Research Paper

Relationship between Emotional Intelligence and Self Confidence among Early Adulthood

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ABSTRACT

Emotional Intelligence refers to the mental ability of individuals to reason with emotion to enhance thought while promoting intellectual and emotional growth (Ahmad Fadli et al., 2019). Emotional Intelligence (otherwise known as Emotional Quotient or EQ) is the ability to understand use and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict (Amilin, 2016). The Capacity to be aware of control, express one's emotions and handle interpersonal relationships empathetically (Biabangard & Esmaeil, 1995). Self Confidence is defined as a good attitude toward one's own self-concept (Brown et al., 1988). A person's perceived capacity to handle events successfully without relying on others and to have a good self-evaluation is referred to as Self Confidence (Ditto & Griffin, 1993). The aim of this study is to look into the Relationship between Emotional Intelligence and Self Confidence in Early Adulthood. The data was gathered from college students with a mean age of 18-30 years were taken as a sample for the present study Emotional Intelligence scale by Schutte, 1988 and Self Confidence Inventory by Rekha Gupta, 1971 have been used to assess college students' Emotional Intelligence and Self Confidence. The samples were selected using the purposive sample technique. Correlation and t-test were used. The result reveals a there is no correlation between emotional Intelligence and Self Confidence.

Keywords: *Emotional Intelligence, Self Confidence, Early Adulthood and Gender difference.*

Early Adulthood - Individuals between the ages of 18 and 40 (20-35) are considered to be in the early stages of adulthood, and healthy, and are focused on friendships, romance, childbearing and careers (Dheeraj & Shivangi, 2020). Except for certain guys who continue to develop, females attain their mature heights by the age of 18, whereas boys do not. in their early 20s, most have reached their adult heights by the age of 21 (Goleman, 1995). Death rates due to disease are low in this life stage Heck & Qudsten, 2008). Brain growth in this area only reaches final development in the early 20s (Hassan, 2007). Theorist Erik Erikson (1902-1994) maintained that individuals develop in psychosocial stages, and early adulthood marks the time when individuals seek to form intimate relationships (Hilda & Pilar, 2013). Intimacy can be actualized through close friendships, romantic relationships, starting a family, or all three (Law et al., 2004). Erikson

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argued that a firm sense of identity, gained in earlier developmental stages, was integral to entering intimate relationships, and research has supported this argument (Mayer et al., 2008). Studies show time and time again that people who lack a strong sense of identity have less fulfilling relationships, and they tend to be more emotionally isolated, lonely and depressed (Monica &Ramanaiah, 2019).

Erik Erikson (1902-1994) Psychosocial Developmental theory			
Stage-6	Intimacy	VS	Isolation (18-40 ages)

Intimacy versus isolation is the sixth stage of Erik Erikson's theory of Psychosocial Development (Mohammad, 2011). This stage takes place during young adulthood between the ages of approximately 18 to 40 yrs (Pooja & Pubalin, 2014). During this stage, the major conflict centres on forming intimate, loving relationships with other people (Samuel, 2010). During this stage, we begin to share ourselves more intimately with others (Saleha et al., 2016). We explore relationships leading toward longer-term commitments with someone other than a family member (Ahmad Fadli et al., 2019). Successful completion of this stage can result in happy relationships and a sense of commitment, safety, and care within a relationship (Amilin, 2016). Avoiding intimacy, and fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression (Biabangard & Esmaeil, 1995). Sigmund Freud (1856-1939) argued that a healthy adult is one who can "live and work" (Brown et al., 1988). Developmental tasks of early adulthood include achieving emotional and financial independence from parents and forming intimate relationships with people outside the family of origin (Ditto & Griffin, 1993). Stage-specific stressors include leaving home, education and career choice, in some cases service in the armed forces, finding and maintaining employment, courtship and marriage, and sexual relations (Dheeraj & Shivandi, 2020). In early adulthood, people have passed through the ages of greatest risk for first of the majority of recognized mental disorders like Loneliness, Isolation, Emotional problems and Problems of behaviour and adaptive functioning (Gileman, 1995). According to an NCRB estimate, more than 90,000 young adults committed suicide in India in 2019. National crimes Record Bureau has revealed that more than 1. In 2019, 39 lakh people in India committed suicide, 67% of them were young adults (18-45 years). The NCRB report titled Accidental Deaths and Suicides in India 2019 released shows that of the total 1.93,00006 suicides in 2019 included young adults. India has seen a 4% increase in youth suicides compared to 2018 (89,407). In the same period, suicide rates generally increased by 3.4%. The most frequent way that people try to commit suicide was discovered to be by hanging. About 74,629 individuals (53. It was found that hanging is the method of suicide that people attempt the most frequently. Approximately 74,629 people (53. According to a thorough age-wise breakdown of suicide factors offered by the NCRB study, familial problems, romantic relationships, loneliness, Isolation, drug abuse, and mental illness appear as the top cause of suicide among the youth. Of the total 1. A total of 39 lakh suicides were reported in 2019, and 93,016 of them, or 67%, were perpetrated by young people (aged 18 and under 45). Of these, 31,725 (34 per cent) suicide happened because of family problems, loneliness, or Isolation; marriage-related issues drove 7,293 (7.3%) persons to commit suicide.6,491 persons, or 7% of all young people who committed suicide, did so due to mental illness.5, 257 (56%) suicide deaths were caused by drug and alcohol misuse, whereas 4,919 (5.2%) of persons committed suicide.

Emotional Intelligence- Emotional intelligence has become an interesting topic of psychology and there have been several studies on emotional intelligence (Heck & Qudsten, 2008). Mayer and Salovey introduced emotional intelligence in 1990 and for them,

emotional intelligence refers to the mental ability of individuals to reason with emotions to enhance thought while promoting intellectual and emotional growth (Hassan, 2007). Emotional Intelligence refers to the mental ability of individuals to reason with emotion to enhance thought while promoting intellectual and emotional growth (Hilda & Pilar, 2013). Emotional Intelligence (otherwise known as Emotional Quotient or EQ) is the ability to understand use and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict (Law et al., 2004). The Capacity to be aware of control, express one's emotions and handle interpersonal relationships empathetically (Mayer et al., 2008). Emotional Intelligence can be defined as the ability to correctly understand evaluate and communicate emotions (Monica & Ramanaiah, 2019). Individuals who can comprehend and direct their emotions are able to generally maintain a better view of life and go through better psychological well-being as compared to those who can't (Mohammad, 2011). Emotional Intelligence is considered a subject that attempts to explain, understand and interpret the individual feeling, pleasures and ability status (Pooja & Pubalin, 2014). Emotional Intelligence has also been defined as an ability to comprehend emotions in order for evaluating thoughts, and manners and to put them in a way that makes emotion and intelligent growth and maturity (Samuel, 2010). The concept of Emotional Intelligence gives new strength to the individual's intelligence, which is considered a deliberate rivalry (personal performance), on the other hand, the recognition of intelligence is a strategic ability (long-term capability) (Saleha et al., 2016). Emotional Intelligence makes it able to forecast the attainment make it able to forecast attainment because it involves how individuals apply knowledge in a direct success (Ahmad Fadli et al., 2019). Emotional Intelligence is a type of Social intelligence which is a predictor in special areas such as educational and job performances (Amilin, 2016). In another word, it has the ability to assure feeling and pleasure for one and others (Biabangard&Esmaeil, 1995).

Self Confidence - Self Confidence is defined as a good attitude toward one's own self-concept (Brown et al., 1988). The belief in a person's ability to manage situations efficiently without involving others and have a good self-evaluation is referred to as Self Confidence (Ditto & Griffin, 1993). The reinforcement of increased Self Confidence aids in the development of natural traits of self-worth and competency (Dheeraj & Shivangi, 2020). the conviction that a person can handle circumstances well without engaging others to remember that self-confidence grows with success, so it's important to cultivate the qualities that lead to success (Goleman, 1995). In general, self-confidence refers to a person's capacity to react appropriately in situations in order to overcome hurdles and make things work out (Heck & Quclsten, 2008). In both children and adults, Self Confidence is essential for successful psychological adjustment, personal satisfaction, and effective functioning (Hassan, 2007). The term "Self Confidence" refers to an individual's opinion of themselves (Hilda & Pilar, 2013). A strong expectation of success characterizes Self Confidence (Law et al., 2004). It can aid people in setting objectives, focusing more easily, and evoking happy feelings. increase effort, focus their game strategies and maintain momentum (Mayer et al., 2008). Self Confidence is the process of becoming the greatest person one can be in terms of attaining one's own life goals Monica & Ramanaiah, 2019). It is the highest human goal (Mohammad, 2011). It is a want to "fulfil oneself" by doing everything one is capable of till one has achieved self-esteem, he will not be fully secure enough to become a fully actualized person that is unless one is confident in himself, he won't be afraid to express himself in his own special style and to create his own contribution to society each person's self is different because genetics and socio-cultural inheritance are different (Pooja & Pubalin, Students who have good confidence, have a positive feeling about themselves, have

strong beliefs about themselves, and have accurate knowledge of their knowledge and talents (Samuel, 2010). Self Confidence is one of the most frequently cited psychological factors considered by many to be a key factor for successful performance (Ahmad Fadli et al., 2019). Bandura (1982) stated that in social cognitive theory an individual's degree of self-confidence influences performance both directly and indirectly (Amilin, 2016). The belief that one is normally capable of achieving the desired objective is known as Self Confidence (Biabangard & Esmaeil, 1995). Increase in Self Confidence of self-worth and competency by the reinforcement (Brown et al., 1998)."Self-confidence pertains to a person's perception of their capacity to perform wisely in a given circumstance.to overcome hurdles and make things go right, writes Basavanna (1975) (Ditto & Griffin, 1993). Self-esteem is considered as an emotional response to a general feeling about the self that may be more or less positive, Biabangard defined self-esteem as a general personality trait; and a personal judgment of worthiness (Dheeraj & Shivangi, 2020). Self-esteem can be defined as a value that has information within the self-image of a person and is formed by the person's beliefs about all attributes, aspects and characteristics within him (Goleman, 1995). Individuals with high self-esteem have positive perceptions about themself (Heck &Quclsten, 2008). They are more capable and feel mentally healthier as compared to those who have poor and low self-esteem (Hassan, 2007). Individuals' self-evolution is based on their own perceptions about themselves and the opinion of others also plays an important role (Hilda & Pilar, 2013). It was explored that people have their own ways of interpreting their achievements and failures (Law et al., 2004). People who have high levels of self-esteem perceive things more positively and they rationalized things as compared to those people who have low self-esteem (Mayer et al., 2008).

Saleha Bibi, SirdaSaqlain and Bushra Mussawar (2016), conducted a study on the Relationship between Emotional Intelligence and Self Esteem among Pakistani University Students. The Sample size was 250 students consisting of both males (N=125) and females (N=125). The samples selected a convenient sampling technique. The goal of the study was to assess the correlation between Emotional Intelligence and Self Esteem among Pakistan University Students by using the Emotional Intelligence scale by Wong and law. They used some tests for statistical analysis as correlation analysis, Independent t-test was used. The Results of our study proved that there exists a positive relationship between self-esteem and emotional intelligence among Pakistani University students and it was found that females are more Emotionally Intelligent as compared to university students, there is no statistically significant difference between the self-esteem of men and women.

Pooja Verma and Pubalin Dash (2014), conducted a study on the Gender and Emotional Intelligence of College going students. The sample size was 150 students consisting of both males (N=75) and females (N=75). The samples were selected randomly, by using the "Emotional Intelligence Test" by Hydes & Dethe. Were used some tests for statistical analysis as t-test were used. The results suggested the influence of gender differences on Emotional Intelligence, to realize that girls are higher than boys in Emotional Intelligence.

Monica M and D. G Ramanaiah (2019), conducted a study on the Relationship between Emotional Intelligence and Self Efficacy: A Gender comparison. The sample size was 100. The sample was selected randomly. By using Daniel Goleman's components of Emotional Intelligence and Albert Bandura's factors of Self-efficacy were considered to design the questionnaire. They used some tests for statistical analysis as correlation and t-test were used. The findings indicate that women performed well on the self-awareness, empathy, and

social skills tests. males performed well on the self-management and self-motivation aspects of emotional intelligence.

Samuel O Salami (2010), conducted a study on Emotional Intelligence, Self-efficacy Psychological well Being and Student Attitudes and Implications for Quality Education the Sample size was 240 students, and the sample was selected randomly. By using questionnaires consisting of measures of Emotional Intelligence (EI), self-efficacy, and psychological well-being were used some tests for statistical analysis. This research indicates the need to emphasize positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

Dheeraj Upadhyay, Shivangi Talwar, Shivani Tiwari and Harminder Gujral (2020), conducted a study on Self-confidence as a demeanour to Emotional Intelligence. The sample size was 157. The result reflects there exists a positive relationship when it comes between Self Confidence and Emotional Intelligence.

Ahmad Fadli Amin Hou, Roni Juliansyah and Debora Tambunan (2020), conducted a study on the effect of Self Confidence Moderation on the effect of Emotional Intelligence on Employee Work Stress at PT Orange Indonesia Mandiri Medan. The Sample was selected randomly. They used some tests for statistical analysis. The results showed that Emotional Intelligence had no positive and significant effect on work stress and Emotional Intelligence had no positive and significant effect on work stress through Self Confidence.

METHODS
Sample
The Sample consists of 202 early adulthoods of which 139 of them are Male Students and 63 of them are female students, in the age group of 18-30 years. Purposive sample technique was used to select the students for the current study.

GENDER	Male	Female	TOTAL
NO. OF RESPONDENTS	139	63	202

Objectives of the study
- To investigate the relationship between Emotional Intelligence and Self Confidence.
- To understand and compare the difference level of Emotional Intelligence among Early Adulthood.
- To investigate gender difference in Emotional Intelligence and Self Confidence among Early Adulthood.

Hypotheses of the study
The following hypotheses are reviewed for the current study.
- **H(1)** There is positive relationship between Emotional Intelligence and Self Confidence among Early Adulthood.
- **H(2)** Females are more Emotional Intelligent than males.
- **H(3)** There does not exist gender differences in Self Confidence among Early Adulthood

Procedure
The study was conducted on a sample of 202 early adults among whom 136 are males and 63 are females. The sample for the study was taken using the purposive sample technique.

The required data is collected in a classroom setting. The age limit is from 18-30 years. A good rapport was maintained with the individuals and then the Emotional Intelligence scale by Schutte, 1988 and Self Confidence Inventory by Rekha Gupta, 1971 was given. There is a set of questions in the questionnaire that you should answer correctly. The information given by you will be used only for research purposes and it will be kept strictly confidential. Feel free to ask any questions you may have. With these instructions, the data will be collected and further scoring will be done. Please feel free to enquire about anything. Further, scoring and interpretation were done. The scoring procedure is mentioned in the answer key and the norms. The data obtained is further subjected to analysis.

Tool Used in the Study
The tool used in the study was chosen on the basis of objectivity validity and reliability of the tool. In the current study, the following research tool is used:
i)   Emotional Intelligence Scale
These 33 items comprising of subscales based on the four factors developed by Schutte, (1988). They are as follows: Perception of Emotion, Managing Own Emotions, Managing Others Emotions, Utilization of Emotions, and Utilization of Emotion.

Reliability and Validity - This scale has demonstrated internal consistency between 0.87 and 0.90 and two-week test reliability of 0.78. Validity has been demonstrated, with emotional intelligence scores being related to characteristics such as clarity of feeling, mood repair, optimism, and lack of depressed affect, predicting college student's grades in their first year, differentiating between groups one would expect to differ on Emotional Intelligence and showing evidence of discriminate validity.

Scoring and Interpretation - The test includes a 33 - item self-report a 1 (strongly agree) to 5 (strongly disagree) scale for responses. Each sub-test score is graded and then added together to give the total score for the participant. Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic Emotional Intelligence.

ii)   Self Confidence Inventory
A 59-item scale that measures different effects is present and searches to understand the students really search for their Self Confidence.

Reliability and Validity - In item analysis coefficients were determined for each item by the biserial correlation method and only those items were retained and yielded. 25 or above biserial correlation with the total score. The inventory was also validated by correlating the scores obtained on this inventory with the sores obtained by the subject on Basavannr's (1975) Self-Confidence Inventory. The validity coefficient obtained is .82 which is significant beyond .01 levels.

Method	N	Reliability coefficient	Index of Reliability
Split-Half	362	.91	.95
K-R	200	.89	.94
Tesr-Retest (after one month)	116	.78	.88

Scoring and Interpretation
The inventory can be scored by hand. A score of one is awarded for a response indicative of lack of Self Confidence. For making cross to response to item no 2, 7, 23, 31, 40, 41, 43, 44,

45, 53, 54, 55 and for making cross to response to the rest of the items. Hence, the lower the score, the higher would be the level of Self Confidence and vice-versa.

RESULT AND DISCUSSION

The obtained data is analyzed as below.

Table 1: Relationship between Emotional Intelligence and Self Confidence.

Variable	N	Mean	SD	r
Emotional Intelligence	202	116.42	10.85	-.070
Self Confidence	202	29.57	4.12	

P= <0.05

There was no correlation between the two variables, r =-.070, n= 2020, p=0.000. Table 1 indicates that there was no relation between Emotional Intelligence and Self Confidence with r = -.070, p<0.05 significant level. It was inferred from the r-value that Emotional Intelligence was not related to Self-confidence in early adulthood. Hence the hypothesis, first states that would be a significant positive relation between Emotional Intelligence and self-confidence in early adulthood.

Table 2: Indicating difference between the mean scores of male and female early adulthood on Emotional Intelligence.

Gender	N	Mean	SD	t value	P value
Male	139	117.93	8.51	.003	p<.05
Female	63	113.09	14.29		

As can be seen from table 2, significant differences were found between the mean of male and female early adulthood on the overall scores obtained on Emotional Intelligence (t = .003 p<.05). Result suggests that null hypotheses were rejected, we accept the alternate hypothesis. An Independent sample t-test was used to identify the difference in the level of Emotional Intelligence between males and females. The result suggested the level of Emotional Intelligence male (M=117.93, SD = 8.51) is significantly greater the emotional intelligence of Female (M=113.09, SD = 14.29), t = .003, P<.05.

Table 3: Indicating difference between the mean scores of male and female early adulthood on Self confidence.

Gender	N	Mean	SD	t value	P value
Male	139	29.47	4.16	.594	p<.05
Female	63	29.80	4.06		

As can be seen from table 3, significant differences were not found between the mean scores of male and female early adulthood on the overall scores obtained on Self-confidence (t=.594 p<.05). Result suggests that null hypotheses were accepted. An Independent sample t-test was used to identify the difference in the level of Self Confidence between males and females. The result suggested the level of Self-confidence of males (M=29.47, SD = 4.16) there no is significantly different from the Self Confidence of females (M=29.80, SD=4.06), t = .594, P<.05.

DISCUSSION

The study aimed at the Relationship between Emotional Intelligence and Self confidence in early adulthood, and the results show that there is no relationship between Emotional

Intelligence and Self-confidence. The results show that there is a significant difference in the level of Emotional Intelligence among male and female students. And the results show that there is no significant difference in the level of Self-confidence among male and female students. The above results are not supported by the studies conducted by Saleha Bibi, SirdaSaqlain and Bushra Mussawar (2016) and Dheeraj Upadhyay, Shivangi Talwar, Shivani Tiwari and Harminder Gujral (2020). Proved that three exist a positive relationship between self-esteem and Emotional Intelligence. In a similar study by Pooja Verma and pubalin Dash (2014), Monica M and Dr G Ramanaiah it has been found that Gender differences in Emotional Intelligence, realize that girls are higher than boys in Emotional Intelligence. In another study, Ahmad Fadli, Amin Hou, Roni Juliansyah and Debora Tambunan (2020), rightly observed that there is no significant difference in Self Confidence between the two genders. Henceforth, our findings that there are no relationships between Emotional Intelligence and Self-confidence in early adulthood, looking at the results, are complimentary to the previous studies.

CONCLUSION

There was no relation between Emotional Intelligence and Self confidence. There was a significant difference in the level of Emotional Intelligence among Gender. No significant difference can be found between self Confidences among Gender. The majority of the male students are high Emotional Intelligence. Both males and females have some level of Self-confidence according to this Research.

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Conflict of Interest
The author(s) declared no conflict of interest.

How to cite this article: Sakthivel, K (2023). Relationship between Emotional Intelligence and Self Confidence among Early Adulthood. *International Journal of Indian Psychology*, *11(1),*1375-1383. DIP:18.01.139.20231101, DOI:10.25215/1101.139