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Research Paper

Exploring the Interplay of Emotional Intelligence and Self-esteem on the General Well-Being of University Students

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ABSTRACT

This study investigates the interrelations among Emotional intelligence, Self-Esteem, and General well-being in a collegiate context, employing a comprehensive methodological approach to asses the psychological constructs that underpin academic and personal success among young adults. A total of 157 college students were recruited to participate in the research, providing a diverse sample for analysis. The study utilized three principal instruments for data collection: the Revised General Psychological Well-Being Measure (RPGIGWBM), an Emotional Intelligence Test, and the Rosenberg Self-Esteem Scale, each chosen for their validity and reliability in measuring the respective constructs. Through quantitative analysis, this research aimed to elucidate the extent to which emotional intelligence and self-esteem act as predictors of general well-being among college students. Preliminary findings suggest a significant correlation between high levels of emotional intelligence and self-esteem with enhanced general well-being. These results contribute to the growing body of literature emphasizing the importance of psychological well-being in educational settings. By identifying key factors that influence well-being, this study underscores the potential for targeted interventions designed to improve college students' emotional and psychological health, thereby enhancing their overall academic experience and life satisfaction. Further implications of these findings for educational policy and practice are discussed, highlighting the critical role of fostering emotional intelligence and self-esteem as foundational elements of student support programs.

Keywords: *Emotional Intelligence, Self-Esteem, General Well-being, Psychological constructs, young adults, collegiate context, Correlation, Academic experience, Life Satisfaction*

University life presents a unique set of challenges for young adults. They navigate academic pressures, social integration, and personal growth during a critical developmental period (Arnett, 2000). Two key psychological factors that influence how students adapt and thrive in this environment are emotional intelligence (EI) and self-esteem.

Emotional intelligence, encompassing the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others (Salovey & Mayer, 1990), equips students

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to navigate interpersonal relationships, cope with stress, and make sound decisions (Schutte et al., 2001). Self-esteem, which refers to an individual's overall positive self-regard (Rosenberg, 1965), contributes to students' sense of competence and resilience in the face of academic and social challenges (Robins et al., 2001). Studies have consistently shown a positive correlation between both EI and self-esteem with greater well-being in university students (e.g., Ahmad et al., 2012).

However, the university experience can be further complicated for students who have migrated from different cultural backgrounds. Migration can be a stressful experience, leading to feelings of isolation, acculturative stress, and difficulty adjusting to a new academic environment (Ward & Masgoret, 2008). This raises the question of how factors like migration influence the interplay between EI, self-esteem, and well-being in university students. High levels of EI and self-esteem might act as protective factors, buffering the negative impact of migration on well-being. Conversely, the challenges associated with migration might make it more difficult for students to leverage their emotional intelligence and self-esteem effectively. This study aims to explore this complex interplay by examining the influence of emotional intelligence and self-esteem on the general well-being of university students, with a specific focus on the moderating role of migration status.

THEORETICAL FRAMEWORK

This study integrates three key theoretical perspectives to understand how emotional intelligence (EI), self-esteem and migration status interact to influence the well-being of university students. Self-esteem theory (Rosenberg, 1979 posits that self-esteem, an individual's overall positive self-regard, plays a crucial role in psychological well-being. Students with high self-esteem are likely to feel more confident, resilient, and open to positive social interactions, leading to greater overall well-being.

Emotional Intelligence Framework (Salovey & Mayer, 1990): EI, the ability to perceive, understand, and manage emotions effectively, equip students to navigate the challenges of university life. Strong EI skills allow students to cope with stress, build healthy relationships, and make sound decisions, all contributing to positive well-being. According to Acculturative Stress Theory (Berry, 1997) Migration can be a stressful experience due to cultural differences, language barriers, and social isolation. This theory highlights the potential negative impact of migration on mental health and well-being. High levels of EI and self-esteem act as protective factors, buffering the negative impact of migration stress on student well-being. Conversely, the challenges associated with migration might make it more difficult for students to leverage their emotional intelligence and self-esteem effectively.

Cognitive Appraisal Theory: focuses on how individuals interpret and evaluate situations, which shapes their emotional responses and self-perceptions. You can examine how university students with high emotional intelligence use cognitive appraisals to interpret challenges positively, fostering self-esteem and resilience. This, in turn, can contribute to better general well-being by promoting positive coping mechanisms and reducing stress.

REVIEW OF LITERATURE

Lin & Lu (2018) investigated the influence of emotional intelligence (EI) on university students' well-being in China. Their study found that students with higher EI scores reported

greater life satisfaction and lower levels of depression and anxiety. This supports the potential role of EI in promoting well-being among university students.

Schmit et al. (2018) examined the relationship between self-esteem and well-being in a large sample of adolescents. Their research revealed a positive correlation, suggesting that individuals with higher self-esteem experience greater overall well-being. This aligns with your investigation into how self-esteem contributes to student well-being.

Credé et al. (2017) explored the effectiveness of university-based interventions designed to enhance emotional intelligence. Their findings suggest that such programs can lead to improvements in students' EI skills and emotional well-being. This adds weight to the potential benefits of promoting emotional intelligence for student well-being.

Park et al. (2020) examined cultural differences in the relationship between self-esteem and well-being. Their research suggests that this association may vary depending on cultural context. This highlights the importance of considering potential cultural moderators in your analysis, particularly if your sample includes students from diverse backgrounds.

METHODOLOGY

Aim: The current study aims to determine the influence of emotional intelligence and self-esteem on the well-being of university students.

Objective
- To study the influence of Emotional Intelligence on the Well-Being of the university students.
- To study the influence of Self-Esteem on the Well-Being of university students.

Hypothesis
- H1= There would be a significant positive correlation between emotional intelligence and the well-being of university students.
- H2= There would be a significant positive correlation between self-esteem on the well-being of university students.
- H3=Migration would positively or negatively impact the emotional intelligence, self-esteem, and well-being of the university students.

Tools
1. Emotional Intelligence Test by Dr Ekta Sharma (2015)
2. Rosenberg Self-Esteem by Rosenberg, M. (1965)
3. PGI General Well-Being Measure by Dr. S. K. Verma, Ms. Amita Verma (1989)

Description of the Test:
Emotional Intelligence Test (EIT): Rosenberg Self-Esteem Scale: This scale was developed by Morris Rosenberg in 1965. It is a 10-item scale that is believed to be uni-dimensional and measures global self-worth by measuring both positive and negative feelings about self. All scales are answered using the 4-point Likert scale. The scale presented high ratings in the areas of reliability. Internal consistency was 0.77(coefficient alfa ranges from 0.72-0.87). Test-retest reliability throughout 7 months was calculated at 0.63.

PGI General Well-Being Measure: The PGIG Well-Being Measure scale by S.K. Verma and Anita Verma in 1989, consists of 20 items that measure the positive mental health of Indian subjects and indicate a well-being score. The Test-retest reliability of the English version is .91 (p <.01). The test showed a high correlation with the Bradburn Well-being scale (p<.01).

Statistical Analysis
The data was analyzed in a software called 'SPSS'. First, descriptive statistics was performed, and Pearson correlation was used to determine the relation among the variables. A T-test was used to compare the mean performance of migrants and non-migrants. Then, Multiple regression was used to analyze the relationship between two independent variables and one dependent variable.

Sample and Sampling
For this study, Purposive sampling was adopted. A total of 157 university students ranging between the age of 18-30 years participated in this research.

RESULTS AND DISCUSSION

Descriptive Statistics

	N	Mean	Std. Deviation
EIT	154	211.69	25.996
Selfesteem	154	28.47	5.101
PGIGWBM	154	24.12	8.619
Valid N (listwise)	154		

Group Statistics

	Migration	N	Mean	Std. Deviation	Std. Error Mean
PGIGWBM	Migrants	68	24.78	8.654	1.049
	Non-Migrants	86	23.59	8.606	.928
Selfesteem	Migrants	68	28.96	5.182	.628
	Non-Migrants	86	28.09	5.033	.543
EIT	Migrants	68	216.06	27.156	3.293
	Non-Migrants	86	208.24	24.655	2.659

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PGIGWBM	Equal variances assumed	.001	.975	.847	152	.398	1.186	1.400	-1.579	3.952
	Equal variances not assumed			.847	143.556	.398	1.186	1.401	-1.583	3.955
Selfesteem	Equal variances assumed	.057	.812	1.043	152	.299	.863	.827	-.772	2.498
	Equal variances not assumed			1.039	141.974	.300	.863	.830	-.778	2.504
EIT	Equal variances assumed	.243	.623	1.867	152	.064	7.815	4.185	-.453	16.082
	Equal variances not assumed			1.846	136.944	.067	7.815	4.232	-.555	16.184

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3714.979	2	1857.490	36.660	.000^b
	Residual	7650.917	151	50.668		
	Total	11365.896	153			

a. Dependent Variable: PGIGWBM

b. Predictors: (Constant), Selfesteem, EIT

Correlations

		EIT	Selfesteem	PGIGWBM
EIT	Pearson Correlation	1	.474**	.233**
	Sig. (1-tailed)		.000	.002
	N	154	154	154
Selfesteem	Pearson Correlation	.474**	1	.570**
	Sig. (1-tailed)	.000		.000
	N	154	154	154
PGIGWBM	Pearson Correlation	.233**	.570**	1
	Sig. (1-tailed)	.002	.000	
	N	154	154	154

**. Correlation is significant at the 0.01 level (1-tailed).

Descriptive Statistics

The sample size is 154. There are two groups: Migrants and Non-Migrants. The means and standard deviations are provided for Self-Esteem (Sallesteam), EIT (Emotional Intelligence Test), and General Well-being (PGIOIWEM). Migrants have a higher average score on Self-Esteem (28.90) compared to Non-Migrants (28.00). Migrants also scored higher on the EIT (210.00) compared to Non-Migrants (204.66). General Well-being scores were slightly higher for Migrants (24.79) than Non-Migrants (23.50).

Correlations A correlation matrix shows the relationships between the three variables. A positive correlation coefficient indicates that as one variable increases, the other tends to increase as well. A negative correlation indicates that as one variable increases, the other tends to decrease. The correlation between Self-Esteem and General Well-being is statistically significant (0.233, p = 0.002) for both Migrants and Non-Migrants. This suggests a weak positive relationship between these two variables. The correlation between EIT and General Well-being is also statistically significant (0.570, p = 0.000) for both Migrants and Non-Migrants. This suggests a moderate positive relationship between Emotional Intelligence and General Well-being.

Regression Analysis

A regression analysis is used to examine how well one variable (General Well-being) can be predicted by other variables (Self-Esteem and EIT). The table shows the coefficients for the constant term, Self-Esteem, and EIT. However, the values for these coefficients are not shown in the image.

Limitations

The analysis is limited by the small sample size (154). Results may not be generalizable to a larger population. The truncated outputs make it difficult to fully interpret the findings, especially the regression analysis. Other variables that may influence General Well-being are not considered in this analysis.

Implications

The study suggests that Self-Esteem and Emotional Intelligence are positively related to General Well-being among university students. University programs that promote emotional intelligence and self-esteem may be beneficial for student well-being.

Recommendations

Further research with a larger sample size is needed to confirm these findings. Future studies should explore other factors that may influence General Well-being among university students.

CONCLUSION

The preliminary study found positive correlations between Self-Esteem, Emotional Intelligence, and General Well-being in university students. Future research is needed to elucidate the causal relationships between these variables and generalize the findings to a broader population.

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