Emotional Intelligence, Self- Esteem and Life Satisfaction among Young Adults

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Abstract

The research investigates the connections between emotional intelligence (EI), self-esteem, and life satisfaction among young adults. Emotional intelligence is crucial for mental and physical health, and understanding its relationship with self-esteem and life satisfaction can enhance overall well-being. In this study, 81 participants age ranging from 18-26 completed assessments using the Emotional Intelligence Scale (EIS), the Rosenberg Self-Esteem Scale (RSE), and the Satisfaction with Life Scale. The proper statistical treatment was applied to obtain the results. The analysis revealed a significant positive correlation between emotional intelligence and self-esteem, indicating that higher emotional intelligence is associated with higher self-esteem. However, no significant difference between was found self-esteem and life satisfaction, suggesting that while self-esteem is important, it may not directly influence overall life satisfaction.

Keywords: Emotional Intelligence, Self-Esteem, Life Satisfaction, Young Adults

Introduction:

Emotional Intelligence

Emotional intelligence (EI) refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. This multifaceted skill set encompasses emotional awareness, empathy, emotional regulation, and social skills. In young adults, EI plays a crucial role in navigating the complexities of interpersonal relationships and personal challenges. While definitions of emotional intelligence may vary, it is generally acknowledged that higher EI contributes to better mental health outcomes and enhances overall life satisfaction (Goleman, 1995; Mayer et al., 2004).

Research indicates that emotional intelligence is particularly significant during the transitional phase of young adulthood, which often involves critical life decisions related to education, career, and relationships. As individuals move through this stage, their ability to effectively manage emotions can influence their self-esteem and coping mechanisms in the face of stressors (Schutte et al., 2001). Young adults with high levels of EI are more likely to experience positive social interactions and maintain healthier relationships, which are essential for personal growth and fulfillment.

Self-Esteem

Self-esteem is defined as an individual's subjective evaluation of their own worth. It encompasses beliefs about oneself as well as emotional states such as triumph, despair, pride, and shame. Self-esteem is a vital aspect of psychological well-being, particularly during young adulthood when individuals are forming their identities and establishing their place in society (Rosenberg, 1965).

During this developmental stage, self-esteem can be significantly influenced by various factors including social interactions, academic performance, and life experiences. High self-esteem is associated with greater resilience against stress and adversity, while low self-esteem can lead to negative mental health outcomes such as anxiety and depression (Orth et al., 2010). Understanding the dynamics of self-esteem in relation to emotional intelligence provides valuable insights into how young adults can cultivate a positive self-image and enhance their overall life satisfaction.

Life Satisfaction

Life satisfaction refers to an individual's cognitive assessment of their overall quality of life based on their own chosen criteria. It is a key component of subjective well-being and is influenced by a variety of factors including emotional health, social relationships, and personal achievements. For young adults, life satisfaction is often closely linked to their experiences during this transitional phase marked by educational pursuits, career exploration, and evolving social networks (Diener et al., 1985).

Research suggests that emotional intelligence and self-esteem are significant predictors of life satisfaction among young adults. Those who possess higher levels of EI tend to report greater life satisfaction due to improved interpersonal relationships and better emotional regulation (Petrides et al., 2007). Additionally, individuals with higher self-esteem often perceive their lives more positively and are more likely to engage in activities that enhance their overall well-being.

In summary, this research project aims to explore the interrelationships among emotional intelligence, self-esteem, and life satisfaction within the context of young adulthood. By examining these connections, we hope to identify strategies that can promote emotional well-being and enhance the quality of life for young adults during this critical stage of development. Understanding these dynamics will not only contribute to academic knowledge

but also inform practical interventions aimed at fostering resilience and psychological health among young people.

Statement of problem

To investigate the correlation between emotional intelligence, self-esteem and life satisfaction among young adults.

Significance of the Study

The significance of emotional intelligence (EI), self-esteem, and life satisfaction among young adults is crucial for their mental health and overall quality of life. High emotional intelligence helps improve communication, empathy, and conflict resolution, leading to better relationships. It also enables individuals to manage stress and negative emotions effectively, reducing the risk of anxiety and depression. Additionally, EI plays a role in academic and career success by fostering teamwork and adaptability. Self-esteem is equally important; it boosts motivation, resilience, and a willingness to take risks, which contributes to personal growth. Higher self-esteem is linked to lower anxiety and better mental health, encouraging positive social interactions and stronger relationships.

Life satisfaction reflects overall well-being and influences happiness. Those who report higher life satisfaction tend to have better physical health and lower stress levels. They also contribute positively to their communities. Understanding how these factors interact is essential. Emotional intelligence enhances self-awareness and emotional regulation, leading to better decision-making. It also fosters empathy and strong social skills, which are vital during young adulthood. Self-esteem helps shape identity during this critical period and acts as a coping mechanism for dealing with challenges. In summary, the connections between emotional intelligence, self-esteem, and life satisfaction are significant. High EI can improve self-esteem through better emotional management and relationships, which in turn boosts life satisfaction. By nurturing these elements, young adults can enhance their overall well-being, leading to healthier relationships and a more fulfilling life. Understanding these dynamics can greatly improve the quality of life for young adults.

Objective of the Study

This study aims to investigate the relationships among emotional intelligence, self-esteem, and life satisfaction among young adults.

Hypothesis

- H1: Higher emotional intelligence is positively correlated with higher self-esteem.

- H2: There will be no significant difference between Self-esteem and life satisfaction.

- H3: Higher emotional intelligence negatively correlates with life satisfaction.

Sampling

The samples consisted 81, age ranging from 18-30 years living in both urban and rural areas of Maharashtra. By using random sampling method, we aimed to reduce any bias in our selection and ensure that our sample reflects the diversity of young adults in different settings. To explore the relationships among emotional intelligence, self-esteem, and life satisfaction, we used a random sampling method to select participants from our target group.

Tools

To measure the key factors in our study, we used several well-known assessment tools:

1. Emotional Intelligence Assessment:

We assessed emotional intelligence using the Wong and Law Emotional Intelligence Scale (WLEIS). This scale helps us understand how well participants can recognize and manage their own emotions, as well as understand the emotions of others. Participants answer a series of statements about their emotional experiences, giving us a clear picture of their emotional intelligence levels.

2. Self-Esteem Assessment:

For self-esteem, we used the Rosenberg Self-Esteem Scale (RSES). This scale includes ten statements that ask participants how much they agree or disagree with each one. It helps us gauge how individuals feel about themselves and their self-worth.

3. Life Satisfaction Assessment:

To evaluate life satisfaction, we employed the Satisfaction with Life Scale (SWLS). This tool consists of five statements that participants rate on a scale from one to seven, reflecting how satisfied they are with their lives overall.

Procedure

The study starts with recruitment, where researchers reach out to potential participants through universities, social media, and community centers. This helps attract a diverse group of people who might be interested in joining once people show interest, researchers obtain informed consent. This means they explain the study's purpose and assure participants that their information will remain confidential. Participants can ask questions to ensure they feel comfortable. Next comes data collection. Participants fill out questionnaires either in a controlled setting or online, depending on the study's design. Researchers make sure this process is easy and respectful. Finally, the collected data is processed and analyzed to draw meaningful conclusions. This approach values each participant's contribution and highlights the human side of research.

Results and Discussion

Descriptive Statistics

	Emotional Intelligence	**Self-Esteem**	**Life Satisfaction**
N	81	81	81
Mean	67.83	20.09	23.36
S D	15.636	3.766	7.050

The table 1.shows descriptive statistics for Emotional Intelligence, Self-Esteem, and Life Satisfaction, based on 81 data points. The average score for Emotional Intelligence is 67.83, for Self-Esteem is 20.09, and for Life Satisfaction is 23.36. The standard deviations indicate variability: Emotional Intelligence has the highest variability (SD = 15.636), Self-Esteem has the lowest (SD = 3.766), and Life Satisfaction has moderate variability (SD = 7.050).

Correlations

		emotional intelligence	self-esteem	Life satisfaction
emotional intelligence	Pearson Correlation	1	.443**	-.292**
	Sig. (2-tailed)		<.001	.008
	N	81	81	81
self-esteem	Pearson Correlation	.443**	1	-.100
	Sig. (2-tailed)	<.001		.376
	N	81	81	81
Life satisfaction	Pearson Correlation	-.292**	-.100	1
	Sig. (2-tailed)	.008	.376	
	N	81	81	81

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

The correlation table shows the relationships between Emotional Intelligence, Self-Esteem, and Life Satisfaction. There is a moderate positive relationship between emotional intelligence and self-esteem, meaning that as emotional intelligence increases, self-esteem tends to increase as well. This correlation is statistically significant with a p-value of less than 0.001.There is also a moderate negative relationship between emotional intelligence and life satisfaction, meaning that as emotional intelligence increases, life satisfaction tends to decrease. This relationship is statistically significant with a p-value of 0.008.Finally, the correlation between self-esteem and life satisfaction is very weak and negative, meaning there is little to no relationship between these two variables. This result is not statistically significant, as the p-value is 0.376, which is greater than 0.05 level.

Conclusion:

Some of the conclusion drawn from the analysis of data are given below In short it is, conclude that there is. There is a moderate positive relationship between emotional intelligence and self-esteem. There is also a moderate negative relationship between emotional intelligence and life satisfaction .Finally, the correlation between self-esteem and life satisfaction is very weak and negative, meaning there is little to no relationship between these two variables.

Limitations

The study has several limitations. The sample size was small, and convenience sampling was used because of time constraints. Additionally, there were more female participants than male, which could have influenced the results. Geographical limitations also affected data collection due to limited resources. The research relied on online data collection through Google Forms, which allowed for broader outreach but also meant that many people overlooked the survey or didn't see it as important, resulting in fewer responses. Among those who participated, there may have been instances of expectancy bias, where participants' expectations influenced their answers.

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