

**ROLE OF EMOTIONAL INTELLIGENCE IN SELF-ESTEEM AND PERCEIVED
SOCIAL SUPPORT**

A

Thesis submitted

In the partial fulfillment of the requirement for the degree of

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IN

PSYCHOLOGY

(CLINICAL)



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May 2019

CERTIFICATE

This is certify that the thesis entitled “**Role of Emotional Intelligence in Self-Esteem and Perceived Social Support**” being submitted in partial fulfillment of requirements for the award of degree of **Master of Arts in Psychology**, submitted in the **School of Humanities and Social Sciences, Thapar University, Patiala** is a bonafide work carried out under the supervision of **Dr. Sangeeta Yadav, Lecturer, School of Humanities and Social Sciences, Thapar University, Patiala** and that no part of this project has been submitted for the award of any other degree.


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CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, "**Role of Emotional Intelligence in Self-Esteem and perceived Social Support** " in partial fulfillment of the requirement for the award of **Degree of Master of Arts in Psychology**, submitted in the **School of Humanities and Social Sciences, Thapar University, Patiala**, is an authentic record of my own work carried out under the supervision and guidance of **Dr. Sangeeta Yadav, Lecturer, School of Humanities and Social Sciences, Thapar University, Patiala** and refers other researcher's work which are duly listed in the reference

section.

The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

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Abstract

In the following study the role of emotional intelligence in self-esteem and perceived social support among the college students was investigated. The sample consisted of 200 students of Thapar Institute of Engineering and Technology with the age range of 18-25 years. Data were collected by using the Schutte self-report emotional intelligence test, Rosenberg self-esteem scale, and multi scale of perceived social support. Analyses (t- test, correlation, regression) showed that Emotional Intelligence has a significant relationship with all the three components of perceived social support and it has a non – significant relation with self – esteem. There is no gender difference in relation to emotional intelligence, self - esteem, and perceived social support. Regression analyses revealed that 0.3% of the total variance in self-esteem can be attribute to emotional intelligence. Furthermore, Implications for future research and limitations of the present findings were discussed.

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Chapter 1

INTRODUCTION

1.1. Emotional Intelligence

In 1983, Professor Howard Gardner, the first one to published his theory of the work on intrapersonal and interpersonal intelligence. According to John Mayer and Peter salovey they suggested that the emotions are fixed abilities that are dissimilar from the enforced process information about the verbal, visuo-spatial problems or mathematical which are contained in outdated intelligence tests. Besides the argument, Gardner said that other than intelligence this are measured by the intelligence quotient tests it includes the skills to control, understand one's own feelings and emotions and manage relationships. Not only by achieving the desired goals and get success in work in every aspect was not largely due to the intelligence quotient, but it was done due to the emotional intelligence- ability to handle and recognize one's own emotions and interpersonal relationships. Emotional intelligence was defined by Goleman, controlling over the emotional urges, to read the innermost feelings of the others, to handle relationships smoothly. Basically, emotional intelligence is a group of traits or capabilities connecting to the emotional cross of life- abilities such as recognizing, managing and restrain one's own impulse and emotions, motivate oneself, recognizing and handling interpersonal relationships in an active manner. For example, a brilliant boy with excellent brain who excels in almost everything. But the boy is not very good with people, hence it is understatement, because firstly he is arrogant and smart he knows it, and he makes sure that you knew it too. Moreover, he is emotionally unstable. His moods swing and widely and quickly from one extreme to another. More important, he seems to be incapable of restraining his temper or his impulses, he would get angry on his teachers in exchange to he doesn't know when to quit or when to stop contradicting them. By this entire mean, we can say that the boy is brilliant in some respects but otherwise he is truly backward. Hence, it suggests,

that there is another kind of intelligence quite distinct from that measured by IQ tests. Moreover, Daniel Goleman one of the greatest psychologist, argued strongly that this other kind of intelligence is more important for a happy, productive life than IQ. In 1983, Frames of Mind and The Theory of Multiple Intelligence was introduced by the Gardner and moreover it was said that outdated types of intelligence such as IQ it was fail to explain cognitive ability. He presented the model of multiple intelligences which comprised both inter-personal and intra-personal intelligence. Given by, Lyubomirsky et al. (2005), addresses the thought process and understanding are simplify by the emotions specific ability models. Emotional Intelligence is said to be when it allows us to meet with perception, patience and imagination that we face in our affective association with ourselves and with other. We are very much used to intelligence as a general value, without undoing a particular change in a person might possess and therefore we don't have a tendency to stress the value of a characteristic sort of intelligence which we doesn't enjoy the prestige. Emotional Intelligence plays an important role in leadership. Ability-based model was introduced by the Mayer who says that emotions are useful source of evidence that can support one how to make sense of something and direct social environment. This Ability-based model suggests that every individual vary in their skill to process facts and emotional process of an emotional nature and in cognitive thinking. It claims that emotional intelligence includes four types of skills which are as follows:-

Observing emotions: Skills to notice and interpret sentiments in face, picture, cultural and ability to identify one's own emotions and feelings. Moreover, it represents a basic feature of emotional intelligence, as it makes all emotional information possible by processing.

Using emotions: Capacity to connect emotions to enable us various cognitive activities such as problem solving and thinking. The person who are emotionally intelligent can make the most of the completely upon his/her changing moods in order to the best fit in the task.

Understanding emotions: Skills to recognize their sensation and appreciate the complex relationships between feelings. For example, reactions involve the capability to understand the variations between emotions.

Handling emotions: Skills to control feelings within us as wells as others. As a result, the people who are emotionally intelligent can connect feelings and handle them to achieve preferred goals.

Goleman's Model of Emotional Intelligence

Emotional intelligence was firstly created in the books by (Goleman, 1995, 1998). The aim of the list is to estimate emotional intelligence experiences in most of the important for outstanding performance in commercial businesses. John Mayer's model of emotional intelligence, additional personality traits like trustworthiness, innovation, team player, etc. According to Locke 2005, he believed that emotional experiences are not inborn capacities rather they well-read and settled whereas, the prospective to develop these emotional abilities are depended upon the person's emotional intelligence, which believes that it's a hidden and inborn ability. There are four types' of models which are as follows:-

Self-awareness- It means that how much you are aware of yourself and around you like for e.g. how a person is going through the situation and how he will stand in better position to understand others. Moreover, it means that how much you are aware about your weakness and strengths.

Self-regulation- It means that what you'll think before you speaks. Hence, by doing this there will be a more positive effect on others than the negatively.

Motivation- It simply means that when you are motivated to your goals you can achieve it in a better and effective way. To remain motivated one should work consistently.

Empathy- It refers to when you are able to put yourself in others situation and think about that particular thing then it's called empathy. It's obvious that if you want to earn someone's respect, you should know then how to empathize others.

Social skills- It's basically mean that how you communicate your point of view to. Through social skills major part is rapport that how u built with others to make the relationship more comfortable.

1.2. Self-esteem

According to, Rosenberg he stated that self-worth refers to the overall positive assessment to the self. High self-esteem comprises of when individual respect and considering himself worthy. He also defined self-esteem as a feeling of self-worth. In psychological term, self-esteem is used to describe overall sense of self-confidence or personal value of oneself. In other words, it means that how much you like yourself and appreciate.

- Self-esteem is viewed in term of psychological trait, which means that it has a tendency to be enduring and stable.
- Self-esteem involves a variety of views about you, such as the appraisal of your own beliefs, emotions, appearance and behaviors.

Self-esteem refers to the overall personal emotional estimate of their personal value and decisions are made by the person towards the self. Self-esteem is something which one has the belief as well as emotional states about one's. According to the psychologists, Smith and Mackie they said that "The self- concept is what we think about the self, moreover, self-esteem is the positive or negative evaluations of the self, as in how we feel about it" (25, 305-316). According to Sedikides and Gress, they identified that self-esteem refers to observation or particular judgment of one's own self-respect, self-worth and self-confidence and to what amount individual holds negative or positive view point about the self. According to James, he defined the multiple measurements of the personality, which are hierarchical process called as I-self and Me-self. For e.g., 'I consider that i am a noble writer and I'm happy for that another example it could that 'I consider that I'm not a good person, and I sense it for myself. Mainly psychologists usually concern with the self-worth as a long-term personality distinctive, normal and short-term variations. There are four types self-esteem which are as follows:-

- Self-respect
- Self-interest
- Self-confidence
- Self-integrity

Abraham Maslow he stated that self-worth in his hierarchical human needs. Maslow termed two unlike forms of 'respect' in way that there is need for respect in society in the form of acknowledgement, achievement whereas the need for interest in the form of skills, self-love and aptitude. It was believed that respect from others was to be more fragile. Without the satisfaction of the needs, persons will not be able to driven to seek, grow and obtain self-actualization. Why self-esteem is important and major question for the today's world as we

know that it plays a vital role in the motivation and success throughout the life. Moreover, when an individual feel that he is having lower self-esteem he has the feeling that he is not achieving or succeeding anything from life because they think that they are not capable of doing things and has a negative believe about themselves whereas, having a positive self-esteem can help you achieve whatever you want to accomplish in life, because you direct your life with a positive attitude that you can accomplish your goals. Carl Rogers, who suggested the concept of humanistic psychology, the beginning of people's difficulties that they hate and reflect themselves as not being loved and worthless. The relationship connecting to self-worth and results does not mean that high self-worth contributes to high results. Hence, it simply means that higher self-worth of a person may be skilled as a result of high performance due to other variables of life events and social interactions. Those Children whose parents accepts their strengths and weaknesses, set high standards, which means that parents expect something from their children and they support them in attaining and developing high self-esteem. Moreover, higher self-esteem kind of parenting style made more effective and children are welcomed with warmth, respect and they are given chances to discuss their direction with their parents. Children develop low self-worth when their parents are inconsistent, strict and abusive. Children develop high self-worth when their parents learn how to cope up with life challenges by using coping style and problem-solving. Higher self-worth is related with accomplishment having the abilities to impact others, in a way that we perceived to be ethical, accepted and accepted by others. According to, Robin's et al., Self-esteem is stable, but can be changed at life cycle. It also inclines to be higher in pre-schoolers and moreover, it then also decays slowly during the pre-teenage years. The drop in self-worth at the beginning of puberty may be due to the child assessing the social and physical changes that go together with the evolution negatively. Children may find the progress of their bodies, the switching from primary to secondary school, variations in friends relationships

particularly challenging, so calculate it low positively. Higher the self-worth, the higher it will be the self-report/happiness which has a correlation in between the both.

In self-esteem it has been found that those people who are in close relationships easily forgive others because they have higher self-esteem as compared to that of having lower self-esteem.

One important exemption is that those with higher self-esteem lessen the risks of bulimia in females. Erik Erikson speaks, that a person with positive self-worth admits and loves himself/herself absolutely.

1.3. Perceived social support

Societal support is the awareness that has assistance accessible from peers; one cared for and from others. It helps the individual to lessen their stress experience and cope up better in life situations. It has been always beneficial for both mental and physical health. It is closely related with family, friends and significant others which contains empathy, care, love and trust. According to Cobb, he defined social support as 'that when an individual starts believing that one is cared, loved, esteemed, valued and have mutual obligations'. Whereas another psychologist, according to Gurung he said that perceived social support refer to when an individual have the feeling that he is respected, being valued, loved by others and cared in one's life. There are two factors that are very significant to help the overall welfare of the person that is physical health and perceived social support. Lack of societal support shows undesirable influence on health of welfare. Factors like academic, emotional and financial are incredible factors in the accomplishment of a college student. Moreover, factors that are associated with perceived quality of life are such as social support, social relationship and various psychosocial factors. According to some of the studies it has shown that the total of the social support from the university and outside contributors such as friends, family and

significant others can make a vast effect on a scholar's internal stability. According to some of the psychologist it suggested that, perceived social support has been originated that more and most of the positive consequences came for children of split-up (Cowen, Pedro-Carroll & Gillis), children with learning incapacities (Forman; Kloomok & Cosden; Rothman & Cosden; Wenz-Gross & Siperstein), high-risk or deprived children and gifted children.

Chapter 2

LITERATURE REVIEW

John Mayer and Peter Salovey (1990) said that persons who are emotionally intelligent people are more experienced and have a higher level of psychosomatic welfare as compared to those who are having a lower level of emotional intelligence. Hence, this is because when an emotionally intelligent person seeks to have a positive mental state by their capability to accomplish their emotions by understanding, regulating, recognizing and promoting. (Mayer & Salovey, 1995; Salovey & Mayer, 1993).

According to Goleman (1995), it suggested that people having high emotional intelligence are said to have a clear idea about themselves, needs, strengths, and weakness and are able to connect with other people to form a healthy and good relationship by managing their emotions according to the situation of life.

According to Schutte (2002), he stated that positive moods and high self-esteem are influenced by the higher emotional intelligence. Baumeister (1993) said that males have a higher sense of self-esteem as compared to the females.

According to Ciarrochi (2003), stated that children and young adults having high perceived social support often lead to have lesser adjustment problems. According to this study, it was found that females perceive social support more from friends as compared to the males.

Ramaswamy (2009), he stated that females perceived more of societal support from the peers than of the males. Females are more socialized than males in social support and seeking help. Tam (2011) stated that there is a negative impact of family towards more of the male students than of the females.

Gayman (2011) designated that in men there is lower perceived support from family and friends as they experience more of the negativity.

CHAPTER 3

MOTIVATION, OBJECTIVES, RATIONALE, AND HYPOTHESES AND SIGNIFICANCE OF THE STUDY

Research have been done before on impact of emotional intelligence, perceived social support and self-esteem but my purpose of doing this research is that what is not present in earlier researches. Previously, most of the studies have been done on adolescents where as in my research I am going to cover young adults and also explore that how emotional intelligence has the impact on self-esteem and perceived social support. Evidence for research showed that higher scored on emotional intelligence tests are associated with social adaptation (Rubin, 1999), empathy (Ciarrochi, 2000) and negative interaction with friends (Mayer & warner 2004). The capacity to understand and regulate emotions is associated with social and emotional adaptations have being seen in children (Eisenberg, Fabes, and Reiser 2000). Students emphasizing the development of emotional capabilities suggest that emotional learning also contribute to social and academic adjustment (Greenberg, Cook & Quamma 1995).

3.1. Motivation for the study

The determination of the study is to discover the role of emotional intelligence in perceived social support (friends, family and significant others) and self-esteem. Evidence for researches on the higher scored on emotional intelligence tests are associated with social adaptation, empathy among the children. Most of the studies related to emotional intelligence, perceived social support and self-esteem are either done individually or in group.

According to my knowledge, all the studies have discovered the relationship of various sub components of perceived social support, emotional intelligence, self-esteem.

3.2. Objectives

1. To investigate the role of emotional intelligence in perceived social support (friends, family and significant others) and self-esteem.
2. To study the gender differences in emotional intelligence, perceived social support (friends, family and significant others) and self-esteem.

3.3. Hypotheses

Schutte (2002), he stated that positive moods and high self-esteem are influenced by the higher emotional intelligence. John Mayer and Peter salovey (1990) said that emotionally intelligent people are more experience and have higher level of psychological well-being as compare to those who are having lower level of emotional intelligence.

Hypothesis 1: Emotional intelligence has a positive relation with self-esteem.

Researchers showed that emotional intelligence and perceived social support are positive and significantly with life predictor. People with higher emotional intelligence are more capable of coping with life problems and have strong satisfaction with life (Spency 2003, Ciarrochi 2003 and Farnham 2003).

Hypothesis 2: Emotional Intelligence has positive relation with perceived social support (friends, family and significant others).

Studies done by Austin (2005); Palmer (2002) they stated that higher emotional intelligence is related to well-being. Results found to be that women have higher emotional intelligence then of the men given by Dunn (2003); Singh (2002).

Hypothesis 3: Females are more emotionally intelligent then males.

Baumeister (1993) & Pipher (1994) stated that females have a lower self-esteem than that of the males. According to Coopersmith (1967) & Wylie (1974) described that boys are significantly higher self-esteem than females. According to King (1999) he discovered that there is slightly difference between the males and females and is that men are more with self-esteem than that of females.

Hypothesis 4: Males have higher self-esteem than the females.

Tam (2011) stated that there is negative impact of family towards more of the male students than of the females. Gayman (2011) designated that in men there is lower perceived support from family and friends as they experience more of the negativity. Ramaswamy (2009), he stated that females perceived more of social support from the friends than of the males. Females are more socialized than males in social support and seeking help.

Hypothesis 5: Females have higher perceived social support than of the males.

Chapter 4

METHOD

4.1. Sample

A total of 200 students, 100 males and 100 females, from different courses of Thapar Institute of Engineering and Technology, Patiala participated in the study. The age range was 18 to 25 years. Participants were selected using purposive sampling technique.

4.2. Design

Independent variable: Emotional Intelligence

Dependent variable: Self-esteem and perceived social support

4.3. Statistical analyses

In the current study descriptive statistics, t-test, correlation and regression were done using statistical package for the social science (SPSS-20).

4.5. Tools

Three questionnaires were used to measure emotional intelligence, self-esteem and perceived social support.

Rosenberg self-esteem scale for measuring self-esteem- The scale was developed by the Dr. Morris Rosenberg in 1965 and was used to measure self-esteem. The scale consists of 10 items to measure the self-esteem. The statements were supposed to be marked from 1-4 (strongly agrees to strongly disagrees). The subject had to mark the statement according to the instructions that was the most suitable to them.

Multi-dimensional scale of perceived social support- The scale was developed by the Zimet in 1988 which was widely used in both clinical and non-clinical fields. The scale consists of 12 items to measure the perceived social support. The statements were supposed to be marked from 1-7 (very strongly disagrees to very strongly agrees). The subject had to mark the statement according to the instructions that was the most suitable to them.

The Schutte self-report emotional intelligence- The scale consists of 33 items that were used as a measure for emotional intelligence. The statements were supposed to be marked from 1-5 (from strongly disagrees to strongly agrees). The subject had to mark the statement according to the instructions that was the most suitable to them.

4.5. Procedure

The participants were informed in detail about the study protocols and written consent was obtained from them. The subjects were informed about the procedure and were given instructions. The instructions given were – “You have to fill three questionnaires, which will measure some behavioral patterns. Do not think too hard, as there is no right or wrong answer. The first answer that comes to your mind is generally right. The information collected from you will be kept confidential”. The subjects were seated comfortably.

Chapter 5

Results

Table 1: Descriptive statistics- mean, standard deviation for self-esteem, perceived social support and emotional intelligence.

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Emotional intelligence	200	71	79	150	112.51	12.61
Self-esteem	200	19	12	31	23.62	2.87
Perceived social support (significant other)	200	22	6	28	20.01	4.09
Perceived social support (family)	200	23	5	28	20.91	4.18
Perceived social support (friends)	200	18	10	28	21.44	3.46

Table 2: Results of t-test between males and females in relation to self-esteem, emotional intelligence and perceived social support.

Variable	Participants	Mean	Std. deviation	t	df	Significance level
Emotional Intelligence	Males (N=100)	111.86	8.16	-.723 ^{NS}	198	.471
	Females (N=100)	113.15	15.87			
Self-Esteem	Males (N=100)	23.37	2.54	-1.234 ^{NS}	198	.219
	Females (N=100)	23.87	3.15			
Perceived social support (Significant others)	Males (N=100)	19.61	3.72	-1.388 ^{NS}	198	.167
	Females (N=100)	20.41	4.39			
Perceived social support (Family)	Males (N=100)	20.78	3.81	-0.439 ^{NS}	198	.661
	Females (N=100)	21.04	4.53			
Perceived social support (Friends)	Males (N=100)	21.04	3.35	-1.642 ^{NS}	198	.102
	Females (N=100)	21.84	3.53			

The mean for emotional intelligence came out to be 111.86 (males) and 113.15 (females) and the t value came out to be -0.723 which is not significant.

The mean for self-esteem came out to be 23.37 (males) and 23.87 (females) and the t value came out to be -1.234 which is not significant.

The mean value for perceived social support for significant others came out to be 19.61 (males) and 20.41 (females) and the t value came out to be -1.388 which is not significant.

The mean value for perceived social support for family came out to be 20.78 (males) and 21.04 (females) and the t value came out to be -0.439 which is not significant.

The mean for perceived social support for friends came out to be 21.04 (males) and 21.84 (females) and the t value came out to be -1.642 which is not significant.

However, the findings of the t-test reveal that there is no significant gender difference respondent for all the variables that is self-esteem, perceived social support and emotional intelligence.

Table 3: Correlations between self-esteem, perceived social support and emotional intelligence.

	Emotional intelligence	Self-esteem	PSS (significant other)	PSS (family)	PSS (friends)
Emotional intelligence	1				
Self-esteem	-.092	1			
PSS (significant other)	.273**	.025	1		
PSS (family)	.168*	.020	.307**	1	
PSS (friends)	.225**	.028	.477**	.540**	1

PSS= perceived social support, * p<.05; ** p<.01

Emotional Intelligence has a relationship with all the three components of perceived social support (significant others, r=0.273, p< 0.01) support from (family, r=0.168, p< 0.05) support from (friends, r= 0.225, p< 0.01). However, emotional intelligence has an insignificant but negative relationship with self-esteem (r= -0.092, p <0.05).

Self-esteem has no relationship with perceived social support (significant others, r=0.025, p< 0.05) support from (family, r=0.020, p< 0.05) support from (friends, r=0.028, p< 0.05).

Table 4: Linear regression analysis for self-esteem, emotional intelligence and perceived social support.

Independent Variable	Dependent Variable	B	Standard Error	Beta	t	Adjusted R²
Emotional Intelligence	Self-Esteem	-.02	0.16	-.092	-1.29 ^{NS}	.003
	Perceived social support (significant others)	0.08	0.022	0.273	3.99 ^{**}	0.070
	Perceived social support (family)	0.05	0.023	0.168	2.39 [*]	0.023
	Perceived social support (friends)	0.06	0.019	0.225	3.24 ^{**}	0.046

** $p < .01$; * $p < .05$, NS= Non-Significant

The results indicate that emotional intelligence is negatively (B= -0.02) associated with self-esteem. This model explains that 0.3% of the total variance in self-esteem can be attributed to

emotional intelligence. The B value indicates that one unit increase in emotional intelligence will lead to 0.2 decrement in self-esteem.

The result indicate that emotional intelligence is positively ($B=.08$) associated with perceived social support significant others. This model explains 7% of the variance in perceived social support can be attributed to emotional intelligence. The B value indicates that one unit increase in emotional intelligence will lead to 0.08 increments in perceived social support.

The result indicate that emotional intelligence is positively ($B= 0.05$) associated with perceived social support family. This model explains that 2.3% of the total variance in perceived social support can be attributed to emotional intelligence. The B value indicates that one unit increase in emotional intelligence will lead to 0.05 increments in perceived social support family.

The result indicate that emotional intelligence is positively ($B=.06$) associated with perceived social support friends. This model explains 4.6% of the total variance in perceived social support can be attributed to emotional intelligence. The B value indicates that one unit increase in emotional intelligence will lead to 0.06 increments in perceived social support.

Chapter 6

DISCUSSION

The objective of present work was to investigate the role of emotional intelligence in self-esteem and perceived social support (friends, family and significant others). It was also aimed to explore the gender differences in emotional intelligence in self-esteem and perceived social support (friends, family and significant others). The first hypothesis that was formed was that emotional intelligence has positive role in self-esteem. The findings indicate that emotional intelligence is insignificantly but negatively associated with self-esteem. Schutte (2002) stated that positive moods and high self-esteem are influenced by the higher emotional intelligence. John Mayer and Peter Salovey (1990) said that emotionally intelligent people are more experienced and have higher level of psychological well-being as compared to those who are having lower level of emotional intelligence. Hence, the first hypothesis was rejected. Because an insignificant negative relationship was observed between emotional intelligence and self-esteem and these findings were not parallel to the findings reported in literature.

Second hypothesis was that emotional intelligence has positive relation with perceived social support (friends, family and significant others). The result of the study indicates that people who have high emotional intelligence skills have more tendencies to report greater social support from (friends, family and significant others). Basic skills and competencies like recognition, appraisal, and evaluation/regulation of management of emotions ensure the quality of inter-personal relationship successful communication, coping with social dynamics etc. Here, we have observed that the more individual appreciates, expresses, manages and uses emotions as well as others. The higher the individual's tendency to perceive their relationship as more supportive within the (friends, family and significant others).

Third hypothesis was that females are more emotionally intelligent than males. But the findings of the current work show no significant difference between males and females in relation to emotional intelligence. Many studies have focused on the relationship between self-esteem and emotional intelligence during gender difference. Studies done by Austin (2005); Palmer (2002) they stated that higher emotional intelligence is related to well-being. Results found to be that women have higher emotional intelligence than of the men given by Dunn (2003); Singh (2002). Hence, the third hypothesis has been rejected.

Fourth hypothesis was that males would have high self-esteem than females. The findings of the current work showed no significant difference between males and females in relation to self-esteem. Studies related to it by Baumeister (1993) Baumeister (1993) & Pipher (1994) stated that females have a lower self-esteem than that of the males. According to Coopersmith (1967) & Wylie (1974) described that boys are significantly higher self-esteem than females. According to King (1999) he discovered that there is slightly difference between the males and females and is that men are more with self-esteem than that of females. Hence, the fourth has been rejected.

Fifth hypothesis was that Females have higher perceived social support than of the males. The findings of the current work indicate that males and females don't differ from each other in relation to perceived social support (friends, family, and significant other). Tam (2011) in his study done in Malaysia reported that females perceived significant higher social support than males. Rather male students had negative experiences with their family. Mitchell (2000) in his study observed that females perceived more social support from friends than males. Whereas, according to Ramaswamy (2009) founded that girls perceived more of support from friends as compared to boys. It is likely that females are socialized better than males in social support friends and seeking help. Hence, the first hypothesis was accepted.

6.1. Conclusion

The present study's findings indicate that the role of emotional intelligence is negatively but insignificantly related to self-esteem and perceived social support (friends, family and significant others). Emotional intelligence has a positive relation with perceived social support. The findings also indicate that emotional intelligence has a negative relationship with self-esteem and lastly, there was no gender differences found with any of the variables.

6.2. Implications

This research has implications for psychological health professional as it would help in making them aware about the influence that emotional intelligence, self-esteem and perceived social support while they work with college students to solve some the issues related psychological aspects.

6.3. Limitations

The participants may not be representative of the population as a whole, as purposive sampling was used. It may lead to decrease generalizability of the results. All measures are self-reported and there is a chance that participants might have manipulated certain answers.

6.4. Scope for Future Research

Different samples of different age groups and different social strata need to be examined to extend the external validity of the findings.

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APPENDIX A

Multi-dimensional scale of Perceived social support.

We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

S.no	Statements	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly
1.	There is a special person who is around when I am in need							
2.	There is a special person with whom I can share my joys and sorrows.							
3.	My family really tries to help me.							
4.	I get the emotional help and support I need from my family.							
5.	I have a special person who is a real source of comfort to me.							
6.	My friends really try to help me.							

7.	I can count on my friends when things go wrong							
8.	I can talk about my problems with my family							
9.	I have friends with whom I can share my joys and sorrows.							
10.	There is a special person in my life who cares about my feelings.							
11.	My family is willing to help me make decisions.							
12.	I can talk about my problems with my friends.							

Appendix B:

The Schutte Self report Emotional Intelligence test.

Indicate the extent to which each item applies to you using the following scale:

S.no	Statements	Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
1.	I know when to speak about my personal problems to others					
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them					
3.	I expect that I will do well on most things I try					
4.	Other people find it easy to confide in me					
5.	I find it hard to understand the non-verbal messages of other people*					
6.	Some of the major events of my life have led me to re-evaluate what is important and not important					
7.	When my mood changes, I see					

	new possibilities					
8.	Emotions are one of the things that make my life worth living					
9.	I am aware of my emotions as I experience them					
10.	I expect good things to happen					
11.	I like to share my emotions with others					
12.	When I experience a positive emotion, I know how to make it last					
13.	I arrange events others enjoy					
14.	I seek out activities that make me happy					
15.	I am aware of the non-verbal messages I send to others					
16.	I present myself in a way that makes a good impression on others					
17.	When I am in a positive mood, solving problems is easy for me					
18.	By looking at their facial expressions, I recognize the emotions people are experiencing					
19.	I know why my emotions change					

20.	When I am in a positive mood, I am able to come up with new ideas					
21.	I have control over my emotions					
22.	I easily recognize my emotions as I experience them					
23.	I motivate myself by imagining a good outcome to tasks I take on					
24.	I compliment others when they have done something well					
25.	I am aware of the non-verbal messages other people send					
26.	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself					
27.	When I feel a change in emotions, I tend to come up with new ideas					
28.	When I am faced with a challenge, I give up because I believe I will fail*					
29.	I know what other people are feeling just by looking at them					
30.	I help other people feel better					

	when they are down					
31.	I use good moods to help myself keep trying in the face of obstacles					
32.	I can tell how people are feeling by listening to the tone of their voice					
33.	It is difficult for me to understand why people feel the way they do*					

Appendix C:

Rosenberg Self – Esteem scale.

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

S.no	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	On the whole, I am satisfied with myself.				
2.	At times I think I am no good at all.				
3.	I feel that I have a number of good qualities.				
4.	I am able to do things as well as most other people.				
5.	I feel I do not have much to be proud of.				
6.	I certainly feel useless at times.				
7.	I feel that I'm a person of worth, at least on an equal plane with others.				
8.	I wish I could have more respect for myself.				
9.	All in all, I am inclined to feel that I am a failure.				
10.	I take a positive attitude toward myself.				

