



A Correlational Study Between Emotional Intelligence and Self-Esteem Among University Students in Quetta

Batool¹, Hameedullah¹, Naseeb Ullah², Syed Adil Shah³, Izzat Ullah¹, Amin Ullah Kakar², Sana Ullah Kakar²

¹University of Balochistan, Quetta, Pakistan

²Balochistan Institute of Psychiatry and Behavioral Sciences (BIPBS), Quetta, Pakistan

³QRC Quetta Rehabilitation Center, Quetta, Pakistan

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Correspondence to: Batool,
University of Balochistan, Quetta, Pakistan
Email: batoolnabi1999@gmail.com

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ABSTRACT

Background: In daily life, emotional intelligence, or EI, is crucial. Humans must engage in a variety of social activities and interact with others on a regular basis since they are social creatures. To communicate effectively and constructively, one must be able to control their emotions as well as comprehend those of others. **Objective:** To examine relationship between emotional intelligence and self-esteem determine if there are any differences in emotional intelligence and self-esteem levels between male and female students. **Methods:** The study was conducted to investigate the relationship between emotional intelligence (EI) and self-esteem among university students of Quetta. Correlational research design was used for the present study to examine the relationship between emotional intelligence and self-esteem. **Results:** The result indicates non-significant mean difference on Schutte Self-Report Emotional Intelligence Scale with $t(248) = -1.42, p > .05$ on female students. Findings revealed that female students exhibited higher scores on SSEIT as compared to male students. The value of Cohen's d was 0.18 which indicated small effect size. Furthermore, results also indicated non-significant mean difference on RSE $t(248) = 1.56, p > .05$ on male students and revealed that male students exhibited higher self-esteem as compare to female students. The value of Cohen's d was 0.19 which indicated small effect size. **Conclusion:** The above table demonstrates the predictive influence of Emotional Intelligence on Self-Esteem. The result shows significant influence of Emotional Intelligent on Self-Esteem at university level ($p < .001$). The table indicates Emotional Intelligence predict Self-Esteem strongly as 4.9% of the total variance in Self-Esteem score ($R^2 = .049, F = 12.822, p < .000$).

INTRODUCTION

Emotional Intelligence (EI) plays an important role in everyday life. As humans are social beings, they need to interact and participate in various social activities on daily basis. It is necessary to have the ability to regulate one's emotions and understand emotions of others in order to have an efficient and constructive communication (Fatima et al., 2015). Studies have shown a significant positive association between Emotional Intelligence and Self-esteem which is mediated by self-acceptance because emotionally intelligent people have the ability to control their emotions in stressful situation and also accept their selves (Toyota et al., 2007). Emotional intelligence has received widespread interest in both researchers and academics as it offers new perspective in the study of emotions (Rahman, Ferdausy, & Karan, 2012). Emotional intelligence has been conceptualized in literatures both as relatively permanent trait and as

ability (Mayer et al., 2002;) According to Casper (2001), emotional intelligence is the ability to perceive, understand, control, and use knowledge and power as sources of human energy, motivation, communication, vulnerability, and achievement. Therefore, EI is described as an ability to understand, recognize and manage oneself and social relationships as well as the ability to easily adjust to the environment (Murad, 2021). Emotional intelligence skills are essential for the development of positive personality and personal well-being (Fakaruddin & Tharbe, 2018). Emotion plays an important role in our lives, as it influences us how to perceive any situation and react to it. Emotion originates from Latin word EMOVARC which means constantly changing and moving (Callahan & McCollum, 2002) (Gonzalez Marin, A., & Peña Pan, (2019). Binet (1916), the founder of psychometric tests for intelligence quotient defined intelligence as a common sense, practically, initiative, the ability to adapt, understand,

direct and control. (Chaidi & Drigas, 2022). Bain (1880) argued that feelings and emotions are cognitively related to the natural relationship between the individual's self-emotions, beliefs, and morality, and individual's ability to control his thoughts, feelings and emotions. In 1920, Thorndike studied those cognitive differences in intelligence arises from situations and interactions and found the existence of three types of intelligence: social intelligence, mechanical intelligence, and abstract intelligence, describing social intelligence as "The ability to understand men and women, boys and girls and guide them to act wisely in relationships" (Rathore & Bhatia, 2021). They found that emotional intelligence could be used for "motivational and decision-making purposes and concluded that emotional intelligence is an ability that can be learned and improved, resulting in individuals being "more responsive to those around them. It also results in enhancing the quality of life (Faltas, 2016). Also in the 1990s, Daniel Goleman introduced five dimensions of emotional intelligence, including self-awareness, the management of one's emotions, motivating other's emotions, empathy, and staying connected (Goleman, 1998). Goleman (1998) argued the importance and essentiality of intelligence quotient (IQ) and emotional intelligence determining that both (IQ and EQ) intelligence was essential for individual success (Faltas, 2016). However, Goleman's argue that emotional intelligence is an essential attribute to achieved excellence performance. He concluded that to be a true leader, one must recognize "human problems and found out solutions" a cognitive or learned ability essential to successful leadership, personal, and professional relationships. Many studies have proven that there is significant relationship between self-esteem and emotional intelligence. Chester (2005) conducted a study on emotional intelligence and self-esteem and revealed that there is a significant good relationship between the students' Self-Esteem, Emotional Intelligence, Academic Success, and ultimate success in life. (Babu M, 2010) In an-other study (Schutte et al. 2002) found that higher Emotional Intelligence is typically associated to positive moods and higher Self-Esteem. Emotionally intelligent people are likely to experience a higher level of Psychological Well-Being and a lower level of emotional deficit than people who possess a low level of Emotional Intelligence (Salovey & Mayer, 1990, this is because emotionally intelligent people are able to maintain positive mental states due to their capability to efficiently manage (byrecognizing, understanding, generating, regulating and promoting) their emotions (Mayer & Salovey,1995; Salovey & Mayer, 1993)

Literature review

Individuals with high self-esteem have positive perceptions about their self. they are more capable and feel mentally healthier as compare to those who have

poor and low self-esteem. (Bibi & Saqlain, 2016). Individual's self-evaluation is based on their own perceptions about their own self and opinion of others also play important role according to Petrides and Furnham (2000). positive emotional intelligence is a strong predictor of better psychological adjustment than high self-esteem whereas negative or low emotional intelligence is significantly related to depression, harmful and distressing behaviors. (Onwubiko, 2020) [18]

Many research findings on emotional intelligence claimed significant relationship between emotional intelligence and mental health of children and adolescents. (Gulzar & Mehmood, 2014) Increasing emotional intelligence led to positive quality of life and decreasing level of emotional intelligence tend to develop psychopathology in young school age children (Emotional Intelligence, 1998).

A Quantitative study conducted by (Fakaruddin & Tharbe, 2018) with sample size of 100 college students including 52 females and 48 males revealed that there was significant positive relationship between emotional intelligence and self-esteem. The result also revealed a significant difference between the self-esteem score of male students and female students. As female students having higher level of self-esteem. Also, female students have higher level of emotional intelligence.

Another study conducted by Sidra and Saqlain also revealed that there is strong significant positive relation between emotional intelligence and self-esteem and females have higher EI than males Jenaabadi (2014). Did a descriptive correlative study with a sample of 300 students including 150 males and 150 females. The findings of the study reveal that there is positive relationship between emotional intelligence and self-esteem or academic achievement. The study also reveals that there is no significant difference between male and female students regarding emotional intelligence but a significant difference between the score of self-esteem. Self-esteem of female students are higher than males.

A study conducted by Onwubiko (2020) [18] tried to assess relationship between emotional intelligence and self-esteem among Librarians in Nigerian University. The result of the study revealed that there were statistically strong positive correlations between self-esteem, age and emotional intelligence and components of emotional intelligence among the librarians. The result also showed that there were no gender differences in self-esteem and emotional intelligence among librarians.

Research objective

- To examine relationship between emotional intelligence and self-esteem
- To determine if there are any differences in emotional intelligence and self-esteem levels between male and female students.

- To investigate if there are any differences in emotional intelligence and self-esteem levels of different age group.
- To assess the level of emotional intelligence and self-esteem among university students.

METHODOLOGY

The study was conducted to investigate the relationship between emotional intelligence (EI) and self-esteem among university students of Quetta.

Research design

Correlational research design was used for the present study to examine the relationship between emotional intelligence and self-esteem.

Instrument

Rosenberg Self-Esteem Scale: Rosenberg self-esteem scale (Rosenberg, M. 1965) was used to measure self-esteem. This scale is unidimensional that consist of 10 items. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. This scale is used to evaluate individual’s self-esteem and measures global self-worth by measuring both positive and negative feelings about the self.

Emotional Intelligence Scale: The Schutte Self-Report Emotional Intelligence Scale Test (SSEIT) developed by Schutte et al., (1998) was used to measure emotional intelligence among students. The scale consists of 33 items measured on five-point Likert scale ranging from 1- strongly agree to 5- strongly disagree. Scores on these items can range from 10 to 60, with higher scores presumably reflecting higher emotional intelligence. Based on Peter Salovey and John Mayer’s model of emotional intelligence, the scale items are designed to assess the appraisal and expression of emotions in self and others. (2) the regulation of emotion in self and others and (3) the utilization of emotion in solving problems.

Sample

The sample of the present study consisted of 250 university students consisting of 123 males and 127 females. Sample was collected from Baluchistan, buitems and SBK university, Quetta through convenient and purposive sampling. Age range of sample was within 19-30. Only willing participants were selected for the study.

Procedure

Sample was collected from University of Balochistan, Baluchistan University (UOB), Baluchistan University of Information Technology, Engineering, and Management Sciences (BUIEMS), Sardar Bahadur Khan Women's University (SBK) Quetta, Baluchistan. Permission was taken from authorities of concerned institutions. Participants were briefed about the purpose of the current study. They were assured of the

confidentiality of the information that they were going to provide as it would only be used for research purpose. Informed consent was taken from the participants. They were instructed to fill the questionnaires with great care and attention and not to omit any of the items in the questionnaires. Data analysis would be done through the use of statistical package for social science SPSS.

RESULTS AND DISCUSSION

Score Distribution

This study aims to investigate the relationship between Emotional Intelligence and Self-Esteem by using Scale (SSEIT) Schutte Self-Report Emotional Intelligence Scale Test and Rosenberg Self-Esteem Scale (RSE).

Table 1

Distribution of the Score for SSEIT_ Schutte Self-Report Emotional Intelligence Test Scale and Self-Esteem (N=250)

Scale	No. of items	Mean	Std. Deviation	Median	Range		Skewness	
					Min	Max	Statistic	Std. Error
SSEIT	33	123.43	10.751	124.00	90	152	-.199	.154
RSE	10	29.23	3.972	29.00	16	40	-.010	.154

Note: SSEIT=Schutte Self-Report Emotional Intelligence Test Scale, RSE= Rosenberg Self-Esteem.

Table 1 presents Score Distribution of Scales such as Mean, Median, Standard Deviation, Range (min\max) and Skewness. The minimum range for SSEIT was 90, and maximum was 152, while minimum range for RSE was 16 and maximum was 40. No significance skew was found.

Psychometric Analysis

In psychometric analysis reliability and validity were established. Through Cronbach’s Alpha R coefficient and items correlation coefficient respectively.

Table 2

Reliability coefficient for (SSEIT) Schutte Self-Report Emotional Intelligence Test Scale and (RSE) Rosenberg Self-Esteem (N=250)

Scales	No. of items	Cronbach’s Alpha
SSEIT	33	.75
RSE	10	.64

Note: SSEIT= Schutte Self-Report Emotional Intelligence Test; RSE= Rosenberg Self-Esteem.

Table 2 shows Alpha correlation coefficient of Schutte Self-Report Emotional Intelligence Test and Self-Esteem Scale. Both scales indicate good reliability.

Results in Table 3 indicate that most item-total correlation coefficient are significant and satisfactory, only two items (item no.5 and 11) have shown low coefficient, may be due to less variability the responses of the participant.

Table 3

Item Total Correlation Coefficient for (SSEIT Schutte Self-Report Emotional Intelligence Test (SSEIT); (N=250)

Item no.	r	p	Item no.	r	p	Item no.	r	p
1	.511**	.000	12	.342**	.000	23	.350**	.000
2	.380**	.000	13	.287**	.000	24	.367**	.000
3	.359**	.000	14	.396**	.000	25	.403**	.000
4	.290**	.000	15	.516**	.000	26	.393**	.000
5	.109	.086	16	.373**	.000	27	.299**	.000
6	.241**	.000	17	.382**	.000	28	.252**	.000
7	.443**	.000	18	.220**	.000	29	.228**	.000
8	.371**	.000	19	.358**	.000	30	.367**	.000
9	.373**	.000	20	.409**	.000	31	.441**	.000
10	.346**	.000	21	.419**	.000	32	.356**	.000
11	-.005	.939	22	.427**	.000	33	.256**	.000

Table 4

Item total correlation coefficient for Rosenberg Self-Esteem (RSE); (N=250)

Item no.	r	P	Item no.	r	P
1	.534**	.000	6	.599**	.000
2	.570**	.000	7	.476**	.000
3	.591**	.000	8	.255**	.000
4	.431**	.000	9	.478**	.000
5	.540**	.000	10	.480**	.000

Results indicate that all item-total correlation coefficient are significant and satisfactory. Table show correlation coefficient for Schutte Self-Report Emotional Intelligence Test and Rosenberg Self-Esteem (N=250). Results revealed that there is significant positive correlation between Schutte Self-Report Emotional Intelligence Test and Rosenberg Self-Esteem. Furthermore, there is weak correlation.

Interpretation

The result in Table 5 indicates non-significant mean difference on Schutte Self-Report Emotional Intelligence Scale with $t(248) = -1.42, p > .05$ on female students. Findings revealed that female students exhibited higher scores on SSEIT as compared to male students. The value of Cohen's d was 0.18 which

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indicated small effect size. Furthermore, results also indicated non-significant mean difference on RSE $t(248) = 1.56, p > .05$ on male students and revealed that male students exhibited higher self-esteem as compare to female students. The value of Cohen's d was 0.19 which indicated small effect size.

Table 5

Differences in Means and Standard Deviation of Emotional Intelligence and Self-Esteem (N = 250)

Scale	No. of Items	Male (N = 123) Mean (SD)	Female (N = 127) Mean (SD)	t	p	95% CI (LL - UL)	Cohen's d
SSEIT (Emotional Intelligence)	33	122.4 (11.52)	124.3 (9.89)	-1.42	.154	-4.51 -0.73	0.19
RSE (Self-Esteem)	10	29.63 (4.03)	28.84 (3.88)	1.56	.119	-0.20 -1.77	0.18

Note. SSEIT= Schutte Self-Report Emotional Intelligence Scale; RSE = Rosenberg Self-Esteem Scale

Table 6

Linear Regression in Schutte Self-Report Emotional Intelligence Scale and Rosenberg Self-Esteem Scale (N = 250)

Scale	β	t	p	R ²	ΔR ²
Schutte Self-Report Emotional Intelligence Scale	0.222	6.74	.000	0.049	0.049

Note. SEIT=Schutte Self-Report Emotional Intelligence; RSE=Rosenberg Self-Esteem

CONCLUSION

The above table demonstrates the predictive influence of Emotional Intelligence on Self-Esteem. The result shows significant influence of Emotional Intelligent on Self-Esteem at university level ($p < .001$). The table indicates Emotional Intelligence predict Self-Esteem strongly as 4.9% of the total variance in Self-Esteem score ($R^2 = .049, F = 12.822, p < .000$).

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