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## IMPACT OF MINDFULNESS ON EMOTIONAL INTELLIGENCE AND SELF-ESTEEM AMONG YOUTH.

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### ABSTRACT

The aim of the research is to investigate the impact of mindfulness on emotional intelligence and self-esteem among youth. The sampling technique used was convenience sampling. The sample size was 101. The questionnaires used were MAAS, RSES, SSEIT. The result came out to be significant (correlation significant at 0.01 level) for mindfulness and emotional intelligence and same for mindfulness and self-esteem. The study was quantitative.

**Keywords: Mindfulness, Emotional Intelligence, Self-esteem, Youth.**

### CHAPTER 1

#### INTRODUCTION

While self-esteem is a person's overall feeling of worth and value, emotional intelligence is the capacity to recognise, utilise, and control one's own emotions in a constructive and beneficial way. Recent studies indicate that mindfulness—the discipline of focusing attention on the present moment without passing judgment—may have benefits for young people's emotional intelligence and self-esteem.

Think of your mind as a bustling marketplace where different ideas and feelings are continuously fighting for your attention. In this market, mindfulness enables you to observe the many stalls (thoughts and emotions) without becoming drawn into their sales pitches (reaction behaviours). You become more skilled at selecting which booths to interact with and how long to stay with them as you practice, which eventually results in more deliberate and thoughtful responses as opposed to reflexive ones. Developing mindfulness can provide numerous advantages for your mental clarity, emotional stability, self-worth, and even physical well-being if you put in the necessary effort. Through this process of self-discovery and personal growth, one can perhaps become more aware of and intentional in navigating life's complexity.

EI, or emotional intelligence, refers to possessing a unique set of abilities that enables you to comprehend and regulate both your own and other people's emotions. It is similar to having a toolbox full of various implements to deal with life's ups and downs. Understanding your feelings is a useful technique. This entails identifying your emotions, the reasons behind them, and the ways in which they influence your decisions and thinking. You can improve your EI and gain a deeper awareness of people, the environment, and yourself by putting these abilities into practice. It's like a never-ending journey where you get better and better at everything in life the more you practise!

Your level of self-worth and appreciation is the foundation of your self-esteem. It sounds like a small voice inside your head informing you if you're capable, worthy, and deserving of incredible things. That voice is pleasing and supportive when your self-esteem is high, like a cheerleader who celebrates your accomplishments and helps you overcome obstacles. But when your self-worth is low, that voice can become a harsh critic who will never stop pointing out your shortcomings, emphasising your errors, and whispering doubts about your skills. It's as though your existence is being filtered negatively, rendering you feel incompetent, undeserving of happiness, and unworthy. This may result in depressive, anxious, or trouble overcoming obstacles in life with confidence. Understand that building self-esteem is a process rather than a goal. There will be moments when your inner voice falters and doubts start to sneak in. However, you may learn to quiet the negative voice and strengthen the good one inside of you, enabling you to reach your full potential and live a fulfilling life. This requires conscious effort and self-acceptance.

The idea behind this research is that by encouraging mindfulness practices, we can provide young people with the skills they need to deal with the complexity of the world. This study intends to further knowledge and the creation of holistic approaches to youth well-being by examining the possible effects of mindfulness on emotional intelligence and self-esteem. By doing so, it hopes to provide young people with essential life skills for success in both their personal and interpersonal lives.

In the end, this study aims to reveal how mindfulness can act as a catalyst for positive transformation, enabling youth to develop emotional intelligence, boost self-esteem, and thrive on their own paths.

## **CHAPTER 2**

### **RESEARCH METHODOLOGY**

#### **Aim:**

To investigate the relationship between mindfulness, emotional intelligence and self-esteem among young adults.

#### **Objectives**

1. Assess the level of mindfulness among young adults using Mindfulness Attention Awareness Scale.
2. Assess the level of emotional Intelligence among young adults using Schutte Self-Report Emotional Intelligence Test.
3. Assess the level of self esteem among young adults using Rosenberg Self-esteem scale.
4. Assess the relationship between mindfulness and emotional intelligence
5. Assess the relationship between mindfulness and self- esteem.

#### **Hypothesis**

H1: There will be significant effect of mindfulness on emotional intelligence.

H2: There will be significant effect of mindfulness on self-esteem.

H3: There will be positive impact of mindfulness on emotional intelligence.

H4: There will be positive impact of mindfulness on self-esteem.

#### **Variables:**

##### **Independent Variable:**

- Mindfulness

##### **Dependent Variables:**

- Emotional Intelligence
- Self-Esteem

In short, the independent variable is the "Mindfulness Practices," and the dependent variables are "Emotional Intelligence" and "Self-Esteem" in the study investigating the impact of mindfulness on youth.

##### **Extrinsic Variables:**

- Demographic factors:

- Age
  - Gender
  - Socioeconomic status
  - Ethnicity/race
- Environmental factors:
- Family environment
  - School environment
  - Peer relationships and social support

### **Description of tools employed:**

Scales used in the study are:

#### **Mindful Attention Awareness Scale**

The MAAS includes a 15-item scale which is designed to assess a core characteristic of dispositional mindfulness, namely, open or receptive awareness of and attention to what is taking place in the present tense. This scale demonstrates strong testing properties and is validated with young adults, and cancer patient samples.

#### **Rosenberg Self-esteem Scale**

The Rosenberg Self-Esteem Scale (RSES) is a 10-item scale, Likert scale, it is a self-report measured test. It came into being so to gather information about teenagers' feelings of self-esteem and self-worth. It is since then became one of the most widely used measures of self-esteem for the population.

#### **Schutte Self-Report Emotional Intelligence Test**

This test is used for measuring general emotional intelligence, it includes 33-item self-report test. It uses four sub-scales: emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotions. This test is very closely related with EQ-I model of EI. It has scales ranging from 1 (strongly disagree) to 5 (strongly agree). This test is fairly reliable.

#### **Procedure**

The collection of data was done using MAAS, RSES, SSEIT, convenience sampling was used for sample selection. The sample size was 101 people. The age chosen was from 17-30.

The results' confidentiality was kept as priority. An informed consent was taken before the response sheet. As the tests were self-report measure there was no time limit for the participants. The study was quantitative.

**Statistical Analysis**

PEARSONS' CORRELATION TEST: The statistics used was Pearson's correlation test which measures the relationship between two continuous variables, statistically. It is known as the best method to measure the association between variables of interest because it is based on the method of covariance. It gives the information about the correlation as well as the direction of that relationship. It works like; assigning a value between -1 and 1, where 0 is no correlation, 1 is total positive correlation, and -1 is total negative correlation.

**CHAPTER 3**

**RESULTS**

RESULT TABLE

**Table3.1 MINDFULNESS AND EMOTIONAL INTELLIGENCE**

**Correlations**

		Mindfulness	Emotional Intelligence
Mindfulness	Pearson Correlation	1	.486**
	Sig. (2-tailed)		.000
	N	101	101
Emotional Intelligence	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	101	101

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 3.2 MINDFULNESS AND SELF ESTEEM**

**Correlations**

		Mindfulness	Self-esteem
Mindfulness	Pearson Correlation	1	.489**
	Sig. (2-tailed)		.000
	N	101	101
Self-esteem	Pearson Correlation	.489**	1
	Sig. (2-tailed)	.000	
	N	101	101

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## **CHAPTER 5**

### **Discussion**

Aim of this research was to investigate the relationship between mindfulness, emotional intelligence and self-esteem among young adults. The data was collected through google forms. The type of sampling used was convenience sampling. Both male and female population was covered. The sample size was 101, the age chosen for this research lies between 17 to 30 years old. The questionnaire used for mindfulness was Mindful Attention Awareness Scale, for self- esteem we used the Rosenberg Self-Esteem Scale, and for Emotional Intelligence, Schutte Self-report Emotional Intelligence Test was used. The area of population covered was Delhi NCR. The hypothesis of this study was there is a significant difference between mindfulness and self-esteem. There is a significant difference between mindfulness and emotional intelligence. There will be positive impact of mindfulness on emotional intelligence. There will be positive impact of mindfulness on self-esteem. By conducting the analysis on SPSS, Pearson's Correlation Test, the result was as follows.

The Hypothesis 1, "There will be significant effect of mindfulness on emotional intelligence" is accepted as mindfulness and EI are significant at 0.000 level which is less than 0.05 indicating significance. Our study's findings, which show a strong positive relationship between mindfulness and emotional intelligence, are consistent with the first hypothesis. This research supports the body of research that shows how mindfulness techniques, like meditation and mindfulness-based therapies, can improve emotional intelligence by encouraging increased self-awareness, self-control, and empathy. People who practice mindfulness frequently report having more emotional clarity, managing stressors more effectively, and having stronger interpersonal relationships—all essential elements of emotional intelligence. Therefore, our results offer empirical evidence favouring the theory that practicing mindfulness helps improve emotional intelligence.

The Hypothesis 2, "There will be significant effect of mindfulness on self-esteem" is accepted as mindfulness and EI are significant at 0.000 level which is less than 0.05 indicating significance. Our study's findings support our second hypothesis by showing a strong positive relationship between mindfulness and self-esteem. This result is consistent with earlier studies showing that mindfulness training promotes higher levels of self-acceptance, self-compassion, and positive self-concept. Mindfulness is a practice that supports the development of a more resilient sense of self-worth and confidence in people by encouraging nonjudgmental observation and acceptance of one's thoughts, feelings, and experiences. Our results highlight the significance of including mindfulness-based strategies into treatments meant to boost psychological health and self-worth.

The Hypothesis 3, “There will be positive impact of mindfulness on emotional intelligence.” The third theory is supported by our research, which shows that emotional intelligence benefits from mindfulness. According to this research, people who regularly practise mindfulness have been shown to have higher emotional intelligence than people who don't. The development of attentional control, emotional regulation abilities, and a deeper understanding of one's own emotional experiences through mindfulness training may be the factors driving this link. Key emotional intelligence qualities like empathy, interpersonal effectiveness, and emotional resilience are developed more easily when mindfulness is practiced. This is because mindfulness encourages a present-focused awareness and a non-reactive attitude towards emotions.

The Hypothesis 4, “There will be positive impact of mindfulness on self-esteem.” Our research findings support our fourth hypothesis, which states that mindfulness has a beneficial effect on self-esteem. According to this research, people who consistently practice mindfulness have been shown to have better levels of self-esteem than people who do not. By encouraging a kind and welcoming attitude towards oneself, lowering self-criticism, and boosting a sense of intrinsic worthiness, mindfulness therapies may improve self-esteem. People can develop a more positive self-image and increase general well-being by learning to relate to themselves with love and acceptance through practicing mindfulness.

The correlation coefficient of 0.489 suggests a moderate positive relationship between mindfulness and emotional intelligence (EI). The correlation coefficient of 0.486 suggests a moderate positive relationship between mindfulness and self-esteem.

## **CHAPTER 6**

### **CONCLUSION AND LIMITATIONS**

#### Conclusion

On the basis of the analysis, it can be concluded from the results that people who practice mindfulness regularly showcase a positive impact on their emotional intelligence as well as their self-esteem. This can be supported as the correlation came to be positive between all the variables. This result is supported by the researches done previously such as the most recent ones indicating an increase in self-esteem directly affected by regular meditations and other such practices (Modi S. et. al. 2018).

#### Limitations

- The current study was conducted on the basis of test questionnaires which limits the capacity of testing direct impact of mindfulness on EI and self-esteem as there may be other factors that might have been intervening variables.
- The sample size is less (101 people)
- Population was only from Delhi NCR, thus generalisability of the research is low.



- The number of male population is less.

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