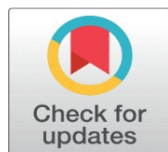# SELF-ESTEEM, EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS IN A SELECTED COLLEGE, MURSHIDABAD

Puja Pal [1] ✉ 📶, Moitreyee Choudhuri [2]

[1] M.Sc. Nursing Student, Government College of Nursing, Murshidabad Medical College and Hospital, Murshidabad, West Bengal, India
[2] Principal, Government College of Nursing, Rampurhat Government Medical College and Hospital, Birbhum, West Bengal, India

ABSTRACT

Introduction: Self-esteem refers to the degree of consideration or respect that people have for themselves and emotional intelligence is the ability to understand, perceive, express and regulate one's emotions. Students are future pillars of our society. Self-esteem and emotional intelligence may act as a anticipator of academic performance of students.

Aim: This study aims to find out the relationship between self-esteem, emotional intelligence and academic performance among college students.

Method: The investigator conducted a descriptive survey on self-esteem, emotional intelligence and academic performance among college students in a selected college Murshidabad. The population of the study was all college students. By using stratified random sampling techniques 150 students were selected. Strata was made as per year on which, students were study Bachelor of Art (pass course) degree programme, from selected College, Murshidabad. Socio demographic data were collected by using semi-structured questionnaire. Standardized validated and reliable tools (Rosenberg self-esteem scale, Schutte Self Report Emotional Intelligence Test and Academic Performance scale) were used to collect data.

Result: The study result revealed that 29.33 % college students had high level of self-esteem, 70% had average self-esteem and 0.67% had low self-esteem. Most of the students (26.67 %) need to develop emotional intelligence and 15.33 % students had significant strength in their emotional intelligence level. It showed that 37.33 % college students had performed good in their academic area and 2% had failed academic performance. It also revealed a positive correlation ('r' = 0.54) between self-esteem and emotional intelligence which is statistically significant ('t' = 7.80; df (149) and p<0.05). This study also showed a positive correlation ('r' = 0.48) between self-esteem and academic performance of college students which is statistically significant ('t' = 6.65; df(149) and p<0.05). There was highly positive correlation ('r' = 0.74) among college students' emotional intelligence and academic performance which is statistically significant ('t' = 13.03; df (149) and p<0.05). The study had implication on Nursing practice, administration, education and research, and also results have various recommendation for future studies.

Keywords: Self-Esteem, Emotional Intelligence, Academic Performance

1. INTRODUCTION

Self-esteem refers to the degree of consideration or respect that people have for themselves and is a measure of worth that they place on their capacities and judgment. Raising self – esteem is the end of self- judgments. It help the individual to change their perception and feelings about themselves.[1]

A college student is someone who is enrolled in a degree-granting program (either undergraduate or graduate) at an institution. Nationwide total college student enrollment (undergraduate or graduate) in the year 2022 is 73.7%.

As per report of All India Survey on Higher Education (AISHE) 2020-2021, about 79.06% students are enrolled in undergraduate and 11.5% are in postgraduate level course.

Self-esteem among college students which showed that 52.5% college students had low level of self-esteem and 47.5 % had high level of self-esteem. Maheswari & Maheswari (2016).

Emotional intelligence is the ability to understand, perceive, express and regulate one's emotions. In 1997 Salovey and Mayer defined emotional intelligence as "the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to promote personal growth."[6]

Emotional intelligence has the capacity to assess, regulate and utilize one's emotions. It is a predictor of life satisfaction and mental health. It has an association with academic performance (Goleman 2006). To determine students' adjustment and educational achievements, emotional intelligence play an important role.

A descriptive study was conducted in 2019 among nursing students in JIPMER college of nursing, Puducherry to assess emotional intelligence. It was found that 62.8% students had average level of emotional intelligence and 37.2% had high level of emotional intelligence.[11]

Emotional dysregulation has been related with mental health problem. College students who exhibited self-injurious behavior, poor impulse control and difficulties in goal directed behavior had lower emotion as well as poor emotional regulation (Kharsati & Bhola, 2016).

Emotion dysregulation has been also associated with adjustment problems in college (Snow et al., 2013).

Attending college is a life changing experience like meeting new people and doing something great. The first time in the college, presents wonderful opportunities to know different academic areas.

2. STATEMENT OF THE PROBLEM

Self-esteem, emotional intelligence and academic performance among college students in a selected college, Murshidabad.

3. OBJECTIVES

1) To assess self-esteem among college students.
2) To find out the emotional intelligence among college students.
3) To identify the academic performance among college students.
4) To determine relationship between self-esteem and emotional intelligence among college students.
5) To find out relationship between self-esteem and academic performance among college students.
6) To determine relationship between emotional intelligence and academic performance among college students.

4. METHODOLOGY

A descriptive survey research design was adopted to conduct this study. It was conducted at Krishnath College, Murshidabad, West Bengal. The eligible participants were College students studied in Bachelor of art (BA) general (pass course) degree programme. Students were selected through stratified random sampling (disproportionate) followed by simple random sample from each stratum (lottery method). Students who are unwilling to participate in the study and unavailable during data collection were excluded from this study. Content validity of four tools was established by 07 experts from the field of Mental Health. Reliability of the tools were tested by test re-test method, computed reliability for tool-II, tool-III and tool-IV were 0.81, 0.88 and 0.85 respectively. Administrative permission was obtained from the concerned authority of selected college, Murshidabad. W.B. Ethical permission was obtained from the Institutional Ethics Committee of Murshidabad Medical College & Hospital. All participants received informed consent forms to take part in the study. In the study both descriptive and inferential statistics were used in order to summarize, organize evaluate and interpret the data. Considering the objectives of the study data were organized in seven sections: Section I demographic characteristics of the college students; 14 items – age, gender, religion, resident, type of family, no. of family members, income of family, any recreational activity performed, type of recreational activity performed, the probable reason for not performing recreational activity, duration of sleep per day, support system, presence of parents, family history of any addiction. Section II assessment of self-esteem of the college. Section III assessment of emotional intelligence of the college students. Section IV assessment of academic performance of the college students. Section V relationship between self-esteem and emotional intelligence among college students. Section VI relationship between self-esteem and academic performance among college students. Section VII relationship between emotional intelligence and academic performance among college students.

5. RESULT

Total 150 students were included in this study. The collected data were organized, tabulated, analyze and interpreted.

Table 1 n=150

Table 1 Frequency and Percentage Distribution of the College Students in Terms of Age in Years, Monthly Family Income (In Rs.), Presence of Parents and Family History of any Addiction

Variables	Frequency	%
Age (in years)		
18-19	52	34.67
20-21	84	56
22-23	14	9.33
Monthly family income (in Rs.)		
5000-10,000	84	56
10,001-15,000	18	12
15,001-20,000	9	6
> 20,000	39	26
Presence of parents		
Father	7	4.67
Mother	11	7.33

Both	132	88
Family history of any addiction		
Yes	11	7.33
No	139	92.67

Data presented in Table 1 reveals that, 56% students belonged to the age of group 20-21 years and 56% students also had monthly family income in the range of Rs. 5000-10,000, 12% students were in the range of Rs. 10,001 - 15,000, 6% were in the range of Rs. 15,001- 20,000 and 26% students were Rs. > 20,000. Most of the (88%) students had both parents, 7.33% had only mother and 4.67% had only father. Most of the students (92.67%) had no family history of any addiction and 7.33% had history of addiction. Figure 1 reveals that 46% students were female and 54% were male. Figure 2shows that 74% students were Hindu and 26% were from Islam religion. Figure 3 shows that 59% college students were the resident of rural area and 41% were from urban area. Figure 4 shows that 73.33% belonged to nuclear family and 26.67% were belonged to the joint family. Figure 5 shows that 79.33% college students had 1-5 members in their family and 20.67% had 6-10 members in their family. Figure 6 shows that 76% college students performed recreational activities and 24% did not performed any recreational activities. It also shows that among those students who did not perform any recreational activity, 5% of them could not perform recreational activity as they perform part time work after their college hours and 19% conduct or teaches in tuition classes after their college. Figure 7 shows that 48% students performed their recreational activities for 1-2 hours and 10% performed for > 2 hours. Table 2 shows that 71.05% of the students spent their recreation time as surfing the internet were surfed internet and 0.88% students spent their time as doing origami as their recreational activity. Data presented in Figure 8 depicts that 80.67% students slept for 6-8 hours per day and 5.33% slept for < 6 hours per day. Table 3 shows that most of the students (82%) were getting financial support from their father and 7.33% from both parents. Most of the students (45.33%) were getting academic support from their father and 0.67% from their sister. 52% students were getting emotional support from their mother and 2% students were from their sister.

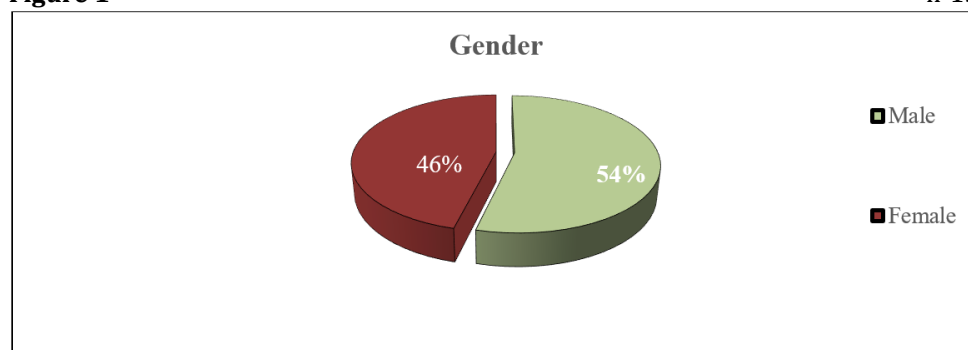**Figure 1**   n-150

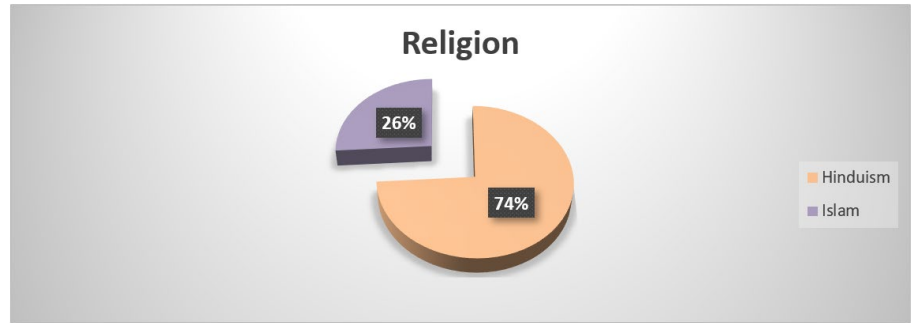**Figure 1** 3D Pie Diagram Showing Percentage Distribution of College Students in Terms of Gender

Figure 2   n=150

Figure 2 3D Pie Diagram Showing Percentage Distribution of College Students in Terms of Religion

Figure 3   n=150

Figure 3 3D Pie Diagram Showing Percentage Distribution of College Students in Terms of Types of Resident

Figure 4   n=150

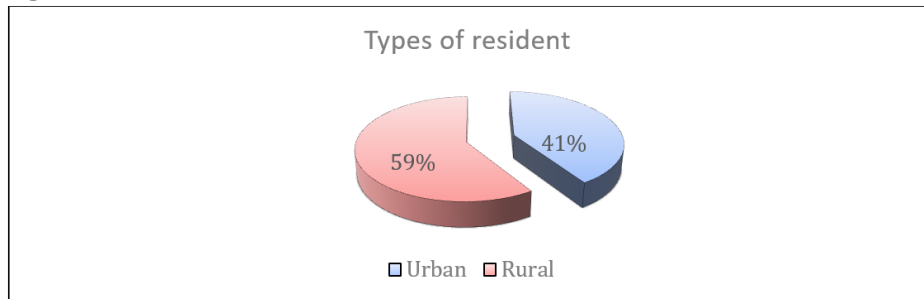

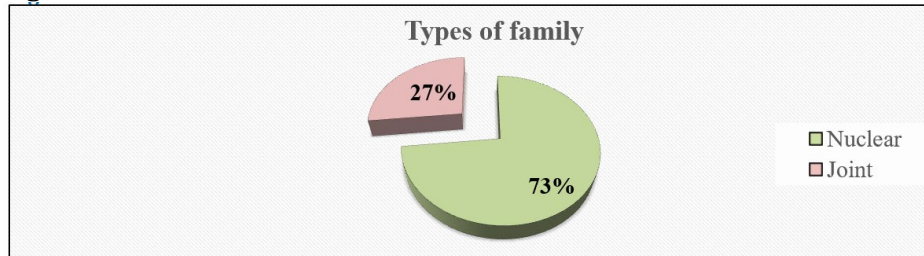**Figure 4** 3D Pie Diagram Showing Percentage Distribution of College Students in Terms of Types of Family

Figure 5   n=150

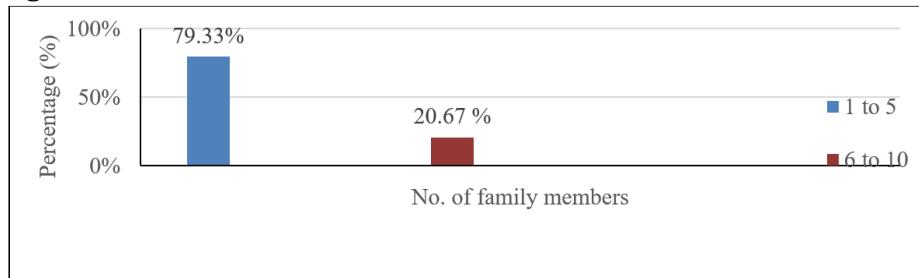**Figure 5** Bar Diagram Showing Percentage Distribution of College Students in Terms of No. of Family Members

Figure 6   n=150

Figure 6 Combine Pie Diagram Showing Percentage Distribution of College Students in Terms of Any Recreational Activity Performed

Figure 7   n recreational activity =114
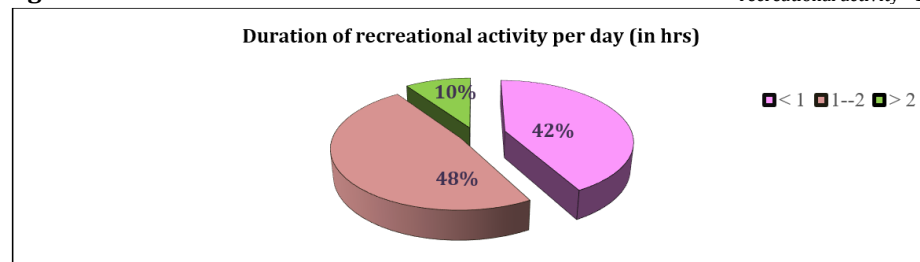
Figure 7 3D Pie Diaagram Showing Percentage Distribution of College Students in Terms of Duration of Recreational Activity Per Day

Table 2   n recreational activity = 114

Table 2 Frequency and Percentage Distribution of the College Students in Terms of Types of Recreational Activity

Variables	Frequency	Percentage (%)
Types of recreational activity		
Singing song	14	12.28
Listening music	22	19.29
Drawing	10	8.77
Reading story	13	11.4
Surfing internet	81	71.05
Dance	7	6.14
Origami	1	0.88

Data is Mutually Exclusive but not Exhaustive

Figure 8   n = 150

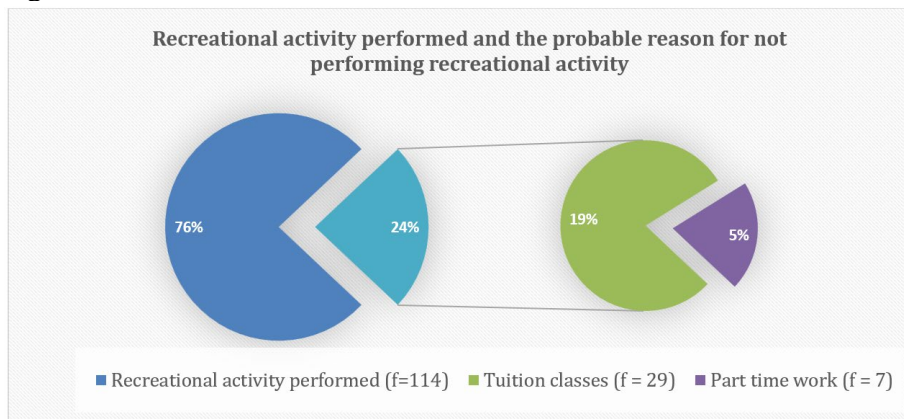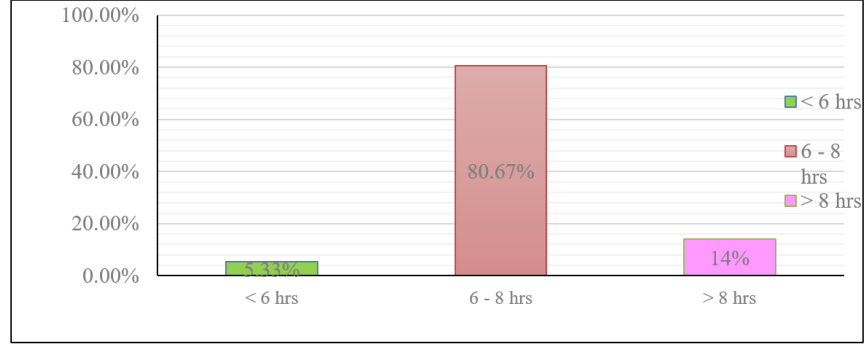**Figure 8** Bar Diagram Showing Percentage Distribution of College Students in Terms of Sleep Per Day (In Hrs.)

Table 3   n=150

Table 3 Frequency and percentage distribution of the college students in terms of their support system

Support person	Types of support					
	Financial		Academic		Emotional	
	Frequency	%	Frequency	%	Frequency	%
Father	123	82	68	45.33	28	18.67
Mother	16	10.67	46	30.67	78	52
Both parents	11	7.33	14	9.33	13	8.67
Teacher	Nil	_	14	9.33	Nil	_
Self	Nil	_	3	2	4	2.67
Brother	Nil	_	4	2.67	6	4
Sister	Nil	_	1	0.67	3	2
Friend	Nil	_	Nil	_	18	12

Section II Findings related to self-esteem of the college students which was measured by frequency percentage.

Table 4   n=150

Table 4 Frequency and Percentage Distribution of the College Students According to Their Level of Self-Esteem

Level of self-esteem	Score	Score percentage (%)	Frequency	Percentage (%)
High	> 25	> 83.33	44	29.33
Average	15-25	50-83.33	105	70
Low	<15	< 50	1	0.67

Maximum possible score – 27

Minimum possible score – 7

Data presented in Table 4 depicts that 29.33% had high level of self-esteem, 70% students had average level of self-esteem and 0.67% students had low self-esteem.

Table 5   n=150

Table 5 Range, Mean, Median, Standard Deviation and Mean Percentage of Self-Esteem of the College Students

Variables	Range*	Mean	Mean %	Median	SD
Self –esteem	Jul-27	16.44	60.88	17	3.67

* Range = Obtained range

Data presented Table 5 shows that self-esteem score of college students range from 7-27 with the mean of 16.44, median was 17 which can be interpreted that the obtained self-esteem score of college students were almost normally distributed with a mild skewness (-0.20)

It also depicts that the calculated SD of self-esteem score was 3.67 which can be interpreted that the obtained self-esteem score of the college students were mildly dispersed.

Section III Findings related to emotional intelligence of the college students which was measured by frequency percentage.

Table 6   n=150

Table 6 Frequency and Percentage Distribution of the College Students According to their Level of Emotional Intelligence

Level of Emotional Intelligence	Score	Score percentage (%)	Frequency	Percentage (%)
Significant strength	130	78.78	23	15.33
Strength	120-129	72.72-78.18	18	12
Competent	110-119	66.66-72.12	17	11.33
High average	100-109	60.60-66.06	15	10
Low average	90-99	54.54-60	28	18.67
Need improvement	70-89	42.42-53.93	40	26.67
Need development	< 69	< 41.81	9	6

Maximum possible score – 151

Minimum possible score – 47

Data presented in Table 6 shows that 23 (15.33%) of the students had significant emotional intelligence strength, 18 (12%) had emotional strength, 17 (11.33%) had competent emotional intelligence, 15 (10%) had high average emotional intelligence, 28 (18.67%) had low average emotional intelligence, 40 (26.67%) require improvement in emotional intelligence and 9 (6%) of the students need development in emotional intelligence.

Table 7   n=150

Table 7 Range, Mean, Median, Standard Deviation and Mean Percentage of Emotional Intelligence of the College Students

Variables	Range*	Mean	Mean %	Median	SD
Emotional Intelligence	47-151	101.78	67.4	98	22.5

* Range = Obtained range

Data presented Table 7 shows that emotional intelligence score of college students range from 47-151 with the mean of 101.78, median was 98 which can be interpreted that the obtained emotional intelligence score of college students were almost normally distributed with a mild skewness (0.11)

It also depicts that the calculated SD of emotional intelligence score was 22.50 which can be interpreted that the obtained emotional intelligence score of the college students were highly dispersed.

Table 8

n=150

Table 8 Mean, Median, Standard Deviation and Mean Percentage of Aspects of Emotional Intelligence					
Areas	**Mean**	**Median**	**SD**	**Mean %**	**Rank**
Perception of emotions	30.71	30	6.50	71.41	1
Managing emotions in the self	28.24	27	7.14	65.67	2
Social skills or managing others' emotions	23.71	24	5.94	62.39	3
Utilizing emotions	19.11	19	5.11	63.7	4

s

Data presented in Table 8 shows that in the area of perception of emotions the calculated mean was 30.71, median was 30 with the calculated SD 6.50 and mean percentage was 71.41% and so it was rank as 1.

It also shows that in the area of managing of emotions in the self, the calculated mean was 28.24, median was 27 with the calculated SD 7.14 and mean percentage was 65.67% and so it was rank as 2.

It also shows that in the area of social skills or managing other's emotions, the calculated mean was 23.71, median was 24 with the calculated SD 5.94 and mean percentage was 62.39% and so it was rank as 3.

In the area of utilizing emotions, the calculated mean was 19.11, median was 19 with the calculated SD 5.11 and mean percentage was 63.7% and so it was rank as 4.

So, it can be interpreted that students had good emotional intelligence in perceiving their emotions where as they had lack of emotional intelligence while utilizing their emotion.

Section IV Findings related to academic performance of the college students which was measured by frequency percentage.

Table 9   n = 150

Table 9 Frequency and Percentage Distribution of the College Students According to their Academic Performance				
Academic performance	**Score**	**Score percentage (%)**	**Frequency**	**Percentage (%)**
Excellent performance	33-40	82.5-100	21	14
Good performance	25-32	62.5-80	56	37.33
Moderate performance	17-24	42.5-60	45	30
Poor performance	Sep-16	22.5-40	25	16.67
Failing performance	0-8	0-20	3	2

Maximum possible score – 40

Minimum possible score - 8

Data presented in Table 9 shows that 21 (14%) students were excellent in their academic performance followed by 56 (37.33%) had good performance, 45 (30%) had moderate performance, 25 (16.67%) had poor performance and 3 (2%) had fail in their performance.

Table 10 n=150

Table 10 Range, Mean, Median, Standard Deviation and Mean Percentage of Academic Performance of the College Students					
Variables	**Range***	**Mean**	**Mean %**	**Median**	**SD**
Academic performance	Aug-40	24.72	61.8	25	7.67

Range = Obtained range

Data presented Table 10 shows that academic performance score of college students range from 8-40 with the mean of 24.72, median was 25 which can be interpreted that the obtained academic performance score of college students were almost normally distributed with a mild skewness (-0.07)

It also depicts that the calculated SD of academic performance score was 7.67 which can be interpreted that the obtained academic performance score of the college students were moderately dispersed.

Section V Findings related to relationship between self-esteem and emotional intelligence among college students which was measured by correlation coefficient.

Table 11 n=150

Table 11 Correlation Coefficient and "t" Value between the Level of Self-Esteem and Emotional Intelligence of the College Students				
Variables	**Mean**	**Correlation coefficient (r)**	**'t' value**	**P value**
Self –esteem	16.44			
vs		0.54	7.80*	< 0.00001
Emotional intelligence	101.78			

Tdf (149) 1.9760; p<0.05*

Data presented in Table 11 shows that the relationship between self-esteem and emotional intelligence. The calculated 'r' was 0.54, it can be interpreted that there is a moderately positive correlation exist between self-esteem and emotional intelligence that is those who have increased self-esteem had also good emotional intelligence. The obtained relationship is significant which is reflected by calculated t-value (7.80) at 0.05 level of significance so it can be concluded that the obtained relationship is a true relationship not by chance.

Section VI Findings related to relationship between self-esteem and academic performance among college students which was measured by correlation coefficient.

Table 12 n=150

Table 12 Correlation Coefficient and "t" Value Between the Level of Self-Esteem and Academic Performance of the College Students				
Variables	**Mean**	**Correlation coefficient (r)**	**'t' value**	**P value**
Self –esteem	16.44			
vs		0.48	6.65*	< 0.00001
Academic performance	24.72			

Tdf (149) 1.9760; p<0.05*

Data presented in Table 12 shows that the relationship between self-esteem and academic performance. The calculated 'r' was 0.48, it can be interpreted that there is a moderately positive correlation exist between self-esteem and emotional intelligence that is those who have increased self-esteem had also good academic performance. The obtained relationship is significant which is reflected by calculated t-value (6.65) at 0.05 level of significance so it can be concluded that the obtained relationship is a true relationship not by chance.

Section VII Findings related to relationship between emotional intelligence and academic performance among college students which was measured by correlation coefficient.

Table 13   n=150

Table 13 Correlation Coefficient and "t" Value Between the Level of Emotional Intelligence and Academic Performance of the College Students				
Variables	**Mean**	**Correlation coefficient (r)**	**'t' value**	**P value**
Emotional intelligence	101.787			
vs		0.74	13.03*	< 0.00001
Academic performance	24.72			

Tdf (149) 1.9760; p<0.05*

Data presented in Table 13 shows that the relationship between emotional intelligence and academic performance. The calculated 'r' was 0.74, it can be interpreted that there is a strong positive correlation exist between emotional intelligence and academic performance that is those who have increased emotional intelligence had also good academic performance. The obtained relationship is significant which is reflected by calculated t-value (13.03) at 0.05 level of significance so it can be concluded that the obtained relationship is a true relationship not by chance.

6. DISCUSSION
6.1. DISCUSSION RELATED TO SELF-ESTEEM OF THE COLLEGE STUDENTS

The present study revealed that 29.33% had high level of self-esteem, 70% students had average level of self-esteem and 0.67% students had low self-esteem.

A study published in 2016 which was conducted by Maheswari & Maheswari (2016).to assess self-esteem among college students. The study findings showed that 52.5% respondents had low self – esteem, whereas 47.5 % had high self – esteem.[3]

6.2. DISCUSSION RELATED TO EMOTIONAL INTELLIGENCE OF THE COLLEGE STUDENTS

The present study revealed that most of the students 26.67% require improvement in emotional intelligence, 18.67% had low average emotional intelligence, 15.33% of the students had significant emotional intelligence strength , 12% had emotional strength , 11.33% had competent emotional intelligence, 10% had high average emotional intelligence and 6% of the students need development in emotional intelligence.

A study published in 2013 which was conducted by Shetty et al. (2013)to assess emotional intelligence and to find out correlation between EI with personal and social attributes. The study findings showed that 15% students had urgent need to improve emotional intelligence.[19]

6.3. DISCUSSION RELATED TO ACADEMIC PERFORMANCE OF THE COLLEGE STUDENTS

The present study showed that 37.33% students were good performance, 2% were fail in their academic performance.

Venkatarathanam (2021).in 2021 conducted a study on problem solving ability of higher secondary school students which revealed that most of the students (54.66%) had average level of both problem-solving ability and 60% students also had average level of academic achievement.[20]

6.4. DISCUSSION RELATED TO RELATIONSHIP BETWEEN SELF-ESTEEM AND EMOTIONAL INTELLIGENCE

The findings of the present study revealed that there was a significant positive relation between self-esteem and emotional intelligence of college students. This indicate that college students with high level of self-esteem can also have significant level of emotional intelligence.

The findings of the present study was similar to the study conducted by Jindal et al. (2022)among 115 adolescents students (15-19 years aged). This study was found a direct correlation between emotional intelligence and self –esteem of students.[16]

6.5. DISCUSSION RELATED TO RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC PERFORMANCE

The findings of the present study revealed that there was a significant positive correlation between self-esteem and academic performance of college students. This indicate that self-esteem can influence academic performance of college students.

The findings of the present study was similar to the study conducted by Cheema & Bhardwaj (2021). on self-esteem and academic achievement in relation to home environment among adolescents in India. The study finding revealed that strong positive correlation between self-esteem and academic performance with home environment.[17]

6.6. DISCUSSION RELATED TO RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE

The findings of the present study shows that there was a strong positive correlation exist between emotional intelligence and academic performance of college students which was statistically significance. This indicate that emotional intelligence had greater influence on academic performance of college students.

The findings of the present study was similar to the study conducted by Meher et al. (2021) which found a positive correlation ($r = +0.662$) between emotional intelligence and academic performance.[18]

7. CONCLUSIONS

After completion of the study, it can be concluded that self-esteem and emotional intelligence plays a vital role on academic performance of college students. Most of the students had moderate level of self-esteem. Few students needs to develop emotional intelligence. Students had good emotional intelligence in perceiving their emotions where as they had lack of emotional intelligence while utilizing their emotion. Most of the students had good performance in their academic area. There was a moderately positive correlation exist between self-esteem and emotional intelligence. There was also a moderately positive correlation exist between self-esteem and academic performance and a strong positive correlation exist between emotional intelligence and academic performance.

8. LIMITATION

- Limited time period for data collection, only calculated sample size was taken, more sample could have taken in order to make generalization
- Responses were self-reported; bias may be presented.
- Academic performance of the students was measured subjectively which may reflect only one aspect of academic performance of the students, as reported by them that leads to restriction in interpretation.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

REFERENCES

Afifi, M., Shehata, A., & Mahrousabdalaziz, E. (2016). Emotional intelligence, self-efficacy and academic performance among university students. IOSR Journal of Nursing and Health Science, 5(3), 74-81.

Bharathi, T. A. (2017). A Study on the Self-Esteem Level among the Students of College of Home Science. International Journal of Educational Science and Research (IJESR), 7(5), 71-76.

Bhattacharjee, M., Manna, M., Mandal, K., & Pattanayak, K. (2017). Assessment of Emotional Intelligence and Academic Stress among Adolescent Students of a Selected School of South 24 Parganas, West Bengal. IOSR Journal of Nursing and Health Science, 9(4), 13-24.

Chandra, A., Gayatri, A., & Devi, D. U. (2017). Assessment of Emotional Intelligence in First Year Medical Graduates-A Questionnaire Based Study. International Journal of Physiology, 5(1), 124-126.

Cheema, G. K., & Bhardwaj, M. (2021). Study of Selfesteem and Academic Achievement in Relation to Home Environment among Adolescents. European Journal of Molecular & Clinical Medicine, 8(1), 1978-1987.

Ghorai, B. C., Kundu, S., & Santra, S. (2021). A Study on Emotional Intelligence among School Going Adolescents in Kolkata. Asian Journal of Education and Social Studies, 47-58.

Iyengar, R. G., Gouri, G. P., & Kumar, M. (2021). Academic Self Concept and Academic Achievement of Indian CBSE School Students. National Journal of Community Medicine, 12(12), 405-410. https://doi.org/10.5455/njcm.20211127044355

Jindal, M., Jindal, J., & Tayal, Y. (2022). Correlation Between Emotional Intelligence, Self Esteem and Life Satisfaction Among Adolescents. Educational Research (IJMCER), 5(1), 96-103.

Ketata, N., Ben Ayed, H., Baklouti, M., Trigui, M., Yaich, S., Abdelmoula, M., ... & Damak, J. (2021). Self-Esteem And University Students: Findings from a Multi-Center Study. European Journal of Public Health, 31(Supplement_3), ckab165-593.

Maheswari, R., & Maheswari, K. (2016). A Study on Self-Esteem among the College Students. IOSR Journal of Humanities And Social Science, 21(10), 8-10.

Mayer, J. D., Salovey, P., & Caruso, D. (2000). Models of Emotional Intelligence. Handbook of intelligence, 2, 396-420.

Meher, V., Baral, R., & Bankira, S. (2021). An Analysis of Emotional Intelligence and Academic Performance of Four-Year Integrated B. Ed. Trainees. Shanlax International Journal of Education, 9(2), 108-116. https://doi.org/10.34293/education.v9i2.3555

Moeller, R. W., Seehuus, M., & Peisch, V. (2020). Emotional intelligence, Belongingness, and Mental Health in College Students. Frontiers in psychology, 11, 499794.

Naganandini, R. (2017). Self-Esteem among Adolescents. International Journal of Advanced Education and Research, 2(4), 198-199.

Nguyen, D. T., & Wright, E. P. (2019). Low Self-Esteem and its Association with Anxiety, Depression, and Suicidal Ideation in Vietnamese Secondary School Students: a Cross-Sectional Study. Frontiers in psychiatry, 10, 438641.

Rimawi, O., & Banat, B. (2014). The Impact of Emotional Intelligence on Academic Achievement of Al-Quds University students.

Sathya, A., & Velmurugan, V. P. (2022). A Study on Emotional Intelligence of Arts and Science College Students in Southern Region of Tamil Nadu. In AIP Conference Proceedings (Vol. 2393, No. 1). AIP Publishing. https://aip.scitation.org/doi/abs/10.1063/5.0074551

Shetty S C, Venkatappa K G, Parakandy G S, E.M S, Das S.K. (2013). Assessment of Emotional Intelligence in First Year Medical students- A Questionnaire Based Study. J of Dent and Med Sci., 3(4), 23-26.

Thamizhselvan, K., & Vembu, K. (2019). A Study to Assess the Emotional Intelligence among the Nursing Students in College of Nursing, JIPMER, Puducherry. International Journal of Current Research, 11(12), 8642-8644.

Venkatarathanam B. (2021). A Study on Problem Solving Ability of Higher Secondary School Students in Relation to their Academic Achievement. TNTEU International Journal of Education Research, 2(1), 32-44.