

Research Article

Relationship between Emotional Intelligence, Self-worth and Personal Growth Initiative: A study on Undergraduate University Students of Gujranwala, Pakistan

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A B S T R A C T

University life is a very crucial period for a student in terms of personal as well as academic growth. The hectic academic burden deteriorates their personal growth, but using emotional intelligence to meet the university requirement is significant for promoting high self-worth and personal growth. Hence the aim of the present study is to explore the relationship between emotional intelligence, self-worth and personal growth initiative among undergraduate university students of Gujranwala, Pakistan. The cross-sectional research design was used and the participant was selected through convenient sampling technique. The results of the current study suggested the significant positive relationship between emotional intelligence, self-worth and personal growth initiative. The socio-demographic characteristic revealed no significant gender and semester wise difference in emotional intelligence, self-worth and personal growth initiative. The age difference among different age group found to significant on self-worth. The results have been discussed in student counselling reference.

Keywords: Self-worth, Emotional Intelligence, Positive Relationship

Introduction

University life is the most crucial time for student personal growth. The high academic demand helps the student to grow in their personal as well as academic life. Unfortunately, over the last limited years, university teachings underwent significant variations that equally disturb students and professors. The university students deal with the multifarious education procedure such as presentations, demonstrations, seminars, conferences, dissertations, workshops, applied programme and homework for examinations etc. Students practice diversities of emotions due to extreme diversified

academic pressure. Hence, when a student is emotionally strong to resolve a difficult situation in a positive way, consequently encounter the least personal or academic issues (Davis, 2012).

In the era of the novel time, the term emotion has arisen a new sense. An individual is said to be emotionally intelligent when he manifest appropriate emotion in a particular condition and express it in an appropriate amount (Gardner & Qualter, 2010). It is an ability, which includes three procedures that are insight, (or the skill to deliberately distinguish our emotions), thoughtfulness (mixing what we

feel in our thoughts) and regulation (achieve both helpful and bad emotions (Austin, 2010) efficiently. Emotionally intelligent students can better overcome their educational issues and better cope up with the academic pressure.

Literature recommended that individuals who are more emotionally intelligent found to have high self-worth because they use their emotions intelligently to resolve their day-to-day existence academic or personal problems and many psychological conflicts (Fiorio et al., 2014). In university, life student loses their self-worth, which adversely affects their growth in both academic and personal life. The high self-worth among university students facilitates them to move forward for taking personal growth initiative. A substantial body of research recommended the strong positive relationship between emotional intelligence, self-worth and personal growth initiative. Numerous studies have demonstrated a strong relationship in emotional intelligence and self-worth.

Jenaabadi (2013) investigated emotional intelligence and self-worth are positive predictors of academic achievement. Bibi, Saqlain & Mussawar (2016) proposed the positive relationship between self-worth and emotional intelligence among university students and it was found that females are more emotionally intelligent as compared to males and no significant difference was observed among gender on self-worth scale. Kaur & Maheshwari (2015) showed that emotional intelligence and self-worth have a significant positive correlation. The study concluded that emotionally intelligent students have a high sense of self-worth. Similar results have been reported in some other studies Cheung, Cheung & Hue, 2015).

Similarly, emotional intelligence has a strong relationship with persona growth initiate. The literature suggested that the student use their emotion to resolve academic conflict benefit more in terms of personal growth. Previous study proposed the strong relationship between emotional intelligence and personal growth initiative (Kugbey, Atefoe, Anakwah, Nyarko & Atindanbila, 2018).

The results indicate that emotional intelligence and personal growth initiative were significantly correlated. Kavita (2010), concluded that emotional intelligence is positively related to personal growth and development. Arhana, Raj, & Permanand (2017) personal growth initiative partially mediates the relationship between self-compassion and self-worth.

The above studies depicted the relationship between emotional intelligence, self-worth and personal growth initiative in western culture. The university students in the west found to be more emotionally intelligent as compared to the east (DeYoung, 2006). In Pakistan, the students are more dependent on their parents and caregivers for making a decision. In the collectivistic culture like Pakistan, when

individual confront any difficult situation, they consult their elders rather than solving problems using their emotional intelligence. Similarly, the self-worth found to be higher among western countries students as compared to Pakistan. As far as personal growth initiative is concerned, different studies depicted different result (Fontaine, 2005).

Therefore the current study aimed at investigating the relationship between emotional intelligence, self-worth and personal growth initiative among undergraduate university student from Pakistan culture context.

Conceptual Framework

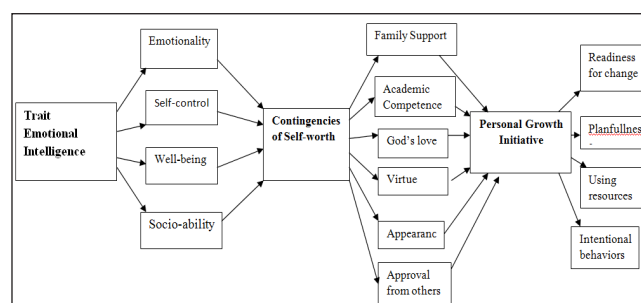


Figure 1. The Proposed Model of Emotional Intelligence, Self-Worth and Personal Growth Initiative

Trait emotional intelligence covers diverse domains of emotional intelligence, including Emotionality, Self-control, Well-being and Socio-ability. Trait emotional intelligence depicts the wise and appropriate use of emotion in a difficult situation. According to the proposed model, if a person uses his emotional intelligence wisely, it increases the self-worth. Contingencies of self-worth include the spheres which are Family support, Academics, Competence, God's love, Virtue, Appearance and Approval from others. All these domains measure that how a person feels about their self and how they value their own self.

Aims

The aim of the study is to evaluate the relationship between emotional intelligence, self-worth and personal growth initiative among university students.

Objectives

- To examine the relationship between emotional intelligence, self-worth and personal growth initiative among university students
- To evaluate the gender, socioeconomic, family system, age, education level based differences in emotional intelligence, self-worth and personal growth initiative among students

Research Question

- What is the association between emotional intelligence, self-worth and personal growth initiative among university students?

Material and Methods

Cross-section Survey research design was used to collect relevant information from the sample. Purposive non-random sampling was used to select the participants in the study. The sample size of the present study was N=150 university students. The demographical determinants that have been incorporated in the present study were gender, age and semesters.

Research Measures

The following research tools have been used in the present study to collect relevant information about the variables.

- The Trait Emotional Intelligence Questionnaire Short Form TEIQue-SF is used to check the emotional intelligence of students. (Petrides, 2009).
- Personal Growth Initiative Scale is a new multidimensional measure of PG1 contained 16-items, that provides a richer assessment of one's attachment to growth experiences and refining oneself (Robitschek, 1998).
- Contingencies of Self-Worth (CSW) scale was used to

assess the self-worth of students. Contingencies of self-worth are the domains in which people invest their self-esteem (Crocker, Luhtanen, Cooper, & Bouvrette, 2003)

Data Analysis

Data of the present study were analysed by using SPSS version 21. The output data has been represented in the form of cross-tabulation for sample distribution, reliability and validity. t-test and ANOVA test.

Result

Table 1 indicates that sample distribution concerning the gender, age, education, residential status, family system, socioeconomic status, marital status and semester. According to the above table, the sample of the study comprised of 46.7% men and 53.3% women. Around 24.0% of men and 30.7% of women belonged to the age range of 18-25 years. Around. Furthermore, the majority of participants belonged to 1-2 semester.

Table 1. Percentages of Socio-demographic characteristics of the participants (N= 150)

Variables	Male	Female	Total
	F (%)	F (%)	F (%)
Gender	70(46.7%)	80(53.3%)	150(100%)
Age			
18-20	36(24.0%)	46(30.7%)	82(54.7%)
21-24	34(22.7%)	34(22.7%)	68(45.3%)
Semesters			
1-2	25(16.7%)	32(21.3%)	57(38.0%)
3-4	15(10.0%)	21(14.0%)	36(24.0%)
5-6	13(8.7%)	12(8.0%)	25(16.7%)
7-8	17(11.3%)	15(10.0%)	32(21.3%)

Table 2. The following table indicated the internal consistency of all three scales

Variables	Subscales	No. of items	M	SD	α	Range		Skew
						Potential	Actual	
TEI	Total	30	1.70E	6.41	.90	30-210	58-191	1.23
	Emotionality	8	26.22	8.05	.83	8-56	14-50	1.48
	Self Control	6	27.62	4.89	.51	6-42	14-39	-.011
	Well-being	6	27.76	4.96	.56	6-42	11-38	-.26
	Sociability	6	24.06	5.04	.50	6-42	15-38	1.09
	Global	4	11.38	5.84	.41	4-28	4-28	1.52
Self-worth	Total	35	1.80E	2.90	.953	35-245	85-224	-1.05
	FS	5	27.92	5.19	.95	7-35	11-34	-1.24
	Competition	5	27.35	4.86	.65	7-35	12-35	-.991
	Appearance	5	25.05	4.18	.44	7-35	11-35	-.67

	God's Love	5	28.06	4.96	.73	7-35	12-34	-.96
	Academic	5	27.16	4.74	.64	7-35	12-34	-.50
	Virtue	5	28.88	5.62	.85	7-35	12-35	-1.16
	Approval	5	16.25	3.44	.57	7-35	6-28	.240
PGI	Total	16	43.91	1.32	.88	0.80	15-76	.32
	Readiness	4	10.86	3.65	.59	0-20	2-19	.226
	Planfulness	5	13.95	4.78	.80	0-25	2-24	-.03
	Using-Re	3	8.50	3.39	.73	0-15	0-15	.033
	Intent-Beh	4	10.59	3.16	.40	0-20	4-20	.43

Note: TEIQue-SF=Trait Emotional Intelligence Questionnaire Short Form, CSW = Contingency of self-worth, PGI-II= Personal growth initiative II

Table 2, shows the Cronbach's Alpha coefficient for TEIQue-SF was found to be $\alpha = .90$, which is considered high. The Cronbach's Alpha for CSW found to be $\alpha = .88$. Internal consistency for PGI-II was found to be $\alpha = .88$, which is acceptable internal consistency. All the scales showed acceptable and high internal consistency.

The above Table 3, indicated the positive correlation among all three variables i.e. trait emotional intelligence, contingencies of self-worth and personal growth initiative.

Table 4, indicates that there is no significant gender difference has been found in the subscales of emotional

intelligence, CWS and personal growth initiative scale as the $p < 0.05$. The readiness domain of PGI found to be statistically different among gender.

Table 5, indicated no substantial age change between the subscales of emotional intelligence except GTEI. Significant age difference has been found on the CWS domain of family, appearance, competencies, God's love and virtue. No significant age difference has been found in academic control and appearance domain of self-worth. The other domains depicted the significant age difference among undergraduate university studies. Personal growth initiative depicted no significant age difference among participants.

Table 4. Mean, standard Deviation, t and p values of Gender (N= 150)

	Factors	Male (N=70)		Female (N=80)		t	P	95% CL		
		M	SD	M	SD			LL	UL	Cohen's d
	Emotionality	29.77	18.03	29.98	18.31	-.068	.696	-6.08	5.67	-0.01
TEI	Self-control	24.73	11.62	25.30	11.75	-.299	.750	-4.35	3.21	-0.04
	Wellbeing	16.99	4.63	16.98	4.80	.014	.670	-1.51	1.53	0.00
	Socio-ability	15.50	6.13	15.30	5.97	.202	.982	-1.75	2.15	0.03
	GTEI	16.66	4.79	16.06	2.67	.592	.343	-6.39	1.82	-0.02
	CWS	16.10	3.168	15.43	3.521	1.227	.131	-23.98	5.70	-0.00
	FS	22.89	7.05	23.12	7.29	-.203	.722	-2.56	2.08	-0.03
	Competition	22.56	7.79	22.66	7.94	-.082	.837	-2.65	2.44	-0.01
CSW	Apperance	21.96	7.13	22.20	7.38	-.204	.608	-2.59	2.10	-0.03
	God's Love	24.31	8.05	24.62	8.27	-.232	.693	-2.95	2.33	-0.03
	Academic	21.41	6.27	21.54	6.50	-.118	.793	-2.19	1.94	-0.02
	PGI	56.07	12.99	57.61	13.5	-.70	.532	-5.83	2.75	-0.11
	Readiness-	18.21	5.75	17.80	4.30	.503	.003	1.21	2.04	0.08
PGI	Planfulness	14.03	2.88	14.94	3.21	-1.81	.824	-1.90	.083	-0.29
	Using-Re	16.61	4.42	16.59	4.01	.039	.26	-1.33	1.38	0.00
	Intent-Beh	16.61	4.42	4.07	.456	.093	.33	-1.30	1.43	3.98

Note: GTEI= Global trait emotional intelligence

Table 3. The following table indicated the correlation for all three scales

Variables	Subscales	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TEI	GTEI	1	.959 ^{**}	.954 ^{**}	.851 ^{**}	.849 ^{**}	.714 ^{**}	.687 ^{**}	.631 ^{**}	.796 ^{**}	.681 ^{**}	.615 ^{**}	.560 ^{**}	.494 ^{**}	.568 ^{**}	.539 ^{**}	.477 ^{**}	.50 ^{**}	.50 ^{**}
	Emo		1	.881 ^{**}	.722 ^{**}	.708 ^{**}	.626 ^{**}	.648 ^{**}	.574 ^{**}	.709 ^{**}	.597 ^{**}	.501 ^{**}	.450 ^{**}	.432 ^{**}	.520 ^{**}	.48 ^{**}	.443 ^{**}	.451 ^{**}	.47 ^{**}
	SC			1	.768 ^{**}	.770 ^{**}	.652 ^{**}	.664 ^{**}	.565 ^{**}	.758 ^{**}	.648 ^{**}	.539 ^{**}	.484 ^{**}	.392 ^{**}	.473 ^{**}	.446 ^{**}	.385 ^{**}	.439 ^{**}	.418 ^{**}
	WB				1	.875 ^{**}	.703 ^{**}	.551 ^{**}	.599 ^{**}	.763 ^{**}	.621 ^{**}	.708 ^{**}	.671 ^{**}	.517 ^{**}	.569 ^{**}	.575 ^{**}	.458 ^{**}	.502 ^{**}	.485 ^{**}
	SA					1	.762 ^{**}	.626 ^{**}	.653 ^{**}	.772 ^{**}	.719 ^{**}	.739 ^{**}	.683 ^{**}	.626 ^{**}	.620 ^{**}	.584 ^{**}	.540 ^{**}	.552 ^{**}	.541 ^{**}
	CSW						1	.913 ^{**}	.944 ^{**}	.865 ^{**}	.961 ^{**}	.919 ^{**}	.935 ^{**}	.741 ^{**}	.669 ^{**}	.63 ^{**}	.579 ^{**}	.571 ^{**}	.567 ^{**}
CWS	FS							1	.854 ^{**}	.787 ^{**}	.895 ^{**}	.753 ^{**}	.806 ^{**}	.596 ^{**}	.592 ^{**}	.566 ^{**}	.514 ^{**}	.520 ^{**}	.514 ^{**}
	Com								1	.774 ^{**}	.878 ^{**}	.877 ^{**}	.882 ^{**}	.620 ^{**}	.561 ^{**}	.561 ^{**}	.485 ^{**}	.466 ^{**}	.484 ^{**}
	App									1	.824 ^{**}	.705 ^{**}	.731 ^{**}	.573 ^{**}	.590 ^{**}	.575 ^{**}	.507 ^{**}	.519 ^{**}	.503 ^{**}
	GL										1	.851 ^{**}	.47 ^{**}	.732 ^{**}	.648 ^{**}	.625 ^{**}	.564 ^{**}	.560 ^{**}	.564 ^{**}
	AC											1	.942 ^{**}	.648 ^{**}	.599 ^{**}	.607 ^{**}	.506 ^{**}	.505 ^{**}	.513 ^{**}
	V												1	.669 ^{**}	.606 ^{**}	.632 ^{**}	.511 ^{**}	.512 ^{**}	.492 ^{**}
PG	AFO													1	.682 ^{**}	.685 ^{**}	.637 ^{**}	.568 ^{**}	.538 ^{**}
	PGI														1	.923 ^{**}	.872 ^{**}	.891 ^{**}	.895 ^{**}
	RFC															1	.759 ^{**}	.747 ^{**}	.753 ^{**}
	P																1	.68 ^{**}	.71 ^{**}
	UR																	1	.758 ^{**}
	IB																		1
	M	87.28	29.88	25.03	16.98	15.39	1.53	23.01	22.61	22.09	24.48	21.48	21.58	17.83	65.25	19.87	12.53	16.52	16.57
	SD	37.62	18.12	11.65	4.70	6.02	43.82	7.16	7.84	7.24	8.14	6.37	7.26	4.22	16.85	5.75	4.035	4.73	4.26

Note: SS= Subscales, Emo= Emotionality, SC= Self-control, WB= Well-being, SA= Socio-Ability, FS= Family support, Com= Competition, App= Appearance, GL= God's Love, AC= Academic competence, V= Virtue, AFO= Approval from others, RFC= Readiness for change, P= Planfulness, UR= Using resources, IB= Intentional Behavior, M= Mean, SD= Standard Deviation

Table 5.Mean, standard Deviation, t and p values of Age

		18-20 (n=82)		21-24 (n=68)				95% CL		
	Factors	M	SD	M	SD	t	p	LL	UL	Cohen's d
	Emotion	31.40	18.22	28.04	17.96	1.13	.664	-2.51	9.22	0.18
TEI	Self-C	26.29	11.73	23.51	11.46	1.45	.706	-.987	6.54	0.23
	Well-bng	17.96	4.50	15.79	4.71	2.87	.350	-.679	3.65	0.47
	Socio	16.65	5.79	13.88	5.99	2.86	.346	-.855	4.67	0.46
	GTEI	16.90	4.39	15.60	2.84	2.00	.047	.017	2.47	0.11
	CSW	1.60	45.63	1.49	46.01	1.46	.411	3.87	25.8	0.00
	Family	23.94	6.76	21.90	7.51	1.75	.059	.264	4.34	0.28
	Compet	23.88	7.26	21.09	8.29	2.19	.091	.278	5.30	0.35
	Apperanc	23.51	6.90	20.37	7.31	2.70	.540	-.846	5.44	0.44
CSW	God's	25.85	7.43	22.82	8.70	2.30	.004	.427	5.63	0.37
	Acad-co	22.65	6.13	20.07	6.42	2.50	.161	-.542	4.60	0.41
	Virtue	22.99	6.68	19.88	7.62	2.65	.046	-.796	5.41	0.43
	Approval	19.56	4.90	18.93	5.64	.736	.086	-1.06	2.38	0.11
	PGI	57.59	14.42	56.04	11.71	.714	.016	2.74	5.85	0.11
	Readines	18.05	5.18	17.93	4.85	.148	.404	-1.51	1.75	0.02
PGI	Planful	14.26	2.95	14.82	3.24	-1.12	.715	-1.56	.434	-0.18
	Using-R	16.51	4.29	16.71	4.10	-.281	.377	-1.55	1.17	-0.04
	Intent-B	16.48	4.35	16.71	4.10	-.331	.316	-1.60	1.14	-0.05

Note: GTEI= Global trait emotional intelligence

Table 6, indicates that there is no substantial semester change on all domains of trait emotional intelligence scale because the significance level is $p > 0.05$. Above table 9 indicates that there is no significant semester difference

of on the seven domains of contingency of self-worth scale because the consequence level is $p > 0.05$. Above table 9 designates that there is no significant semester change of on the four domains personal growth initiative scale because the significance level is > 0.05 .

Table 6.Mean, Standard Deviation, t and p values of Semesters

		Semester									
		1-2 (n=56)		3-4 (n=36)		5-6 (n=25)		7-8 (n=32)			
	Variables	M	SD	M	SD	M	SD	M	SD	F	sig
	Emotion	30.81	18.01	35.06	18.08	27.60	18.56	24.19	16.91	2.26	.083
	Self-C	25.84	11.83	28.11	12.08	22.88	10.82	21.81	10.87	2.07	.107
	Wellbe	17.21	4.65	18.06	4.61	17.04	4.82	15.31	4.58	2.05	.109
	Socio-	16.05	6.25	16.39	5.69	14.56	5.93	13.75	5.90	1.52	.211
	GETI	16.35	2.20	16.36	2.75	16.64	2.70	16.06	2.56	.107	.956
	CWS	1.50	50.43	1.53	39.69	1.57	45.70	1.65	44.83	.777	.508
	Family	24.09	6.76	23.69	7.36	20.28	6.87	22.47	7.55	1.84	.142
	Compet	23.60	7.76	23.50	8.57	20.04	7.25	21.88	7.48	1.45	.229
	Apperan	22.75	7.07	23.64	7.71	20.80	7.03	20.16	6.88	1.76	.157
CWS	God's	25.49	7.65	25.11	8.37	22.12	8.47	23.81	8.40	1.13	.336

	Academc	22.30	6.19	21.72	6.68	20.28	6.79	20.69	6.06	.787	.503
	Virtue	22.58	7.10	21.64	7.43	19.96	7.61	21.00	7.14	.839	.475
	Approva	19.68	4.87	19.94	6.34	18.24	5.84	18.59	3.91	.812	.489
	PGI	55.66	13.56	57.13	13.74	58.28	12.97	57.78	12.77	.311	.817
	Readines	18.54	4.70	17.94	5.02	18.08	5.26	17.00	5.42	.645	.587
PGI	Planfulne	15.00	2.95	14.19	3.37	14.40	3.21	14.09	2.93	.803	.494
	Using-R	17.1	3.83	16.28	4.58	16.80	4.43	15.88	4.20	.699	.554
	Intention	16.1	4.00	16.53	4.53	16.80	4.45	15.88	4.20	.433	.730

Note: GTEI= Global trait emotional intelligence

Discussion

A statistically significant positive relationship was observed between Emotional intelligence, Self-worth and Personal Growth initiative among undergraduate university students of Gujranwala, Pakistan. The result of the current study found to be consistent with literature as substantial study reported the significant positive relationship between emotional intelligence, self-worth and personal growth initiative Jenaabadi 2013; Bibi, Saqlain & Mussawar 2016; Kaur & Maheshwari 2015; Cheung, Cheung & Hue, 2015; Kugbey et al., 2018; Kavita, 2010; Arhana, Raj, & Permanand 2017; DeYoung, 2006).

The results indicated that the undergraduate university students of Gujranwala use their emotional intelligence to solve academic or personal issues which significantly affect their sense of self-worth and personal growth initiative. The sociodemographic differences depicted no significant gender and semester wise difference in all three variables. The literature contradicts the findings of the current study as female manifest more emotional intelligence in academic-oriented stress compared to males (Jenaabadi, 2013). Furthermore, the current study depicted the no significant semester difference in emotional intelligence, self-worth and personal growth initiative. While contingencies of self-worth found to be significantly different in 21-24 years of age group. The literature supported the findings of the current study and illustrated the age difference in self-worth (Bibi, Saqlain & Mussawar, 2016). The contradiction between the current study and literature are due to cultural difference.

Conclusion

Results of the present study are very important in a way as they offer educational institutes to take new steps to increase self-worth and emotional intelligence of students so that they should be healthy psychologically and they work more productively for the betterment of their personal growth to serve society and nation. Several policies should be available in this regard. Specifically, special steps should

be taken to have a better educational environment and better teaching methods must also be introduced in the society which will increase the emotional intelligence of students and increase their potential to compete with the surroundings.

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