936	42.410		20.5317	22.5467	

As above-mentioned variables depict descriptive analysis, it shows the significant level among demographics (age=26-30); (age=19-25).

DISCUSSION

In the ongoing assessment, it became evident that females exhibit a higher capacity for empathizing deeply with individuals compared to males. By subjecting the means of both male and female groups to t-tests, highly significant results were obtained. These findings highlight a noticeable discrepancy between genders in terms of emotional intelligence, with women demonstrating greater proficiency than men (Oyovwe-Tinuoye, 2020). Moreover; this enhanced ability among women may be attributed to specific inherent character traits they possess.

The reason behind the recent findings in Pakistani society can be attributed to the fact that having a deep understanding of people plays a crucial role in managing and expressing one's emotions and interpersonal skills. Nowadays, women are employed across various fields and organizations, enabling them to master their emotional intelligence while navigating complex work environments (Shah, Nazir, & Zamir, 2019). In their work environment, individuals develop skills in managing their colleagues, especially those of the opposite gender. The third hypothesis of the current study posited that "males would have higher confidence than females." A t-test was utilized to compare the means of the male and female groups, yielding highly significant results (Srikumaran et al., 2022). The obtained results align with the findings of Chub and Harper, suggesting a correlation between orientation and confidence, as highlighted by Marshall. This correlation is more commonly observed in males, while females generally demonstrate lower levels of confidence. One potential explanation is that societal norms often prioritize masculine traits over feminine ones, which could contribute to the overall higher levels of confidence observed among young men compared to young women. Additionally, the established significance level was $P < 0.05$.

There exists a positive correlation between confidence and the capacity to understand individuals at a fundamental level (Rahimi, 2016). To examine the hypothesis, researchers utilized Pearson's item-second correlation. The results indicated a significant relationship at a 0.01 level between the expectation of others' innermost selves and one's ability to empathize, suggesting a robust positive association with self-confidence (Tessaro & Lampert, 2019). The results obtained are consistent with the research conducted by Nation and Chester, focusing on the ability to deeply understand individuals alongside self-assurance. Their study indicated a significant correlation between having a profound understanding of others and confidence. Essentially, possessing high levels of confidence is positively linked to understanding people at a profound level.

CONCLUSION

The aim of the study was to investigate the relationship between emotional intelligence and self-esteem among university students. The sample comprised 102 individuals, encompassing both males and females from various universities in Faisalabad. Data was collected using a practical sampling technique. Participants' self-esteem levels were assessed using the Rosenberg Self-Esteem Scale (1965), while their emotional intelligence abilities were evaluated using Wong and Law's Emotional Intelligence Scale (2002). A Pearson product-moment correlation coefficient analysis was conducted to examine the relationship between these variables, and an independent t-test was employed to explore gender differences in emotional intelligence and self-esteem scores. The findings indicate a positive correlation between these factors within this population group.

REFERENCES

- Hamzah, S. R. A., Kai Le, K., & Musa, S. N. S. (2021). The mediating role of career decision self-efficacy on the relationship of career emotional intelligence and self-esteem with career adaptability among university students. *International Journal of Adolescence and Youth*, 26(1), 83-93.
- Karaoglan Yilmaz, F. G., Yilmaz, R., & Erdogdu, F. (2023). The relationship between nomophobia, emotional intelligence, interpersonal problem-solving, perceived stress, and self-esteem among undergraduate students. *Journal of Technology in Behavioral Science*, 8(1), 27-35.
- Khassawneh, O., Mohammad, T., Ben-Abdallah, R., & Alabidi, S. (2022). The relationship between emotional intelligence and educators' performance in higher education sector. *Behavioral Sciences*, 12(12), 511.
- Naufal, M. A., & Pathak, V. N. (2022). Stress, emotional intelligence and self-esteem among college students during 2nd wave COVID-19. *International Journal of Health Sciences*, (III), 5050-5058.

Onwubiko, E. C. (2022). . A study on the Relationship between Self-esteem and Emotional Intelligence among librarians in Nigerian universities: A survey. *Library Philosophy and Practice*, 1-30.

Oyovwe-Tinuoye, G. O. (2020). Self-esteem and job satisfaction among librarians in university libraries in Southern Nigeria. *Library and Information Perspectives and Research*, 2(2), 1-12.

Rahimi, M. (2016). The relationship between emotional intelligence, self-esteem, gender and educational success. *Management Science Letters*, 6(7), 481-486.

Rosenberg, M. (1965). Rosenberg self-esteem scale (RSE). *Acceptance and commitment therapy. Measures package*, 61(52), 18.

Shah, N. H., Nazir, N., & Zamir, S. (2019). Comparing emotional intelligence and self-esteem in secondary school students of Punjab. *UMT Education Review*, 2(1), 63-80.

Srikumaran, S., Arunodhaya, J., Sruthi, R. N., Nishanthi, R., & Atchaya, I. (2022). Relationship Between Emotional Intelligence and Self Esteem Among College Students. *Journal of Positive School Psychology*, 6(3), 6848-6856.

Tessaro, F., & Lampert, C. D. T. (2019). Desenvolvimento da inteligência emocional na escola: relato de experiência. *Psicologia Escolar e Educacional*, 23, e178696.

Wong, C. S., & Law, K. S. (2002). Wong and law emotional intelligence scale. *The leadership quarterly*.