

## Emotional Intelligence and Self-Confidence Among College Students in Mizoram

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### ABSTRACT

This study focuses on determining the emotional intelligence and self-confidence of college students in Champhai district, Mizoram. The study was carried out in a descriptive method. Emotional Intelligence Scale developed by Dr. Arjun Kumar Singh and Dr. Shruti Narain was used to find out the levels of emotional intelligence and Self-Confidence Scale (SCS-GMLB) developed by Dr. Madhu Gupta & Bindiya Lakhani was used to find out the levels of self-confidence. The study employed simple random technique for collecting data, and it comprised of 100 college students from Government Champhai College. A statistical technique such as percentage, means, standard deviations, ranges, z-score, and Pearson's Product-Moment was employed to quantify the degree and direction of the linear association between two variables. This study investigates the levels of emotional intelligence (EI) and self-confidence among college students in Champhai district, as well as their relationship. Findings reveal that 68% of students exhibit average EI, while 38% report slightly below-average self-confidence. Statistical analysis ( $r = -0.0189$ ,  $p = .085$ ) indicates no significant correlation between EI and self-confidence, suggesting these traits develop independently. The study highlights the need for targeted interventions to enhance both EI and self-confidence, emphasizing their distinct roles in student well-being and academic success.

**Keywords:** *Emotional Intelligence, Self-Confidence, College students*

In recent years, emotional intelligence (EI) has emerged as a significant area of study in psychology and education, widely acknowledged as a crucial element for personal and professional success. According to Salovey and Mayer (1990), "Emotional intelligence is the capability to identify, comprehend, manage, and use emotions in one-self and others." Unlike traditional intelligence, which centres on cognitive skills, EI highlights emotional consciousness, self-regulation, understanding, and interpersonal abilities.

At the same time, self-confidence-defined as the trust individuals place in their own abilities and decisions-has been acknowledged as essential for psychological health and effective performance (Bandura, 1997). People with high self-confidence typically show greater motivation, resilience, and problem-solving capacity. Although self-confidence often related

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to actual competence, it is also deeply shaped by emotional states and social interactions, which are closely tied to emotional intelligence.

Recent studies point to a strong connection between EI and self-confidence. Those with well-developed emotional intelligence often display greater self-assurance, enhanced social skills, and healthier ways of dealing with stress, all of which contribute to a more positive self-image (Mayer, Caruso, & Salovey, 2016; Schutte et al., 2002). For instance, individuals with high EI are better at managing negative feedback, staying calm under stress, and maintaining emotional balance – qualities that help reinforce a confident mindset. In educational contexts, emotionally intelligent students frequently perform better academically, experience healthier peer relationships, and show greater self-esteem (Petrides et al., 2004), highlighting the role EI plays in promoting confidence and personal growth.

With these associations in mind, this study aims to investigate the link between emotional intelligence and self-confidence, seeking to understand how emotional competencies support individuals' belief in themselves. The findings may contribute valuable insights to educational, organizational, and therapeutic practices where building both emotional skills and self-confidence is critical.

### *Importance of Emotional Intelligence and Self-Confidence for college students*

As this paper explores the emotional intelligence and self-confidence of college students, it is essential to consider certain aspects when nurturing these qualities. These factors play a significant role not only in academic success but also in personal growth, social interactions, mental health, and readiness for future careers.

- **Academic performance and motivation:** College success requires more than intelligence it takes focus, resilience, and teamwork. Emotional intelligence helps students manage stress, stay motivated, and recognize when to adjust their approach (Parker et al., 2004). Self-confidence drives academic effort, encouraging students to set goals, participate, and persist despite challenges.
- **Mental health and stress management:** College life can be emotionally challenging due to academic pressure, financial stress, and social adjustments. Emotional intelligence helps students manage their emotions, lowering the risk of anxiety and burnout (Schutte et al., 2007). Self-confidence also boosts resilience, helping them recover faster from setback.
- **Social relationships and communication skills:** College involves forming friendships, participating in group projects, and networking for future opportunities. Emotional intelligence enhances empathy, communication, and conflict resolution, making students more collaborative and respected. Self-confidence helps them express themselves, assert their needs, and establish their identity in social settings.
- **Leadership and career readiness:** Employers increasingly seek graduates who not only possess technical comprehension but also strong “soft-skills” such as teamwork, adaptability, and emotional regulation. Emotional intelligence is a strong analyst of leadership potential and workplace success (Goleman, 1998) Students who demonstrate high EI are more likely to take on leadership roles in clubs, student organizations, and internships. Likewise, self-confidence prepares students for job interviews, presentations, and professional decision-making. Together, these qualities help students transition smoothly from academic life to the demands of the workplace.

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- **Personal growth and identity formation:** College is a critical stage in forming one's personal values, goals, and identity. Emotional intelligence helps students reflect on their experiences, learn from mistakes, and develop a deeper common sense of self-awareness. Meanwhile, self-confidence empowers them to explore new opportunities, challenge societal expectations, and define success on their own terms. Both EI and self-confidence are crucial for navigating the emotional complexities of adulthood with maturity and purpose.

### REVIEW OF RELATED LITERATURE

Emotional intelligence (EI) and self-confidence are critical psychological constructs that influence academic performance, social adaptation, and mental well-being in college students. This review synthesizes recent literature on EI and self-confidence, focusing on their impact on academic achievement, stress management, interpersonal relationships, and resilience.

Emotional intelligence, defined as the ability to perceive, understand, and regulate emotions (Mayer et al., 2016) has been extensively studied in education settings. Recent findings suggest that students with a higher emotional intelligence exhibit better academic performance due to improved stress management and motivation (MacCann et al., 2020).

**Begum (2020)** investigated the influence of Emotional Intelligence (EI) and academic disciplines on self-esteem among college students in Agra, India. The study revealed a statistically significant positive correlation between EI and self-esteem, while academic streams showed no notable impact on self-esteem levels.

**Duran et al. (2006)** analyzed the contribution of Emotional Intelligence to psychological well-being in undergraduate students across Spain, Mexico, Portugal, and Brazil. Their findings indicated that specific EI components—emotional clarity and regulation—uniquely predicted life satisfaction and mental health outcomes, even after accounting for general self-efficacy. These results underscore the potential benefits of integrating EI development programs into educational curricula.

**Selvan & Vijayan (2021)** explored the association between emotional intelligence and self-esteem in a sample of 177 young adults from diverse regions of India. Their research confirmed a strong positive relationship between these variables, while further analysis showed no significant variations in EI or self-esteem based on gender.

**Salthivel (2023)** study examined the correlation between emotional intelligence and self-confidence among young adults and found that there was no significant correlation between emotional intelligence and self-confidence among the college students.

A longitudinal study by Sanchez-Alvarez et al., (2020) found that EI significantly predicted lower academic burnout, particularly in high-pressure disciplines such as medicine and engineering.

Additionally, EI enhances interpersonal relationships. Research indicates that students with strong emotional intelligence skills — such as compassion and disagreement resolution—experience more positive peer interactions (Serrat, 2017). A meta-analysis by Kong et al. (2022) deep-rooted that emotional intelligence correlates with higher social competence, reducing loneliness and improving group collaboration.

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Self-confidence, defined as belief in one's abilities (Bandura, 1997), has been linked to academic persistence and engagement. Recent studies show that confident students are further likely to participate in class, seek educational support, and set challenging goals (Honicke & Broadbent, 2019). A study by Yusufov et al. (2023) found that self-confidence mediates the relationship between motivation and academic achievement, particularly in STEM fields.

Moreover, self-confidence serves as a buffer against academic stress. Research by Ahmed et al. (2021) demonstrated that students with higher self-confidence recover more quickly from setbacks, exhibiting greater resilience. This aligns with findings that self-efficacy—a related construct—predicts lower dropout rates (Zajacova et al., 2022).

### *The Interplay Between EI and Self-Confidence*

Emerging research highlights the synergistic relationship between EI and self-confidence. Schutte et al. (2021) reveals that students with a high emotional intelligence develop stronger self-confidence through better emotional regulation and coping strategies. Conversely, self-confidence enhances EI by encouraging assertive communication and leadership in group settings (Parker et al., 2020).

A notable study by Gilar-Corbi et al. (2023) revealed that interventions combining EI training and confidence-building exercises significantly improved students' academic and social outcomes. These findings suggest that universities should integrate EI and confidence development into student support programs.

Emotional intelligence enhances emotional regulation and social skills, while self-confidence fosters academic resilience and proactive learning. Future studies should explore culturally specific EI models and longitudinal effects of confidence-building interventions.

### *Rationale of the study*

Research on emotional intelligence (EI) and self-confidence among college students is essential as these factors significantly influence academic achievement, psychological well-being, and professional development. Students with higher EI demonstrate better stress management, conflict resolution, and interpersonal skills, which contribute to improved academic performance and classroom engagement (Gilar-Corbi et al., 2023). Similarly, self-confident learners are more likely to participate actively in discussion, set ambitious goals, and persist through academic challenges (Honicke & Broadbent, 2019). Beyond academics, these competencies play a critical role in mental health, as EI helps regulate emotions and mitigate anxiety, while self-confidence reduces vulnerability to stress and dropout tendencies (Zajacova et al., 2022). From a career perspective, employers increasingly value EI-related skills like teamwork and adaptability, alongside confidence-driven traits such as leadership and decision-making (Bandura 1997; Yusufov et al., 2023). Furthermore, investigating these attributes helps identify at-risk populations, enabling institutions to implement targeted interventions like counseling services or EI training programs. Importantly, research also challenges assumptions, as this study revealed no significant correlation between emotional intelligence and self-confidence, suggesting they require distinct developmental approaches. Ultimately, such studies equip colleges to nurture well-rounded graduates prepared to thrive academically, emotionally, and professionally in an increasingly complex world.

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### *Focus of the Study*

#### *Objectives*

- To find out the levels of emotional intelligence among college students in Champhai district, Mizoram
- To find out the levels of self-confidences among college students in Champhai district, Mizoram
- To find out the relationship between emotional intelligence and self-confidence among college students in Champhai district, Mizoram

#### *Hypothesis*

H<sub>0</sub>: There is no significant correlation between emotional intelligence and self-confidence among college students in Champhai district.

H<sub>1</sub>:  $\rho = 0$  (where  $\rho$  represents the population correlation coefficient)

## **METHODOLOGY**

The study is largely descriptive in nature. It employed a descriptive survey method. Analysis of data was done through quantitative method.

#### *Population and Sample of the study*

The population of the study includes all the college students in Champhai district. Samples of 100 students were drawn out from the college students using random sampling technique.

#### *Tools used for data collection*

Emotional Intelligence Scale developed by Dr. Arjun Kumar Singh and Dr. Shruti Narain was used to find out the levels of emotional intelligence and Self-Confidence Scale (SCS-GMLB) developed by Dr. Madhu Gupta & Bindiya Lakhani was used to find out the levels of self-confidence.

#### *Statistical techniques used for data analysis*

A statistical technique such as percentage, means, standard deviations, ranges, z-score, and Pearson's Product-Moment was employed to measure the strength and direction of linear relationship between two continuous variables, emotional intelligence and self-confidence. The data is analyzed and interpret both qualitatively and quantitatively. Analysis of data was done in accordance with the objectives and presented accordingly:

## **RESULTS**

*Table 1: Levels of Emotional Intelligence*

Range of scores	Interpretation	Responses in percentage (n=100)
20 or less	Low emotional intelligence	18 %
21 to 26	Average emotional intelligence	68 %
27 and above	High emotional intelligence	14 %

Table 1 reveals that 18% of the college students in Champhai district have low emotional intelligence; 68% of them have average emotional intelligence, and 14% of the college students have high emotional intelligence.

The majority (68%) of the college students falls in the average level of emotional intelligence due to various factors. College students are among the transitional phase marked

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by significant physical, emotional, and social changes. During these stages, each individual may still be developing their emotional intelligence. Environmental and social factors (social media influence, lack of emotional support, stress and pressure), individual differences (personality traits, life experiences), and limited emotional intelligence training – lack of formal education and informal learning may be the reasons why there are many college students who had average levels of emotional intelligence.

**Table 2: Levels of Self-confidence**

Range of scores (z score)	Interpretation	Responses in percentage (n=100)
$z \leq -2$	Very low self-confidence	2 %
$-2 < z \leq -1$	Below average self-confidence	12 %
$-1 < z \leq 0$	Slightly below average self-confidence	38 %
$0 < z \leq 1$	Slightly above average self-confidence	32 %
$1 < z \leq 2$	Above average self-confidence	14 %
$z > 2$	Very high self-confidence	2 %

Table 2 reveals that 2% of the college students in Champhai district have very low self-confidence; 12% of the college students have below average self-confidence; 38% of them have slightly below average self-confidence; 32% of them have slightly above average self-confidence; 14% of them have above average self-confidence, and 2% of the college students have very high self-confidence.

There are several reasons why a significant proportion (38%) of college students in Champhai district may have slightly below average self-confidence. It may be due to academic pressures, high expectations, competition, peer relationships, self-doubt and negative self-talk, fear of failure, past experiences, social media comparisons, personality traits, individual differences, and uncertainty about the future.

**Table 3: Co-efficient of correlation of emotional intelligence and self-confidence**

N	Co-efficient of correlation (r)	t statistics	df	p value	decision	Sig. level – 0.05
100	-0.0189	0.19	98	0.85	Retain the null hypothesis	Not significant

Table 3 shows that the co-efficient of correlation ( $r$ ) is -0.0189; a value of -0.0198 indicates a very weak negative correlation. 0.85, the p-value represented the probability of observing a correlation coefficient as extreme or more extreme than the one observed, assuming that there is no real correlation between the variables.

Therefore, the null hypothesis ( $H_0$ ) ‘There is no significant correlation between emotional intelligence and self-confidence among college students in Champhai district’ is accepted.

## DISCUSSION

The study emphasizes the importance of EI in enhancing self-esteem among young adults, suggesting that interventions targeting EI could be beneficial in fostering positive self-perception. The absence of a significant relationship suggests that EI and self-confidence may operate independently in early adulthood, indicating the need for further research to understand their distinct roles.

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Emotional intelligence and self-confidence are foundational for a successful and fulfilling college experience. They enhance academic performance, protect mental health, and enrich social life, support leadership development, and foster personal growth. Integrating emotional skill development into college programs – through workshops, mentorship, or counseling services – can significantly improve students' overall well-being and equip them with lifelong competencies.

It is important to note that emotional intelligence and self-confidence can be developed and improved through practice, training, self-reflection, experience, support from others, and intentional effort.

While emotional intelligence and self-confidence are crucial for student success, this study found they operate independently among Government Champhai College students. Targeted interventions-such as EI workshops and confidence building programs-could address these areas separately. Further research should explore conceptual factors influencing these traits to better support student development.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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