



Relationship Between Self-Perception and Emotional Intelligence In Young Adults

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Abstract

The present study aimed to investigate the relationship between self-perception and emotional intelligence among young adults. The study involved 110 participants, comprising 55 males and 55 females. The age group of participants ranged from 18 to 25 years. The self-perception measuring scale (SPMS-A) developed by Dr. K.G. Agarwal and the emotional intelligence scale (E.I.S) developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar were utilized for assessment purposes. The results of the study indicated that there was no significant relationship between self-perception and emotional intelligence among young adults. Furthermore, the study revealed a significant difference between males and females in terms of emotional intelligence. In contrast, the study found no significant difference between males and females in self-perception.

Keywords – Self-Perception, Emotional Intelligence, Young Adults.

I. INTRODUCTION

Self-perception

The concept of Self-perception is centered on interpreting and evaluating oneself through personal experiences, thoughts, and behaviors. It encompasses the formation of beliefs and opinions about oneself, including self-esteem, self-worth, and self-efficacy. Several internal factors tend to influence this construct, such as personality traits and cognitive processes, along with external factors, such as social and cultural norms, feedback from others, and life experiences.

According to Leary & Baumeister, (2000) self-perception refers to interpretation of one's own behavior and internal states, such as emotions and thoughts, in order to draw conclusions about one's own personality, preferences, and values." Jones & Davis, (1965) defined Self-perception as "the process of drawing inferences about oneself based on observations of one's own behavior, particularly when internal cues are ambiguous or unavailable."

A variety of internal and external influences have an impact on our self-perception. One of the most crucial internal aspects is personality, which can shape an individual's self-perception in various ways. For instance, research indicated that individuals with different levels of openness, conscientiousness, extraversion, agreeableness, and neuroticism, may have different self-perceptions and self-concepts (Brown, 1993). For example, a person who scores high on extroversion might have a more positive self-concept and higher self-esteem due to their outgoing and sociable nature as compared to an introverted individual. An individual's past

experiences are another crucial internal factor influencing self-perception, since an individual's self-perception can be affected by their past experiences of success or failure, as well as by significant life events, such as trauma or major life transitions. For instance, compared to someone who has not suffered a similar setback, someone who has encountered a substantial failure may have a more negative self-concept and lower self-esteem.

External factors such as social and environmental forces tend to influence self-perception significantly. For instance, in research it was found that the act of social comparison, or the process of comparing oneself to others, can influence self-perception by highlighting differences and similarities between oneself and others (Festinger, 1954). Self-perception is also influenced by societal norms and expectations, such as gender norms or cultural values, in a way that impacts what individuals consider to be socially desirable or undesirable behaviors.

Emotional intelligence

According to Goleman (1995) emotional intelligence refers to a set of abilities that allows an individual to exhibit, identify, comprehend, and analyze one's own as well as other's emotions which further guide thinking and behavior. In other words, Emotional intelligence (EI) refers to one's capacity of perceiving, comprehending, and regulating their own emotions, as well as that of others. It encompasses the ability to recognize and be mindful of one's own emotional state and utilize this understanding to guide thinking and behavior. Additionally, it involves the skill to identify and respond suitably to other people's emotions.

Emotional intelligence has been defined as "The ability to recognize and understand one's own emotional reactions and those of others, and to use this information to guide thinking and behavior" (Mayer and Salovey, 1997). "The ability to perceive and express emotions, assimilate emotions in thought, understand and reason with emotions, and regulate emotions in oneself and others" (Bar-On, 1997).

Theoretical basis of emotional intelligence

John Myer, Peter Salovey, and David Caruso in 2001 proposed the ability model of emotional intelligence. According to this model emotional intelligence is a cluster of mental abilities or skills which enable individuals to perceive, use, understand, regulate, & manage emotion. According to the ability model, individuals vary in their level of emotional intelligence based on their proficiency in each of these four branches. In other words, some people may have a natural ability to perceive and understand emotions, but struggle with managing or regulating them, while others may excel in managing emotions, but have difficulty in perceiving or understanding them. The ability model of EI emphasizes that these skills can be developed and improved through practice and training.

Goleman proposed the mixed model of Emotional Intelligence. This model is also known as the mixed model because it combines elements of both the ability and trait models of Emotional Intelligence. According to Goleman's model emotional intelligence is made up of five main components including Self-awareness, Self-regulation, Motivation, Empathy, Social skills. Goleman's model is not rigid about an individual's ability, rather it believes that emotional intelligence can be developed and improved through practice. He believed that to be a success in life, one needs to be emotionally intelligent and capable of managing various relationships and be positive about the changing environment.

Bar-On proposed personality model of Emotional Intelligence which states that in order to effectively cope with environmental demand and pressure, one needs to understand emotional intelligence as an array of non-cognitive abilities, traits, and their significant impact. According to this model there are five main components of social and emotional intelligence including Intrapersonal intelligence, Interpersonal intelligence, Adaptability, Stress management, & General mood. This model postulates that social and emotional intelligence is a dynamic model that can be developed and enhanced through personal growth, social engagement, and new experiences. It can be inferred that this model promotes the significance of EI in achieving success in personal and professional life, as well as in overall health and well-being.

Rationale

In recent years the investigation of the association between self-perception and emotional intelligence has gained significant, hence in this paper we focused on studying the association between self-perception and emotional intelligence. This relationship can be beneficial in understanding how individuals perceive themselves in terms of their thoughts, emotions & feelings and the relationships that they have with others. It can help us to better understand how our actions and feelings impact our overall sense of self and our ability to interact with others. Self-perception and emotional intelligence are two important aspects of an individual's life as they tend to influence how we interact with others, how we make decisions, and how we approach life. It is crucial to investigate this association to better understand how these two concepts relate to each other and how they affect our overall life.

II. METHODOLOGY

Aim

This study aims to examine the relationship between self-perception and emotional intelligence among young adults.

Objectives

1. The primary objective was to understand the relationship between self-perception and emotional intelligence in young adults.
2. The purpose was to study if male and female young adults differed on the construct of emotional intelligence.
3. The purpose was to study if male and female young adults differed on the construct of self-perception.

Hypotheses

- H₁: There exists no significant relationship between self-perception & emotional intelligence in young adults.
- H₂: There exists no sig. difference in mean scores of males & females on the construct of emotional intelligence.
- H₃: There exists no sig. difference in mean scores of males & females on the construct of self-perception.

Research design

The study follows Comparative inferential research design. A comparative design allows the researcher to study the relationship between two variables. Therefore, to understand the association between self-perception & emotional intelligence the statistical techniques Of Pearson correlation and independent samples t-test were applied.

Variables

- Independent variable – Self perception
- Dependent variable – Emotional intelligence

Sample and its selection

A sample of 110 young adults (N=110) was selected for the purpose of the study, equally distribute as 55 male & 55 female participants. The age group of participants ranged from 18 to 25 years.

Inclusion criteria

The inclusion criteria depended on the age group. Participants within the age group of 18-25 were selected for the purpose of this study.

Description of tools

Self-perception measuring scale (SPMS-A) by Dr, K.G. Agarwal

This scale was developed by Dr. K.G, Agarwal to measure self-perception. It is a self-report questionnaire that consists of 40 items. It includes 40 situation statements in the form of (A) / (B). The participants are to select (A) OR (B) statement as per their thinking and put a mark in the appropriate checkbox. There are two subscales which add up together to make self-perception. The two subscales are self-regard and self-acceptance. The coefficient of reliability are 0.75 and 0.80 for Self-regard & self-acceptance Scales respectively.

Emotional intelligence scale (E.I.S) by Anukool Hyde, Sanjyot Pethe & Upinder Dhar

This scale was developed by Anukool Hyde, Sanjyot Pethe & Upinder Dhar in 2002. It consists of 34 items which are assessed on a 5-point Likert scale, responses range from 'strongly agree' (5) to 'strongly disagree' (1). The scale measures 10 sub-domains of EI which include self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior. The raw score ranges between 34 to 170. The higher the raw score, the higher is the level of emotional intelligence. The content validity was reported to be high. The validity came out to be 0.93. The split-half reliability came out to be 0.88.

Procedure

A sample of 110 participants (N=110) was selected for the purpose of this study. The sample consisted of 55 males and 55 female young adults, age ranging from 18-25. The data was collected through a survey. The self-perception measuring scale (SPMS-A) by Dr, K.G. Agarwal and emotional intelligence scale (E.I.S) by Anukool Hyde, Sanjyot Pethe & Upinder Dhar was used for purpose of this study. The questionnaires along with an informed consent form were provided to the participants. The participants were given a briefing regarding the purpose of the study and the instructions to be followed for responding to the questionnaires. After the scoring the collected data was analyzed using SPSS.

Statistical analysis

IBM SPSS Statistics 22 was utilized to analyze the data. In order to confirm the fulfillment of the main assumptions for correlation analysis, a Pearson correlation test was conducted to examine the association between emotional intelligence and self-perception. Further, to find the gender differences on the constructs of self-perception and emotional intelligence, an independent sample t-test was carried out.

III. RESULTS

Table 1: This table represents the group statistics of males and females on emotional intelligence.

Group Statistics

	Gender	N (110)	Mean	Std. Deviation	Std. Error mean
EQ_TOTAL	Female	55	122.527	23.1059	3.1156
L	Male	55	132.327	16.9913	2.2911

Table 1 indicates that on the construct of emotional intelligence, the mean score of females = 122.52 with a standard deviation = 23.10 and standard error mean = 3.11, while the mean score of males = 132.32 with a standard deviation = 16.99 and standard error mean = 2.29.

Table 1.1: The table indicates the results of independent samples test for the construct of emotional intelligence.**Independent Samples Test**

	Levene's Test for equality of variance		t-test for Equality of Means						
	f	Significance.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Diff.	95% Confidence Interval of the Diff.	
								Lower	Upper
EQ_TOTAL	5.120	.026	-2.534	108	.013	-9.8000	3.8673	-17.4657	2.1343
			-2.534	99.188	.013	-9.8000	3.8673	-17.4734	2.1266

Table 1.1 indicates that on the construct of emotional intelligence the t critical = 2.534 with p = 0.013. since $P < 0.05$ therefore we can say that on the construct of emotional intelligence there is significant difference among male & female participants.

Table 2: This table represents the group statistics of males and females on self-perception.**Group Statistics**

	Gender	N(110)	Mean	Std. Deviation	Std. Error mean
SP_TOTAL	Female	55	22.327	3.1391	.4233
	Male	55	23.127	2.1693	.2925

Table 2 indicates that on the construct of self-perception, the mean score of females = 22.32 with a standard deviation = 3.13 and standard error mean = 0.42, while the mean score of males = 23.12 with a standard deviation = 2.169 and standard error mean = 0.29.

Table 2.1: The table indicates the results of independent samples test for the construct of self-perception.**Independent Samples Test**

	Levene's Test of equality of variance		t-test for Equality of Means						
	f	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error Diff.	95% Confidence Interval of the Diff.	
								Lower	Upper
Equal variances assumed	9.716	.002	-1.555	108	.123	-.8000	.5145	-1.8198	.2198
Equal variances not assumed			-1.555	95.998	.123	-.8000	.5145	-1.8213	.2213

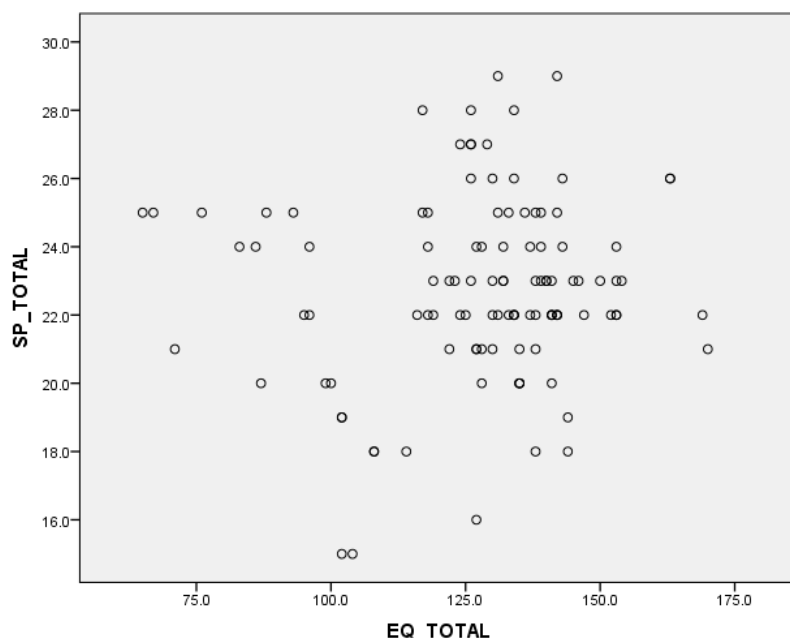
Table 2.1 indicates that on the construct of self-perception the $t_{critical} = 1.555$ with $p = 0.123$. since $P > 0.05$, therefore we can say that on the construct of self-perception there is no significant difference among male & female participants.

Table 3: The below-mentioned table indicates the results of Pearson correlation for the variables of emotional intelligence and self-perception.

Correlations			
		EQ_TOTAL	SP_TOTAL
EQ_TOTAL	Pearson Correlation	1	.084
	Sig. (2-tailed)		.381
	N	110	110
SP_TOTAL	Pearson Correlation	.084	1
	Sig. (2-tailed)	.381	
	N	110	110

Table 3 indicates the coefficients of correlation for emotional intelligence and self-perception. The Pearson correlation coefficient for emotional intelligence and self-perception came out to be .084, indicating a weak positive relationship between the 2 variables. The p-value came out to be 0.381 (sig. 2 tailed = 0.381), since $P > 0.05$, therefore we can infer that there is no significant correlation between the two variables.

Figure 3: The Below-mentioned diagram is a scatterplot for the variables of emotional intelligence & self-perception.



IV. DISCUSSION

The aim of the study was to assess the relationship between self-perception and emotional intelligence. A sample of 110 young adults (N=110) was selected for the purpose of the study. The sample was equally distributed as 55 male & 55 female participants. The age group of participants ranged from 18 to 25 years. The present paper seeks to understand the relationship between self-perception and emotional intelligence in young adults. Further it seeks to study if there exists a significant difference between male and female young adults on emotional intelligence. Lastly it aims to study if there exists a significant difference between male and female young adults on self-perception. The variables in the study were self-perception and emotional intelligence which were assessed using two questionnaires namely the self-perception measuring scale (SPMS-A) by Dr. K.G. Agarwal and emotional intelligence scale (E.I.S) by Anukul Hyde, Sanjyit Pethe, and Upendar Dhar. Further the collected data was scored and was analyzed using IBM SPSS Statistics 22.

Emotional intelligence refers to perceiving, comprehending, and managing one's own emotions, as well as that of others around us. It involves being self-aware in terms of our own emotional state & utilizing this awareness to guide our thoughts and actions, and effectively perceiving and responding to the emotions of others. While Self-perception involves interpreting one's own behavior and internal states, such as emotions and thoughts, in order to draw conclusions about one's own personality, preferences, and values.

It was found that the Pearson correlation coefficient for emotional intelligence & self-perception came out to be .084, indicating a weak positive relationship between the 2 variables. The p -value came out to be 0.381 (sig. 2 tailed = 0.381), since $P > 0.05$, therefore we can infer that there is no significant correlation between the two variables. Hence, we have enough evidence to retain H1 that is there exists no relationship between self-perception and emotional intelligence among young adults. While the previous research in the same area revealed contrary results to our findings. In a study conducted by Singh & Singh (2012) to assess the emotional intelligence and self-concept in adolescent population, a positive relationship between emotional intelligence and self-concept of adolescents was found, but our study reveals that there exists no such relationship among the population of young adults. In another study conducted by Calero et. al. (2018) to examine the association between emotional intelligence, self-concept, & self-esteem in adolescents, founded a positive correlation between self-esteem and clarity of feelings, and between mood repair and self-esteem within males. Lastly, in a study by Monteagudo et. al. (2019) consistent results were found that is a positive relationship between emotional intelligence and self-concept was indicated.

The findings of present research yielded that on the construct of emotional intelligence the t critical = 2.534 with $p = 0.013$. since $P < 0.05$. Hence, we can say we have enough evidence to reject H2. Therefore, on the construct of emotional intelligence there is sig. difference among male & female participants. Further it can be established that the mean scores of males and females indicate that on the construct of emotional intelligence males score higher than females. The previous research in the same area yielded similar results. In a study conducted by Singh (2015) to investigate relationship between self-concept, academic achievement & emotional intelligence in college going students, the research indicated that male students have high emotional intelligence than female students. In another study conducted by Singh & Singh (2012) to assess the emotional intelligence and self-concept in adolescent population, along with the gender differences within the same constructs, it was found that female students differed in terms of their total EI as compared to their male counterparts.

The findings of present research yielded that on the construct of self-perception the t critical = 1.555 with $p = 0.123$. since $P > 0.05$ we can say that we have enough evidence to retain H3 and therefore we can say that on the construct of self-perception there is no sig. difference among male & female participants. The mean difference is insignificant indicating that the mean scores of males and females on self-perception do not differ significantly. The previous research conducted in the same area yielded contradictory results. In research conducted by Singh et.al. (2015) to evaluate emotional intelligence, self-concept, & academic achievement on college going students, it was found that male students have high self-concept as compared to their female counterparts. In another study by Singh & Singh (2012) to measure the gender differences on the constructs of emotional intelligence and self-concept, it was found that the gender difference on the construct of self-concept is insignificant. Hence it can be established that similar results were found in the present study of young adults with the age group of 18-25 years.

There is very few research focusing on the study of these variables in young adults hence future research can focus on various associations between these variables in focus of the young adult population.

V. CONCLUSION & SUMMARY

The primary objective of the present research was assessing if there is an association between the constructs of self-perception and emotional intelligence. A group of 110 young adults ($N=110$) constituted the sample equally distributed as 55 males & 55 female participants. The age group of participants ranged from 18 to 25 years. The present research seeks to find any association between self-perception and emotional intelligence in young adults. Further it seeks to assess gender differences on the construct of emotional intelligence. Lastly it seeks to assess gender differences in the construct of self-perception. The self-perception measuring scale (SPMS-A) by Dr, K.G. Agarwal and emotional intelligence scale (E.I.S) by Anukool Hyde, Sanjyot Pethe & Upinder Dhar was used for the purpose of this study. Further the collected data was scored and updated in the excel spreadsheets. The data was analyzed using IBM SPSS Statistics 22 and for the testing of hypothesis the analysis was done using various statistical measures including Pearson correlation and independent samples t-test.

After applying the statistical tools and tabulating the obtained results, it was then interpreted and was compared with the hypotheses that were formed before the scoring began. The hypotheses were then discussed against the interpretation of the results that were obtained. The present study thus suggests that there exists no significant relationship between self-perception and emotional intelligence. Hence it can be inferred that the thoughts, feelings, and emotions that we have about ourselves might not significantly impact the way we perceive and exhibit our own emotions and that of other people. The study also revealed that there exists a significant difference between males and females in emotional intelligence which further indicates that males scored better on different components of emotional intelligence like self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior as compared to their female counterparts. Further it was revealed that there exists no significant difference between males and females in self-perception which indicates that male and female participants do not differ on components of self-perception including self-regard and self-acceptance.

To summarize, the primary objective of the present research was assessing if there is an association between the constructs of self-perception and emotional intelligence along with studying the gender differences on the same constructs. This relationship can be beneficial in understanding how individuals perceive themselves, their emotions, and the relationships that they have with others. It can help us to better understand how our actions and feelings impact our overall sense of self and our ability to interact with others. In conclusion the study yielded

consistent and reliable results. It was found that there is no significant relationship between self-perception and emotional intelligence. The study also revealed that there exists a significant difference between males and females in emotional intelligence. Further it was revealed that there exists no significant difference between males and females in self-perception. Nonetheless, there remains considerable scope for exploration in this field, and conducting additional research can offer valuable perspectives on the interplay between these two concepts.

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