



IMPACT OF SELF TRANSCENDENCE ON BODY IMAGE AND EMOTIONAL COMPETENCE OF COLLEGE STUDENTS

Submitted By

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ABSTRACT

This research investigated the relationship of self-transcendence with body image and emotional competence among college students. The aim was to understand the impact of self-transcendence on these variables and its implications for therapeutic interventions. The study sample consisted of college students, and the results revealed significant and positive associations between self-transcendence and emotional intelligence as well as self-transcendence and body image. Regression analysis indicated that self-transcendence significantly predicted emotional intelligence and body image. These findings highlight the importance of self-transcendence in shaping emotional competence and body image among college students, providing valuable insights for therapeutic interventions and promoting mental well-being. Further research is needed to address limitations and explore additional factors influencing these relationships.

Keywords: Self transcendence, Body image, Emotional Competence, Well-being.

Chapter 1: Introduction

The study of positive thoughts, experiences, and behaviors with the aim of promoting positive health and well-being (Seligman and Csikszentmihalyi, 2000). The field emerged as a distinct field of research in the 1990s and has grown rapidly since then, with many aspects of positive psychology being explored. The principles of positive psychology can be traced back to early theories and movements in psychology, such as humanistic and existential psychology, which emphasized personal growth and content creation (Seligman and Csikszentmihalyi, 2000).

Positive psychology has attracted much attention in recent years for its ability to improve health and well-being. In a review of 51 studies, Bolier et al. (2013) found that positive psychological interventions were effective in improving health, reducing symptoms of depression and anxiety, and improving quality of life. It is the ideal state of human activity characterized by positive emotions, cooperation, relationships, meaning and purpose, and satisfaction (Seligman, 2011). Positive psychological interventions have been shown to be effective in many settings, including clinical, educational, and organizational settings (Sin and Lyubomirsky, 2009). For example, in a study of positive mental health interventions in elementary schools, students receiving the intervention showed significant improvements in positive thinking, social skills, and academic achievement compared to the control group (Suldo et al., 2014).

University life is an important period of personal growth and discovery, where most people face many challenges and opportunities for self-discovery. One of the studies that attracted a lot of attention was the personal impact of crossing on the bodies and minds of college students. Self- transcendence refers to the ability to move beyond personal interests and connect with something greater, such as others, or a higher purpose (Reed, 1986). Body image covers the thoughts, feelings and behaviors of a person's face (Cash and Pruzinsky, 2002).

According to Mayer and Salovey (1997), emotional intelligence refers to the ability to understand, manage and express positive emotions.

6.1

6.2 Self-Transcendence

Self-transcendence is a concept that has received increasing attention in recent years due to its potential to increase health and well-being. It refers to the ability to connect with things outside oneself and to have a sense of unity with others and the world. Self-transcendence is defined as a spiritual or existential human experience that involves moving from the self to a broader perspective that includes others, situations, or higher power (Taylor, 2018).

-Transcendence refers to the highest, most comprehensive or holistic level of human consciousness as an end rather than a means for oneself, for others, for humanity in general, for other species, for nature and for the world. connected. (Maslow, 1971, p. 269).

According to Maslow, transcendence gives people what he calls “higher awareness,” which allows them to transcend their own anxieties and see problems from a higher perspective. These experiences often lead to positive emotions such as happiness, resilience, and positive experiences (Messerly, 2017). Research shows that self-transcendence is associated with many positive benefits, including greater health, life satisfaction, increased energy, and reduced risk of depression (Park and George, 2013; Bolier et al., 2013; Nelson and Lyubomirsky, 2019). Additionally, self-transcendence has been shown to be an important factor in the recovery process for people with mental illness (Bowers et al., 2018). Positive emotions have been shown to promote health, including more purpose in life and better health (McCarthy et al., 2020).

There are two main types of self-transcendence: self-forgetfulness and self-perpetuation. Self- forgetfulness requires temporary suspension of self-awareness and merging with the present moment or object of attention. Self-transcendence, on the other hand, involves expanding the boundaries of the self to include others, circumstances, or a higher power. Self-transcendence can be created through a variety of practices and interventions, such as meditation and prayer. and good behavior (Nelson and Lyubomirsky, 2019). Additionally, self-transcendence is associated with positive psychology, a field focused on studying human strengths and cognitive well-being. Self-transcendence has been studied extensively in philosophy, psychology, and spirituality and has been associated with many practices and interventions, such as meditation, prayer, and charity (Nelson and Lyubomirsky, 2019).

Pamela Reed's Self-Transcendence Theory

Pamela Reed's Self-Transcendence Theory is a medical theory that describes a person's ability to transcend their own self-concept and connect with something greater than themselves. Reed, a nurse and researcher, developed the theory in the 1990s as an explanation for the personal growth and change that can occur when people engage in activities that help them master their sense of self.

Reed's theory emphasizes that self-transcendence is a life-changing process and is associated with greater health, including physical, emotional, social, and spiritual health. She also emphasizes the importance of vulnerability in this process, as it allows people to open up and accept experiences that expand their sense of self. By recognizing the importance of self-transcendence in the human experience, physicians can support patients' pursuits of health and healing and contribute to improving the scope of care and maintenance.

These three main themes form the basis of Reid's theory, including transcendence; The other two points are:

- Vulnerability: age, health problems, and awareness of personal mortality due to violence.
- Well-being: The feeling of being healthy, whole, and generally content and satisfied with a situation.

The three points that are the main components of our view of Reid's theory are:

1. Older people (especially those nearing the end of life) generally have a higher ability to change themselves than older people (note: this is supported by research comparing e.g. Ellermann & Reed, 2001).

2. Emotional boundaries can change, and when they do, they can affect health.

3. The relationship between negativity, self-transcendence, and happiness is mediated and supported by the person's personality, characteristics, and environment (Reed, 1991).

This method is widely accepted in the elderly community; Research shows that self-transcendence plays an important role in healing and accepting death with dignity.

Abraham Maslow on Personal Transcendence and Needs

The study of human needs and personal Abraham Maslow's Realization also provides insight into the concept of personal transcendence. According to Maslow's theory, human basic needs, security and belonging needs, and belonging, esteem and belonging needs are at the top (Maslow, 1943). Maslow later expanded this function to include a level above the actual self that he called the transcendent self (Maslow, 1971).

According to Maslow, self-transcendence is a higher level of consciousness that requires a change in thinking.

Abraham Maslow's research on human needs and self-actualization also sheds light on the concept of self-transcendence. According to Maslow's theory, human basic needs, security and belonging needs, and belonging, esteem and belonging needs are at the top (Maslow, 1943). Maslow later expanded this hierarchy to include a level above the self, which he called the transcendent self (Maslow, 1971).

According to Maslow, transcendence is a higher level of consciousness that requires transformation. From the self to the world in general, to the natural world with other people, and to the world in general. He believes that highly self-sufficient people are more likely to complement each other's experiences and understanding of the world and are less focused on their own needs and experiences.

Many factors have been identified as contributing factors to self-esteem. Transcendence, including spirituality, aging, and illness. Research shows that people who are spiritually aware or connected to something larger than themselves are more likely to be self-centered (Reed, 2008).

Aging is another factor that has been shown to influence self-transcendence. Personal transition. As people get older, they will become more aware of their own mortality and seek a sense of purpose and meaning in life, thus increasing personal transcendence (Kim and Reed, 2013).

Illness can also lead to a personal transformation; a transition in which people confront their own mortality and find deeper connection and meaning in life. For example, people with cancer have been shown to have varying levels of self-transcendence, which is associated with improved quality of life (Kreitzer et al., 2015).

Body Image

Body image refers to a person's perception of their appearance, including their beliefs, attitudes, emotions, and feelings about their body (Grogan, 2016). This perception can be influenced by many factors, including culture, media, leadership, and personal experience. Body image is a complex concept that affects how people see themselves, how they think about themselves, and how they think about their appearance, including characteristics such as weight, shape, and overall attractiveness. How people see themselves has a huge impact on their well-being and overall well-being. Body image is not limited to determining vision; It affects all aspects of a person's

emotional and social functioning. It affects self-esteem, body satisfaction, and can affect relationships, mental health, and general health (Money, 2004; Tylka and Sabik, 2010).

Understanding body image is important because it can affect a person's life. Mental and physical health. Negative body image is associated with a variety of negative outcomes, such as low self-esteem, depression, anxiety, unhealthy eating habits, and decreased physical activity (Tylka and Wood-Barcalow, 2015).

According to Cash and Pruzinsky (2002), body image has four important aspects:

1. **Mood:** This item refers to a person's mood and feelings about their body (e.g., happiness or dissatisfaction with their appearance).
2. **Perception:** This component includes a person's thoughts, beliefs, and attitudes about their body, such as weight and attractiveness.
3. **Perception:** This item refers to the ability to accurately perceive the size and shape of one's own body. This can be affected by things like lighting, glasses and clothing.
- 4 **Behavioral:** This component includes an individual's actions related to their body, such as dieting, exercising, and grooming behaviours.

Extensive research has focused on understanding the factors that contribute to body image concerns. One influential perspective is the sociocultural model, which emphasises the role of societal and cultural influences on body image (Thompson et al., 1999). According to this model, individuals are constantly bombarded with media images and societal messages that promote unrealistic beauty ideals and standards of attractiveness. These ideals often depict a narrow and unrealistic portrayal of the "ideal" body, leading individuals to compare themselves to these images. As a result, individuals may internalise these appearance ideals and develop negative body image and dissatisfaction (Cash & Pruzinsky, 2002). This process can contribute to feelings of inadequacy, low self-esteem, and psychological distress related to one's body (Grabe et al., 2008). Body image concerns are prevalent among college students and can have profound effects on their mental and emotional health. Research has consistently shown that negative body image is associated with increased risk of body dissatisfaction, disordered eating behaviours, depression, anxiety, and lower self-esteem (Fardouly et al., 2015). The pressure to conform to societal beauty ideals, often perpetuated by media representations, further exacerbates body image issues among young adults.

Understanding the influence of self-transcendence on body image is crucial because it holds significant potential for promoting positive body image and emotional well-being. Self-transcendence provides an avenue to counteract the detrimental impact of societal beauty standards and cultivate a more compassionate and holistic perspective towards oneself. When individuals transcend their self-centred concerns and establish connections with something greater, they are more likely to develop a positive body image. They can appreciate their unique physical attributes, acknowledging the inherent value beyond appearance. This shift in perspective may also lead individuals to engage in self-care practices that enhance emotional competence, fostering overall well-being (Hill & Pargament, 2008; Neff, 2003).

The college years are a critical period for body image development, as students navigate societal pressures, media influence, and personal experiences that shape their perceptions of their physical selves (Grabe, Ward, & Hyde, 2008). Body image concerns can have a profound impact on individuals' self-esteem, self-worth, and overall well-being (Fardouly et al., 2015). Similarly, emotional competence plays a crucial role in college students' ability to navigate the complexities of relationships, cope with stress, and achieve personal goals (Brackett & Mayer,

2003). Understanding the dynamics of body image in the college student population is crucial for developing interventions and support programs that promote positive body image and well-being. By identifying the underlying factors that contribute to negative body image, researchers and practitioners can design strategies to foster body acceptance, self-compassion, and resilience among college students.

Emotional competence

Emotional competence, which encompasses the ability to understand, regulate, and express emotions effectively, plays a vital role in individuals' overall well-being and interpersonal functioning (Brackett et al., 2006). It involves various skills, such as emotional awareness, emotional regulation, empathy, and social competence (Mayer & Salovey, 1997). Individuals with high emotional competence are better equipped to navigate their own emotions, understand others' emotions, and engage in healthy relationships (Lopes et al., 2003).

Extensive research has examined factors contributing to the development of emotional competence. Socialisation experiences, cognitive abilities, and personality traits have been identified as key influences (Denham et al., 2003; Roberts et al., 2006). However, further exploration of additional factors is necessary to comprehensively understand the determinants of emotional competence.

To understand emotional competence more comprehensively, researchers have proposed several models and theories. One prominent model is the Four-Branch Model of Emotional Intelligence developed by Mayer and Salovey (1997). This model conceptualises emotional intelligence as a set of interrelated abilities, including perceiving emotions, facilitating thought, understanding emotions, and managing emotions. These components highlight the importance of accurately recognizing and understanding emotions, utilising emotions for cognitive processes, comprehending emotional complexities, and effectively regulating emotions.

Another influential theory is the Trait Emotional Intelligence (TEI) theory proposed by Petrides and colleagues (Petrides & Furnham, 2000). This theory suggests that emotional intelligence is a set of personality traits related to emotional functioning. It emphasises individual differences in emotional intelligence traits, such as emotional self-awareness, emotional resilience, and emotion regulation.

Understanding the determinants of emotional competence has important implications for intervention programs aimed at promoting emotional well-being. By considering models and theories of emotional

competence, such as the Four-Branch Model and the TEI theory, interventions can be designed to target specific components of emotional competence and enhance individuals' skills in emotional awareness, understanding, and regulation.

Existing literature has indicated that emotional competence is influenced by a combination of genetic, environmental, and social factors (Matthews et al., 2015; Zuffianò et al., 2013). Genetic factors may contribute to individual differences in emotional competence, while environmental and social factors, such as parenting styles and peer relationships, shape the development of emotional competence during childhood and adolescence.

Moreover, recent studies have highlighted the role of cognitive abilities, such as emotional intelligence, in predicting emotional competence (Mikolajczak et al., 2009). Emotional intelligence, defined as the ability to perceive, understand, and manage emotions, has been found to correlate positively with emotional competence.

Understanding the determinants of emotional competence has important implications for intervention programs aimed at promoting emotional well-being. By identifying the factors that contribute to the development of emotional competence, interventions can be designed to enhance these skills and improve individuals' emotional well-being.

Emotional competence encompasses several key components, including self-awareness, emotional regulation, empathy, and social skills (Brackett & Mayer, 2003). Self-awareness involves recognizing and understanding one's own emotions, strengths, and weaknesses. Emotional regulation refers to the ability to manage and regulate emotions in adaptive ways, such as effectively coping with stress or frustration. Empathy involves the capacity to understand and share the emotions of others, promoting meaningful connections and relationships. Social skills encompass the ability to navigate social interactions, communicate effectively, and resolve conflicts.

Research has shown that emotional competence is associated with various positive outcomes for college students. Higher levels of emotional competence are linked to improved mental health, well-being, and academic success (Brackett & Mayer, 2003). Students with greater emotional competence are more likely to experience lower levels of anxiety and depression, higher self-esteem, and better coping skills to manage stress. Additionally, emotional competence facilitates the formation of supportive relationships, enhances social functioning, and fosters effective communication and problem-solving skills.

The college environment provides a unique opportunity for the development of emotional competence. Students are exposed to diverse experiences, challenges, and interpersonal interactions that shape their emotional growth. Through academic coursework, extracurricular activities, and social interactions, students have the potential to cultivate emotional intelligence and competencies that will benefit them throughout their lives.

Emotional competence, body image, and self-transcendence are important constructs that significantly influence individuals' well-being and psychological functioning. Despite the individual research on emotional competence, body image, and self-transcendence, limited attention has been given to examining their interrelationships particularly in the context of college students.. Understanding the complex

associations between these variables can provide valuable insights into how they jointly influence individuals' psychological well-being.

College students are a particularly relevant population to study, as they may experience unique pressures and stressors related to body image and emotional competence, such as academic demands, social comparison, and transitions to adulthood. By exploring the relationships between these variables within this specific population, a more comprehensive understanding of their interplay can be achieved. The findings from this research have the potential to shed light on the mechanisms through which self-transcendence influences body image and emotional competence in the college student context, informing interventions and strategies aimed at enhancing their well-being in these domains.

Chapter 2: Review of literature

1 Self-transcendence refers to the ability to connect with things outside oneself and is also associated with mental health (McCarthy et al., 2020). Self-awareness can be used in many ways, including religious or spiritual practices, acts of sacrifice, and encounters with nature or art. Research shows that people who regularly experience self-transcendence experience better health and emotional well-being (McCarthy et al., 2020).

2. Research by B.L. Fredrickson (1998, 2001) investigated the effects of loving kindness on emotional well-being and personal resources in older adults. The results show that meditation practices can lead to positive emotions, thereby improving consciousness, increasing life purpose, strengthening relationships, and reducing symptoms of anxiety and pain. These positive changes were associated with life satisfaction and reduced symptoms of depression. Research generally shows the positive effects of loving kindness on health and personal development.

3. In this study, Subandi, M. A., Mustikasari, M. and Sholicah, F. (2020) Examining the effects of social support and emotional intelligence on culture shock among first-year students. The results show that social support and emotional intelligence directly influence culture shock, while exercise moderates these relationships. Research shows the importance of creating a supportive learning environment and utilizing guidance and counseling to help students prevent and overcome culture shock.

4. Creswell and Lindsay (2014) found that body acceptance by others was associated with higher motivation for mobility, lower motivation for beauty, and increased body satisfaction. It was revealed that body satisfaction had a positive effect on healthy nutrition in women, while exercise had a negative effect. Promoting body acceptance, emphasizing functional support, and reducing body-related emotions are important in developing a healthy body and a healthy diet.

5. Little is known about the factors that inhibit physical satisfaction from physical threats. This research is based on Creswell, J.D. and Lindsay, E. K. (2014). Self-compassion is learned as a defense mechanism. Self-compassion includes being kind and accepting of imperfections. The study surveyed 263 women online and found that self-compassion moderated the relationship between physical threat (comparison and perceived self-worth) and body satisfaction and pressure.

6 When self-compassion is high, the relationship between threat and physical satisfaction is weak When self-compassion is low, cooperation is strong. Self-compassion can help women maintain a healthy body in the face of adversity. 6. Self-pity is associated with externalizing shame, depression, and eating disorders. Decreased self-

compassion in the general population moderated the relationship between shame and desire to lose weight. Dissatisfaction with body image directly affects the desire to lose weight. Decreased self-compassion among patients mediates the relationship between shame, body image dissatisfaction, and thinness seeking. Self-compassion is important in resolving shame and body image issues in eating disorders. Griffiths, S., Murray, S.B., Bentley, C., Gratwick-Sarll, K. and Harrison, C. (2020) 7. Duarte et al. (2015) examined 662 female college students and found that self-compassion mediated the relationship between body dissatisfaction, body image-based comparison, and good life ideation. The model explained 33% of the variance in psychological quality of life, highlighting the importance of self-compassion in reducing the negative impact of body image on clean well-being. 8. Nightingale and Cassin (2023) investigated the effects of a self-compassion self-report exercise on body image in college-age women. This challenge improved body image for all participants and had a greater impact on those with high body mass index (BMI) and those who were underweight. This suggests that self-directed interventions can improve body image regardless of body size, while the intrinsic influence of weight may influence outcomes.

9. This study explores the relationship between emotional intelligence (EI), well-being, and mental health during the COVID-19 pandemic. The results showed that the quality of emotional intelligence had a positive relationship with problem solving and well-being, and a negative relationship with mental health. Meaning-focused coping partially mediated the relationship between personality emotional intelligence and well-being, while maladaptive coping styles strongly mediated the relationship between personality emotional intelligence and depression. These findings support the importance of behavioral emotional intelligence in promoting positive strategies and mental health during difficult times such as pandemics.

10. This study examines the relationship between youth outcomes and mental health during the COVID-19 pandemic. The results showed that self-enhancement and self-care had a positive impact on depression and loneliness, while personal passion and openness to change were associated with <11. Melancholic and lonely. Four impact groups were identified; The no-stress group was associated with lower feelings of depression and loneliness, while another focus group was associated with higher feelings of depression and loneliness. Depression in a different area. Young people in Shanghai are more depressed than young people in Qingdao. These findings increase our understanding of self-transcendence and suggest ways to improve mental health during the COVID-19 pandemic.

12. This study by Chien-Han Kao (2017) investigated the effect of psychological attacks by determining the individual's behavior. Findings show that depression is associated with good health, but this effect is less in individuals with high self-esteem. Restraining stress in situations of interpersonal conflict will reduce anger and increase the visibility of relationships with those who become themselves, opposition also applies to those who do it themselves. These results highlight the role of self-efficacy in mediating the impact of health.

13. This article is based on Wong, P.T.P. (2016) explore the importance of finding meaning and self-transcendence for medicine and healthcare. 66g introduces Viktor Frankl's concept of the conceptual dimension and discusses the three stages of the search for meaning. Failure to meet our spiritual needs for meaning can lead to mental illness. It is important to move towards self-transcendence and the elimination of material. Logotherapy is taught as a way to awaken responsibility and know meaning. Empirical support for the health benefits of the search for meaning. It is especially important for chronically ill patients and nursing home patients. It is recommended that the search for meaning be included in the exploration of life and death by following a spiritual practice.

14.

[1:23 am, 15/03/2024] Rakshita Daver: The study by Putra, Eka, and Sujadi (2022) examined the impact of social support and emotional intelligence on culture shock in students entering first grade. It also examines the mediating role of empowerment. Participants completed surveys assessing culture shock, social support, emotional intelligence, and resilience. The results showed that social support and emotional intelligence were related to culture shock, while resilience moderated these relationships. These findings highlight the importance of creating a supportive learning environment and using teaching and mentoring to address and overcome culture shock among new students.

15. Raquel Gilar-Corbá's (2018) research suggests "intelligence training" to improve college students' thinking skills.

The program uses a variety of methods such as online classroom and training. The results showed that the program was useful in increasing the students' thinking skills at the graduate level.

5 latest research papers on each variable were taken. A total 14 researches were reviewed from a credible scientific database.

As element selection criteria have been deployed and the

Chapter3: Research methodology

Aim

The aim of this research is to investigate the relationship of self-transcendence with body image and emotional competence among college students.

Objective

- To study the association of self transcendence with body image and emotional competence.
- To study the impact of self transcendence on body image and emotional competence.

Hypothesis

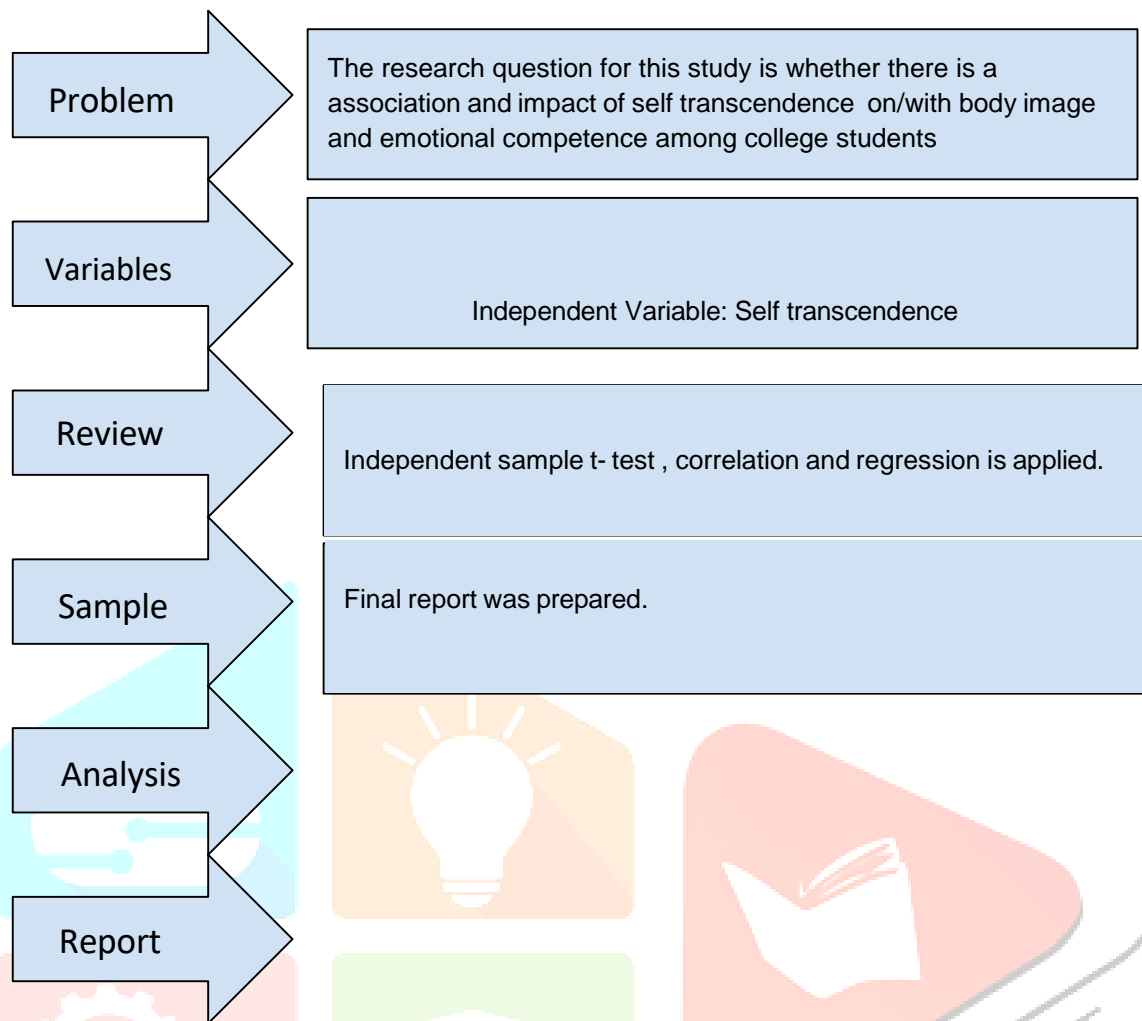
- There will be a significant association of self transcendence with body image and emotional competence.
- There will be a significant impact of self transcendence on body image and emotional competence.

Research Design

Quantitative research design

This type of research frequently utilises statistical analysis to identify patterns, relationships, and cause-and-effect relationships between variables.

Diagram 1: Research Design



Variables

In an experiment, an independent variable is one that is controlled or watched to see how it affects the dependent, or outcome, variable. Independent variables might be causally connected to the dependent variable or not. The dependent variable is the result that can be seen to exist or change based on what happens or how the independent variable changes. In correlational research, the effect that you want to predict or explain is the "dependent variable". Dependent variables and the independent variable may or may not be causally linked. also known as a response variable, effect variable, or criteria variable (VandenBos, 2015). Following is the case for the current study:

Independent Variable: Self transcendence

Dependent Variable: Body image and Emotional competence

Sample

The study included 126 participants, 73 males, and 53 females between 18-25 years of age. For this study, element selection criteria have been deployed and the representation basis is non-probability, hence it is purposive sampling (Kothari, 2004). A sample of 126 participants aged between 18 and 29 years (mean age =20.92, SD =2.09) was taken for this study. This study will use 126 college students from the Delhi-

NCR area (73 male and 53 female).

Inclusion and Exclusion Criteria: In this study, we included those individuals who are college students. These individuals belonged to a certain age group(18–29 years). All those who were not in the age group were excluded.

Research tools

An online survey containing the following measures will be used in this study:

• **Self-Transcendence Scale (STS; Pamela G. Reed, 1987):** The STS is a unidimensional scale. Characteristics of a mature perspective on life that expands its own boundaries. It measures a person's capacity to transcend himself. It measures their ability to transcend personal interests, connect with others, and find meaning in life. Higher scores indicate higher levels of self-efficacy and are associated with better health and negative attitudes. STS is used in psychology, nursing, and spirituality to explore personal growth and holistic care. Responses are based on a 4-point scale ranging from 1 “never” to 4 “rarely.” The final score reflects the overall level of transcendence and includes individual differences in personal experiences; A low score on one element may be offset by a high score on another. The maximum score is 75, indicating a high level of self-awareness. In contrast, the lowest score on this scale, 15, represents low self-transcendence or greater self-centeredness.

- **Body Self-Esteem Scale for Adolescents and Adults (BISAA; Beverley K. Mendelson, Donna R. White and Morton J. Mendelson, 1997):** A 23-item measure of good self-esteem toward their body. Bodily Self-Esteem Scale (BES) for Adolescents and Adults, Beverley K.

Mendelson, Donna R. White and Morton J. Mendelson, 1997. Designed to measure body image and self-esteem in adolescents and adults. The BES is widely used to measure people's attitudes and feelings about their bodies. It contains a variety of items that measure body self-esteem, including measures of appearance, body satisfaction, and all indices of self-worth. The BES provides insight into physical problems and their impact on overall self-esteem and well-being. It does not have a specific index. All items were rated on a 5-point Likert scale, but total scores were not standardized or predetermined. In contrast, the BES provides individual scores that can be analyzed separately or combined to create subscale scores related to visual evaluation, weight satisfaction, and visual self-concept.

- **Brief Emotional Intelligence Quotient (BEI; Davis, K.A., Lane, A.M., Devonport, T.J., and Scott, J. A., 2010):** Brief Intelligence Index (BEIS-10) was developed by Davies, Lane, Devonport and Scott in 2010. It is a valid and reliable tool consisting of 10 items measuring emotional intelligence. The BEIS-10 provides a clear and effective assessment of cognitive ability in a variety of situations. The BEIS-10 consists of 10 items designed to measure emotional intelligence, including emotional intelligence, emotional intelligence, and emotional regulation. Each item in the scale is based on a Likert-type scale, usually ranging from 1 to 5. The total score is calculated by summing the scores for each item. (BEIS-10) Maximum and minimum scores are not specified. Interpretation of scores will depend on whether specific scores and cut-off values for the BEIS-10 have been determined in the research or practice context.

Procedure

To evaluate the difference, questions that meet the requirements must be selected. (STS, BESAA and BEIS-10). Do not forget about its reliability and validity. Additionally, a survey consisting of three questions was conducted using Google Forms. Informed consent was obtained from the participants before completing the survey. Research was given to the subjects. Data were collected using the snowball sampling technique. After data collection is completed, scores will be calculated based on the scores specified in the survey.

Data analysis:

Data were analyzed using SPSS 23.0 statistical software. Means and standard deviations were calculated using scores from the Self-Esteem Scale (STS), Bodily Self-Esteem Scale for Adolescents and Adults (BISAA), and Information Intelligence Scale-10 (BEIS), and correlations between the three variables were calculated. - 10) and used the T test to compare the means of the three groups. The results of the t-test are reported as t-value and significance level (Sig.).

Ethical decision:

The study will receive ethical approval from the Research Inquiry Review Board (IRB). Informed consent will be obtained from all participants before participating in the research.

CHAPTER 4: RESULTS

Section-I

Descriptive statistics

Table 1 Descriptive statistics of the study sample.

N	Mean	Standard deviation	
Age	126	20.92	2.09
Emotional intelligence	126	28.38	11.61
Self-transcendence	126	47.78	7.01
Body image	126	41.20	8.48

Table 1 represents the descriptive statistics of the study sample. The average scores on emotional intelligence, self-transcendence, and body image were 28.38, 47.78, and 41.20 respectively. The average age of the sample was

Section-II

Pearson’s Correlation

Table 2 Pearson’s correlation across the study variables.

	Emotional intelligence	Self-transcendence	Body image
Emotional intelligence	-	0.212*	0.101
Self-transcendence	0.212*	-	0.636**
Body image	0.101	0.636**	-

Table 2 presents Pearson’s correlation between the study variables. The association of self transcendence with emotional intelligence was significant and positive ($p < 0.01$).

Section-III

Regression

self-transcendence as a predictor of emotional intelligence and body image.

Predictor: Self-transcendence

Criterion	B	SE	β	t	R	F	α
Emotional Intelligence	0.35	0.14	0.21	2.41*	0.04	5.82*	11.62
Body Image	0.77	0.08	0.63	9.17**	0.63	84.15**	4.43

Table 3 shows the stepwise linear regression for predicting emotional intelligence and body image using self-transcendence. The model presented best fit (pintelligence, $p < 0.01$ for body image). Findings suggest that self-transcendence explains 4% of positive variance in emotional intelligence and 40% of positive variance in body image. This suggests a significant impact of the self-transcendence on both the criterion.

CHAPTER 5: DISCUSSIONS

The purpose of this study is to investigate the effect of self-esteem on body image and emotional intelligence of university students. To achieve this, we set two goals. These objectives are as follows:

First of all, this study aims to investigate the relationship between university students' personal history and body image and thoughts.

Second, this study focused on examining the effects of personality beyond physical and emotional abilities.

These objectives guided the research process and formed the basis for investigating the relationships between these variables. Based on the available data and objectives, the following hypotheses are proposed:

The first hypothesis suggests that transcendence is related to body image and emotional Lung.

The second hypothesis states that self-transcendence is related to body image and emotional state. Self-transcendence has a huge impact on body image and emotional state. To examine these relationships, we recruited a sample of 126 college students. Descriptive statistics were calculated for mean scores on emotional intelligence, self-transcendence, and body image. Sample characteristics provide an overview of the participants in the study and help understand the general trends of the population being studied.

Correlation analysis revealed significant and positive relationships between personal history and physical intelligence and body image. These findings support the first hypothesis, which suggests that higher levels of self-transcendence in college students are associated with higher scores on emotional and body image satisfaction.

Furthermore, cross-sectional analysis showed that self-transcendence predicted mental intelligence and body image. Self-efficacy explains 4% of the positive variance in emotional intelligence and 40% of the positive variance in body image. These findings suggest that self-transcendence plays an important role in influencing college students' thoughts and feelings about the body. This suggests that body image and emotional state will increase if the self is crossed.

Research has shown that people with high levels of self-awareness tend to have emotional intelligence, which can have a positive impact on their ability to understand, manage and express positive emotions.

Furthermore, the relationship between past self and body image suggests that moving beyond self-interest and connecting with something greater can support acceptance of one's appearance. This means that people who primarily take care of themselves will be healthier, more accepting of feelings about their bodies, and protected from body complaints and mental health distractions.

These findings highlight the importance of promoting self-transcendence as a way to improve self-transcendence. Emotional intelligence and physical well-being of college students. Interventions and support programs that focus on personal development, such as encouraging positive behaviors, engaging in meaningful activities, or creating goals, can contribute to the health and well-being of college students.

The results of this study have several implications. First, they contribute to the existing literature by highlighting the importance of self-transcendence in understanding emotions and body image in college students. Self-transcendence, body image, and emotional states have important implications in clinical and therapeutic settings.

First, self-transcendence plays an important role in therapy. It involves moving beyond self-interest and connecting to something greater, such as spirituality, meaning, or value. Promoting self-transcendence in therapy can help people gain a broader perspective on the challenges they face and find deeper meaning and purpose in their lives. By looking beyond immediate concerns, people can create greater understanding, hope, and connection, which can positively impact their overall well-being.

Body image is another important difference in treatment. Body image is about how a person sees and evaluates their body. A negative body image can lead to serious stress, low self-esteem, and many other psychological problems. Addressing physical issues in a medical setting is important for personal empowerment, wellness, and overall health. Treatment programs focused on improving body image may include positive attitude awareness, self-acceptance, and challenging societal standards of beauty to help people improve the approval and authenticity of their bodies.

Emotional awareness and competence: Knowing, understanding and managing emotions is also important for therapy. Emotional awareness allows people to direct and manage their emotions, leading to emotional health. Treatment programs that focus on emotional competence may include strategies that focus on mindfulness, kindness, and cognitive restructuring to help people develop cognitive skills, thinking, management, and problem-solving strategies. Creating a positive mindset can improve a person's ability to cope with stress, build strength, and maintain mental health.

The results of the current research are very important in terms of treatment and therapeutic interventions. Understanding the relationship between personal experience, body image, and emotional state can inform therapeutic approaches that integrate these changes.

Therapists can use this information to design interventions that promote self-transcendence, physical well-being, and emotional well-being in clients. and Social Media to help people connect with a deeper sense of self and find meaning and purpose in life.

Additionally, therapists can use evidence-based interventions for physical problems, such as cognitive behavioral therapy (CBT) techniques, body acceptance affirmations, and personal intervention, to help people develop positive and accepting relationships with them. Body Relationship. In addition, therapists

may focus on improving emotional well-being through emotion management techniques, emotional modification, and emotional interventions so that people can better understand and control their thoughts.

This research has applications beyond medicine. These findings are useful in educational settings for the implementation of interventions that promote self-transcendence, physical well-being, and emotional competence to improve the health and academic success of college students. Additionally, the results of this study may help develop preventive measures and interventions to improve the mental health and physical well-being of college students.

It is important to acknowledge some limitations of the study. These findings are based on a specific sample of college students and caution should be exercised when generalizing to other populations.

Additionally, the results of this study may help develop preventive measures and interventions to improve the mental health and physical well-being of college students.

It is important to acknowledge some limitations of the study. These findings are based on a specific sample of college students and caution should be exercised when generalizing to other populations. Additionally, the study relied on self-report measures that may be biased and may not capture the complexity of body image and emotional well-being. Other factors not considered in this study may also contribute to these results. Future studies may include different samples and use different measurement methods to support the validity and generalizability of the findings.

According to the significant relationships and results found in this study, both hypotheses are accepted. The results provide evidence supporting the hypothesis that self-transcendence is associated with body image and emotional state. Additionally, the findings support the hypothesis that self-esteem has a significant impact on body image and emotional well-being.

This research shows that self-transcendence plays an important role in affecting the physical and mental health of college students. These findings provide valuable insight into the impact of individuality on design. Understanding the relationship between personal, physical, and mental health can inform interventions and support programs designed to improve physical and emotional health.

CHAPTER 6: SUMMARY AND CONCLUSION

In summary, this study examined the impact of self-esteem on body image and emotional well-being in college students. The findings revealed several important insights. First, higher levels of self-transcendence are associated with higher intelligence, suggesting that people who value things more than their own self-interest and are connected to something larger are more likely to be empathetic, more likely to manage and teach. Second, self-transcendence was positively associated with positive body image, suggesting that self-transcendence may promote health and lead to greater acceptance of one's appearance. These findings highlight the importance of self-transcendence in developing positive emotions and body acceptance in college students.

Results also showed that self-transcendence predicted emotional intelligence and body image; This shows that it is an important factor in emotional development. these standards. Self- transcendence explains a small but significant portion of the positive variance in perceived intelligence and a large portion of the positive variance in body image. These findings provide positive evidence for the positive effects of self-transcendence on college students' self- efficacy and body image.

The variables examined in this study have important implications for clinical practice and clinical intervention. The findings highlight the importance of personal development, supporting physical well-being and improving mental health. Clinicians can use these findings to design interventions that focus on self-transcendence, physical problems, and emotional regulation, ultimately improving people's health, clean drinking, and wellness.

In addition, this research has applications outside of medicine and may also be useful in education. The findings may inform the development of preventive measures and interventions to promote mental health, physical well-being, and happiness among college students. Schools can create a supportive environment that aids students' health and education by using strategies that improve self-esteem, body acceptance, and emotional intelligence.

This research contributes to the existing literature by revealing the meaning of self through the concepts of emotion and body image. It suggests that interventions and support programs that promote self-efficacy, such as encouraging negative behaviors or supporting goals, may improve emotional and motivational outcomes in college students. However, it is important to be aware of the study's limitations, such as the use of self-report measures and certain characteristics. Future studies should consider diversity and use different methods to further confirm and extend this finding.

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APPENDICES

Appendix 1

Body-Esteem Scale for Adolescents and Adults

Beverley K. Mendelson, Donna R. White, and Morton J. Mendelson

Indicate how often you agree with the following statements ranging from "never" (0) to "always" (4). Circle the appropriate number beside each statement.

- | | |
|---|---|
| 1. I like what I look like in pictures. 0 1 2 3 | 4 |
| 2. Other people consider me good looking. 0 1 2 3 | 4 |
| 3. I'm proud of my body. 0 1 2 3 | 4 |
| 4. I am preoccupied with trying to change my body weight. 0 1 2 3 | 4 |
| 5. I think my appearance would help me get a job. 0 1 2 3 | 4 |
| 6. I like what I see when I look in the mirror. 0 1 2 3 | 4 |
| 7. There are lots of things I'd change about my looks if I could. 0 1 2 3 | 4 |
| 8. I am satisfied with my weight. 0 1 2 3 | 4 |
| 9. I wish I looked better. 0 1 2 3 | 4 |
| 10. I really like what I weigh. 0 1 2 3 | 4 |
| 11. I wish I looked like someone else. 0 1 2 3 | 4 |
| 12. People my own age like my looks. 0 1 2 3 | 4 |
| 13. My looks upset me. 0 1 2 3 | 4 |
| 14. I'm as nice looking as most people. 0 1 2 3 | 4 |
| 15. I'm pretty happy about the way I look. 0 1 2 3 | 4 |
| 16. I feel I weigh the right amount for my height. 0 1 2 3 | 4 |
| 17. I feel ashamed of how I look. 0 1 2 3 | 4 |
| 18. Weighing myself depresses me. 0 1 2 3 | 4 |
| 19. My weight makes me unhappy 0 1 2 3 | 4 |
| 20. My looks help me to get dates. 0 1 2 3 | 4 |
| 21. I worry about the way I look. 0 1 2 3 | 4 |
| 22. I think I have a good body. 0 1 2 3 | 4 |
| 23. I'm looking as nice as I'd like to. 0 1 2 3 | 4 |

Three subscales: BE-Appearance (1, 6, 7*, 9*, 11*, 13*, 15, 17*, 21*, 23); BE-Weight (3, 4*, 8, 10, 16, 18*, 19*, 22); and BE-Attribution (2, 5, 12, 14, 20). [* negative items, which must be recoded for scoring by reversing the scale (i.e., 0 = 4, 1 = 3, 2 = 2, 3 = 1, 4 = 0).]

Appendix 2

Self-Transcendence Scale Pamela Reed, PhD, RN, FAAN 1987

DIRECTIONS: Please indicate the extent to which each item below describes you. There are no right or wrong answers. I am interested in your frank opinion.

As you respond to each item, think of how you see yourself at this time of your life. Circle the number that is the best response for you.

At this time of my life, I see myself as:

1. Having hobbies or interests I can enjoy. 1 2 3 4
2. Accepting myself as I grow older. 1 2 3 4
3. Being involved with other people 1 2 3 4 or my community when possible.
4. Adjusting well to my present life situation. 1 2 3 4
5. Adjusting to changes in my physical abilities. 1 2 3 4
6. Sharing my wisdom or experience with others. 1 2 3 4
7. Finding meaning in my past experiences. 1 2 3 4
8. Helping others in some way. 1 2 3 4
9. Having an ongoing interest in learning. 1 2 3 4
10. Able to move beyond some things that once seemed so important. 1 2 3 4
11. Accepting death as a part of life. 1 2 3 4
12. Finding meaning in my spiritual beliefs. 1 2 3 4
13. Letting others help me when I may need it 1 2 3 4.
14. Enjoying my pace of life. 1 2 3 4
15. Letting go of past regrets. 1 2 3 4

Thank you very much for completing these questions. On the back of this sheet, please write down any additional comments that may help us understand your views.

Appendix 3

Brief Emotional Intelligence Scale BEIS---10

Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J. A. (2010)

Items on the Brief Emotional Intelligence Scale are rated on a 5-point Likert scale anchored by 1 = "strongly agree" to 5 = "strongly disagree."

Appraisal of own emotions

- 1.I know why my emotions change.
- 2.I easily recognize my emotions as I experience them

Appraisal of others' emotions

- 3.I can tell how people are feeling by listening to the tone of their voice
- 4.By looking at theirfacial expressions,I recognizethe emo8ons people are experiencing

Regulation of own emotions

- 5.I seek out activities that make me happy
- 6.I have control over my emotions

Regulation of others' emotions

- 7.I arrange events others enjoy
- 8.I help other people feel better when they are down

Utilization of emotions

9. When I am in a positive mood, I am able to come up with new ideas
10. I use good moods to help myself keep trying in the face of obstacles

