

Self-concept and Emotional Intelligence Among Adolescents: A Systematic Review

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ABSTRACT

This review article explores the intricate relationship between self-concept and emotional intelligence among adolescents. Emotional intelligence, encompassing the ability to recognize, understand, and manage emotions, has gained significant attention in psychological literature for its implications on various aspects of human development. Similarly, self-concept, the cognitive and affective representation of oneself plays a crucial role in shaping an individual's behaviours, emotions and interpersonal relationships. This paper synthesizes existing research to elucidate the relationship between self-concept and emotional intelligence during adolescence. It examines how emotional intelligence is related to self-concept, impacting their social competence, academic achievement and overall well-being. Studies aimed at enhancing self-concept and emotional intelligence aiming adolescents also reviewed. Using keywords, nineteen studies have identified. By integrating theoretical frameworks and empirical findings from diverse disciplines, this review provides insights into the complex mechanisms underlying the relationship between self-concept and emotional intelligence in adolescent development. Implications for research, practice and intervention strategies are discussed.

Keywords: *Self-concept, Emotional Intelligence Relationship, Intervention Strategies, Adolescents*

Self-concept and emotional intelligence are the basic pillars of career, relationships and all over personality of adolescents. Many psychologists and philosophers are conducted various research works on it. Self-concept is considered as one of the most important variables of personal well-being (García Pérez, Musitu Ochoa, & Veiga, 2006). Harter defines self-concept as the evaluative judgment of the self, circumscribed to specific domains of life as being: physical appearance, intimate friendship, social acceptance, good behavior, school competition, job competence, and sports competition (Harter, 1988). Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk, 2001).

The term Emotional Intelligence was first introduced by Salovey and Mayer (1990). Emotional intelligence is the ability to understand, perceive, and control our emotions and

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Received: May 09, 2024; Revision Received: May 20, 2024; Accepted: May 24, 2024

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the emotions of others. Employing this ability allows us to direct our emotions and thoughts in a manner that serves the well-being of both the individual and the environment they are part of. According to Salovey and Mayer, genuine intelligence involves adapting emotions to our behaviors. The term emotional intelligence was coined by Salovey and Mayer (1990). Is the ability to perceive, understand and control our emotions and those of others, and use them to guide our thoughts and emotions so that it is beneficial to the individual and the environment to which he or she belongs. Salovey and Mayer argue that it is a genuine intelligence based on the adaptive use of emotions and their application in our behaviors (Fernández-Berrocal & Extremera, 2008; Mayer, Caruso, & Salovey, 1999).

As Mayer and Salovey (1997) aptly put it, "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." According to Salovey and Mayer (1990), perceived emotional intelligence has aspects: attention to feelings, clarity of feelings and mood repair. These elements account for individual variances in how people deal with emotions. The terms "attention to feelings," "clarity of feelings," and "mood repair" refer to people's perceptions of their emotions. Salovey and Mayer's (1990) model of emotional intelligence allows us to explore the meta knowledge of emotional states and, more importantly, how these talents can affect other areas of a person. (Extremera & Fernández Berrocal, 2005). Many research based on Salovey and Mayer's approach showed that emotional intelligence is an essential concept for the development of many cognitive, physical, and social abilities. (Extremera, Durán, & Rey, 2009; Extremera, Salguero, & Fernández-Berrocal, 2011; Jiménez & López-Zafra, 2008; Lopes, Salovey, & Straus, 2003; Martinez-Pons, 1997; Martins, Ramalho, & Morin, 2010; Mayer, DiPaolo, & Salovey, 1990; Salovey, Stroud, Woolery, & Epel, 2002; Salovey, Mayer, & Caruso, 2002).

Adolescence is the developmental period that marks the transition between childhood and adulthood, which includes biological, cognitive, and socio-emotional changes. In this period Emotional intelligence helps adolescents navigate complex social interactions, manage their emotions effectively, and build strong relationships while positive self-concept fosters resilience, self-confidence and a sense of identity during this critical developmental stage, influencing their choices and interactions with others. If adolescents failed to manage and handle these changes it can cause abnormalities (Furqani, Z. A. 2020). Numerous adolescent experiences result in changes to their attitudes and behaviors (Putro, 2017).

This review represents a comprehensive investigation into the relationship between emotional intelligence and self-concept, along with interventions designed to enhance emotional intelligence and self-concept among adolescents.

Objectives

- To systematically review and synthesize existing literature on the relationship between emotional intelligence and self-concept among adolescents.
- To evaluate the effectiveness of interventions aimed at enhancing emotional intelligence and self-concept among adolescents.

METHOD

Medline, PsycINFO and Google Scholar database were searched for studies investigating the relationship between emotional intelligence and self-concept and examining the effect of intervention on emotional intelligence and self-concept in adolescent populations. Searches

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were conducted using the following keywords: emotional intelligence, self-concept, relationship, intervention and adolescents.

Studies were included that met the following criteria:

1. They were based on the relationship between emotional intelligence and self-concept among adolescents.
2. They were intervention-based studies aimed at enhancing emotional intelligence and self-concept among adolescents.
3. They measured emotional intelligence and self-concept.
4. The studies specifically targeted adolescents, therefore excluding research involving adult populations.

DISCUSSION

Self-Concept and Emotional Intelligence Relationship

The researcher identified 11 studies that investigated the relationship between emotional intelligence and self-concept among adolescents and 8 studies targeting intervention to enhance emotional intelligence and self-concept among adolescents.

Emotional intelligence and self-concept are intertwined, with each influencing and reinforcing the other. The research conducted employed a sample comprising 399 adolescents, among whom 263 were female students and 136 were male students attending a high school located Buenos Aires City, Argentina. Trait Meta-Mood Scale was used to assess the perceived emotional intelligence through three dimensions: attention to feelings, clarity of feelings, and mood repair and self-concept of adolescents were assessed with the help of Self Perception Profile for Adolescents (SPPA, Hartter, 1998; Adaption: Facio et al., 2006). Results showed that paying attention to feelings was associated with close friendships, mood repair and feeling clarity were related to self-esteem and different aspects of self-concept (Calero, Barreyro & Injoque-Ricle, 2018).

A strong foundation of emotional intelligence contributes to a positive self-concept, while a positive self-concept enhances emotional intelligence by providing a stable and confident platform for navigating emotions and social interactions. The study used a survey strategy and descriptive research methodology. The nature of the current investigation is quantitative. Emotional Intelligence Scale (EIS) by Dr. Arun Kumar Singh and Dr. Shruti Narain and Self-concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat were used in this study. The current study investigated totally positive association between high school students' self-concept and emotional intelligence in regard to a number of demographic factors (Mohanty and Pandey, 2023). The research identified four emotional intelligence profiles among adolescents, varying in Attention, Clarity and Repair dimensions. Adolescents with high overall emotional intelligence and low attention but high repair scores exhibited the most positive self-concept across domains. These findings highlight the nuanced relationship between emotional intelligence profiles and self-concept in adolescents (Martínez-Montegudo et al., 2021). The study aimed to investigate the relationship between emotional intelligence and self-esteem among adolescents found a significant positive correlation between emotional intelligence and self-esteem. The results of this study suggest that emotionally intelligent adolescents, adept at recognizing and managing their emotions, often exhibit greater self-awareness. This heightened emotional acumen contributes to a positive self-perception (Kaur & Maheshwari, 2015).

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In addition, Emotional intelligence and various dimensions of self-concept i.e. 'physical', 'social', 'temperamental', 'educational' and 'intellectual' are also found to be correlated. A study by Kumar investigated relationship between emotional intelligence and self-concept among XI class students. For measuring the emotional intelligence, Mangal Emotional Intelligence Inventory (MEII) by Dr. S. K. Mangal was used and to measure self-concept, Self-concept questionnaire (SCQ) by Dr. Raj Kumar Sarswat was administered. Results of this study also showed that Emotional intelligence is correlated with various dimensions of self-concept: physical, social, temperamental, educational, and intellectual (Kumar, 2016). There is a perfect positive relationship found between self-concept and emotional intelligence of Higher Secondary School Students. This study also shows that in the case of all the demographical variables like gender and school location, there is a significant and positive relationship between these two variables. High self-concept often indicates a positive self-perception and confidence, which may contribute to enhanced emotional intelligence. Individuals with a strong sense of self tend to be more self-aware, empathetic, and adept at managing their emotions, leading to higher emotional intelligence. Thus, a positive correlation between self-concept and emotional intelligence can be anticipated, suggesting that a favourable view of oneself may facilitate the development of emotional intelligence skills. Relationship between Emotional Intelligence and self-concept among High School Students (Koneri & Roopmala, 2017).

A study that explored the difference between emotional intelligence and self-concept among students and this study found the difference between emotional intelligence and self-concept between male and female adolescent students. The study explored the difference between male and female students on emotional intelligence and self-concept. To measure emotional intelligence and self-concept among adolescents, Self-concept Questionnaire by Dr. Raj Kumar Saraswat and Mangal's Emotional Intelligence Inventory were used and the result of study showed that female students possessed higher level of emotional intelligence than the male students (Singh N. & Singh A., 2012).

Adolescents displaying high scores across all components of emotional intelligence often exhibit a positive mood and possess the ability to effectively regulate negative emotions in challenging circumstances. This capacity facilitates the cultivation of a well-adjusted self-concept and self-esteem (Barragán Martín AB et al., 2021).

A study investigates how emotional intelligence measured as both an ability (AEI) and trait (TEI) influences responses to acute social stress in older adolescents. Through two studies involving eye movement analysis, mood assessment, and heart rate monitoring, it explores how emotional intelligence moderates' attention allocation to emotion and psychological and physiological reactivity. The findings indicate that higher TEI, but not AEI, may mitigate physiological stress responses, offering protection against allostatic overload. However, better emotion perception, rather than TEI, predicts attention toward positive stimuli when stressed. These preliminary results suggest that while TEI and AEI contribute differently to stress regulation mechanisms, higher AEI may not always be adaptive for adolescents facing social stressors (Lea, Davis, Mahoney & Qualter, 2023).

There is a review study that showed emotional intelligence is an important aspect in adolescence and emotional intelligence significantly affect adolescents' behavior (Furqani, 2019). In another study, Emotional Intelligence Scale by Anukool, Sanjyot and Dhar. Self-Concept Scale (SCS) by Dr. Raj Kumar Saraswat were used to assess emotional intelligence and self-concept respectively. This study included the total sample of 100 adolescent

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students in which 50 were boys and 50 were girls. Mean, Standard deviation, t-ratio and coefficient of correlation were used for analyzing data. A relationship between emotional intelligence and self-concept were found in this study (Sunaina, 2018).

Extensive literature has focused on the relationship between emotional intelligence and self-concept and found that both constructs contribute to overall psychological well-being and adaptive functioning.

Effectiveness of Interventions on Self-concept and Emotional Intelligence

Numerous studies have highlighted the importance of interventions aimed at enhancing emotional intelligence and self-concept among adolescents. These interventions not only enhance emotional resilience but also contribute to the development of a strong and adaptive self-concept, which is essential for healthy psychosocial functioning.

During the recent years, researchers have conducted numerous intervention studies targeting enhancement of emotional intelligence and self-concept among adolescents. These interventions employed different approaches, ranging from cognitive-behavioral techniques to mindfulness-based practices, aimed at equipping adolescents with the skills necessary to recognize, understand, and regulate their emotions effectively and improve their self-concept.

Meta analysis reviewed found that intervention on physical activity alone is correlated with enhanced self-concept and self-worth among children and adolescents. There is a stronger relationship with school-based and gymnasium-based intervention compared with another settings Liu M, Wu L, & Ming Q. (2015).

Enhancing self-concept development could help adolescents for improving their chances of selecting a suitable major. To Address this issue, a study investigated how participating in a gap year program with a focus on developing a naturalistic self-concept influence both behavioral and neural aspects of self-evaluation. This study also explored the potential long-term impact on making decisions regarding future education. Lab visits before, during, and after training, using MRI scans to assess self-evaluations across various domains were conducted. Participants also completed questionnaires on self-esteem and self-concept clarity and results of this study showed enhancement in Self-concept clarity, self-evaluation, and self-esteem during training. Lower pre-training medial prefrontal cortex activity correlated with greater self-esteem improvement investigated by Van der Aar. In this study, post-training, medial prefrontal cortex activity increased for positive trait evaluation and improved self-concept clarity and social self-evaluations predicted better social adjustment and academic performance. Study suggested that late adolescents can modify their self-concept, with prefrontal cortex activity influencing positive self-evaluations and self-concept clarity predicting future educational success (Van der Aar et al. 2022).

Another study aimed to enhance the self-concept of children in conflict with the law at Children's Social Home X through psychoeducational interventions. The psychoeducational intervention comprised material presentations, group discussions, games, and activities conducted over three sessions, each lasting one hundred minutes. Results indicated a significant increase in self-concept following the psycho-educational intervention (Pratiwia and Widyarini 2021). Similarly, a study applied a naturalistic self-concept training program for adolescents to enhance emotional intelligence. The training program consists of multiple projects spread throughout the year, each focusing on self-discovery and personal growth.

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Examples include "Project me," exploring individual traits and goals with a coach, and "Project me and the world," challenging participants to step out of their comfort zone during a 6-week travel period. Sessions occur three days per week in groups of up to 30 adolescents, with three coaches guiding each group. Individual support from study advisors and coaches is also available. Study showed the enhancement of emotional intelligence among adolescents (Van der Aar, L.P.E., Peters, S., Becht, A.I. et al., 2022).

A study in Spain explored the effect of school based emotional intelligence intervention programme. Intervention took place for sixteen weeks, with a one-week interval between sessions. Intervention programme was conducted by three psychologists and teacher. The EDI program is a school-based emotional intelligence initiative in Spain targeting children aged 10 to 12. Conducted over two academic years by three psychologists with teacher involvement, it utilizes a journey with a comic character, EDI, to explore emotions. The program employed various techniques including psychophysical, psychodrama, and cognitive-behavioral methods, alongside activities like storytelling, group discussions, and music therapy and found an improvement in emotional intelligence among adolescents (Maria-Josh Cantero, Raquel Banuls & Paz Viguer., 2020). Similarly, a study showed that emotional intelligence and mindfulness were related to many of the variables measured by the instruments and found that good mindfulness competence was particularly related to having a good general level of the emotional intelligence trait, and to many of the assessed social and emotional variables Rodriguez-Ledo C., (2018).

A study conducted social skills development training intervention programme showed an improvement in adolescents' psychological resilience and emotional intelligence level. Impact of Life Skills Intervention Training on Emotional Intelligence of College Adolescents also enhanced the emotional intelligence among adolescents. The study aimed to address a gap in emotional intelligence research by investigating the impact of an intervention program on college adolescents' emotional intelligence. The study conducted a pre-post-test design and included 60 college students aged 18 to 20 years, comprising both males and females. Pre and post-tests were conducted using the Generalized Self Efficacy Scale, Sevenfold Emotional Intelligence Scale, and Cooper Smith Self Esteem Inventory. Participants scoring low on test norms were selected for a three-month EQ development program. The emotional intelligence score increased in post-test. This study investigated the effectiveness of the program in enhancing emotional intelligence among college students (Kaur, 2011). Additionally, a study by Esin Cerit and Nuray Simsek found that education programme improved adolescents' emotional intelligence level. Experimental research designed was used and a total of 70 students were assigned to the control group in which 36 students assigned to intervention group and 34 were assigned to control group. Resilience scale and emotional intelligence evaluation scale was used to collect the data before an intervention and 34 students were assigned to control group. The results of this study found a positive effect of training intervention programme on improving emotional intelligence levels and psychological resilience. (Esin Cerit and Nuray Simsek., 2021).

Finally, it can be stated that an intervention to enhance emotional intelligence and self-concept studies have explored many strategies to enhance these variables among adolescents which is clear from the given studies.

CONCLUSION

This review is centered on examining the relationship between emotional intelligence and self-concept and interventions aimed at enhancing emotional intelligence and self-concept in

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adolescents. The primary objective of this study was to offer insights into the current status of the field and provide suggestions for future research directions. This review represents a comprehensive investigation into the relationship between emotional intelligence and self-concept, along with interventions designed to enhance emotional intelligence and self-concept among adolescents.

Eleven studies were identified that explored the relationship between emotional intelligence and self-concept among adolescents and to measure this relationship, psychological tests such as Trait Meta-Mood Scale, Self-Perception Profile for Adolescents were used to assess emotional intelligence and self-concept among adolescents. These are the studies showed that there is strong relationship between emotional intelligence and self-concept. Eight studies aimed at enhancing emotional intelligence and self-concept were investigated. These studies used the different strategies and techniques to enhance emotional intelligence and self-concept among adolescents.

The studies reviewed conducted in specific cultural contexts which may limit the generalizability of their findings to other cultural or geographic settings. It would be important to consider the cultural diversity of the participants and replicate the interventions in different cultural contexts to assess their effectiveness across diverse populations. While some studies mention the duration of interventions (e.g., sixteen weeks with one-week intervals), the effectiveness of interventions might vary based on their duration. Longer-term follow-up assessments could provide insight into the sustainability of the effects observed. Addressing these limitations in future research would strengthen the evidence base and provide more robust insights into the relationship between emotional intelligence, self-concept, and interventions aimed at enhancing these constructs among adolescents.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process. The author also expresses her sincere gratitude to Kavayitri Bahinabai Chaudhar North Maharashtra University, Jalgaon for the financial assistance provided to the Minor Research Project under Vice Chancellor Research Motivational Scheme (VCRMS). This research paper is based on the studies conducted for this project.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Salunkhe, R.B. (2024). Self-concept and Emotional Intelligence Among Adolescents: A Systematic Review. *International Journal of Indian Psychology*, 12(2), 2193-2200. DIP:18.01.188.20241202, DOI:10.25215/1202.188