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RESEARCH ARTICLE

UNDERSTANDING THE SELF: A REVIEW OF INTRA PERSONAL EMOTIONAL INTELLIGENCE AMONG STUDENT POPULATIONS

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Abstract

Self-conceptualization is the study of the self, which is fundamental in emotional and psychological growth, especially in the student groups that are going through their academic and personal difficulties. This review examines the theory of intrapersonal emotional intelligence and how it has relations with self-awareness, self-regulation, personality traits, and awareness regarding mental health. Based on empirical and theoretical research conducted by the education and psychological research, the paper summarizes the research findings on the role of intrapersonal competencies in determining the emotional stability, adaptability, and general well-being of students. The results indicate that the increased level of self-awareness and self-regulation leads to the better emotional understanding and management of behavior and serves as protective measures in preserving mental health. Intrapersonal emotional intelligence is developed via mediation of personality traits such as openness, conscientiousness and emotional stability and review reveals that there is a necessity of educational interventions.

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Introduction:-

Emotional intelligence has emerged swiftly to become a key construct in the description of how people cope with personal and social problems, especially in the academic field where students are faced with a variety of demands which are both emotional and cognitive. It entails the perception, cognition and control of emotions which assist humans to act in an adaptive way, achieve motivation and deal with interpersonal relations in an effective manner. Intra personal emotional intelligence falls within this larger concept and is concerned with the inner aspects of emotional functioning, with self-awareness, self-regulation and self-motivation, in supporting the strengths of individuals in recognizing and controlling their emotional conditions (Dost et al., n.d.). It is noted that the formation of these capacities is becoming one of the major determining factors in the psychological adaptation of students, their performance, and their life well-being (Arteaga-Checa et al., 2023). Specific attention should be given to

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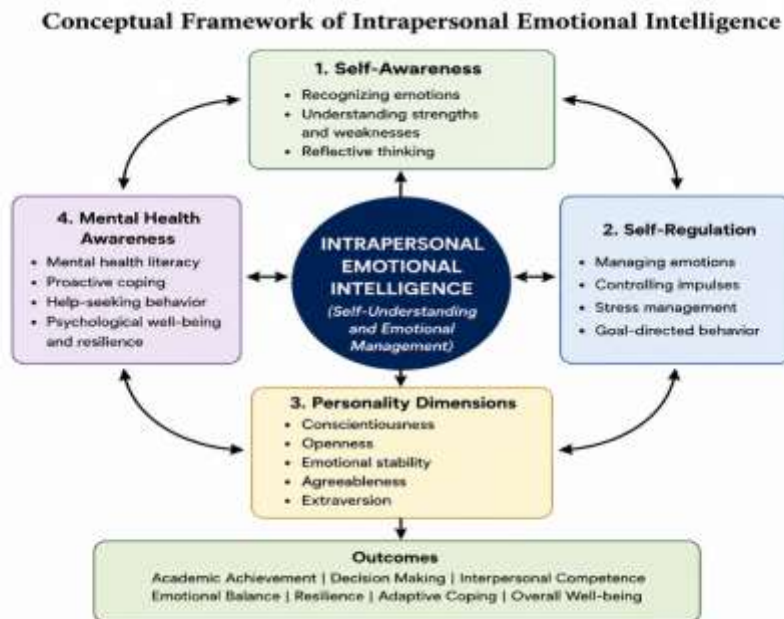
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students of university and management courses, who are at a stage of critical personal growth and have to withstand the influence of emotional, academic, and social demands (Arteaga-Checa et al., 2023) with the help of self-awareness and emotional regulation, which results in academic success and good mental health. On the same note, (E. Ohuakanwa, 2024) argues that intrapersonal competencies lead to the development of emotional stability and self-confidence that are essential in the decision making and management of stress in higher education (Dost et al., n.d.) also adds that performance and motivation are also mediated by emotional intelligence: a self-regulated person is likely to have a higher one participation and continued learning activities. More than that, intrapersonal skills development can be used as the means of counteracting emotional burnout and academic burnout which can be discussed as one of the topical problems of modern students. Moreover, (Merlin & Soubramanian, 2024) notes that self-awareness and reflective ability are valuable in ensuring that the individual is aware of his/her mental health since it can give early alert on the distress and instill the individual to take proactive steps against distress.

The combination of these studies offers a strong reason to study intrapersonal emotional intelligence as a supportive factor of student development. The student that becomes attentive to his or her emotional state and learns to adjust them efficiently has higher chances to be psychologically balanced, more academically satisfied, and survive the stressful and insecure times. As anxiety, depression and academic forces continue to rise among the young adults, there is a bonus reason to build these competencies through education policy and personal development initiatives.

It is in this sense that the review tries to bring together existing research evidence on intrapersonal emotional intelligence in student population, highlighting its main aspects of self-awareness and self-regulation, and consequent personality attributes and implications to mental health awareness and adaptive functioning. This review will combine the findings of recent research in the field of education and psychology regarding how self-knowledge and emotional management can encourage resilience, motivation, and holistic well-being in students.

Fig. 1 Conceptual Framework



Source: Authors' conceptualization based on literature review

Emotional Intelligence:-

Emotional Intelligence constructs in educational psychology that deals with the capacity to experience, feel, handle, and control emotions, in order to be personally and socially effective. Self-regulation has been discovered to be affected by EI academic performance, mental well-being, and interpersonal performance among different groups of students. The studies of self-regulation and intrapersonal intelligence admit that emotional competencies assist students to cope with stress and enhance motivation. Karimpour, Sayad, Taheri, studied the gender variations in EI and self-controlled learning strategies. As has been emphasized, emotional awareness and control is key to learning. (Heshmati & Ahmadvanloo, 2017) established that gifted high school students who underwent dispositional mindfulness and emotional self-regulation achieved better results and outcomes. In a physical education

situation,(Cañabate et al., 2020)discovered that interjective practices enhance self-regulation and intrapersonal intelligence, which emphasizes the significance of EI in promoting adaptive practices.Similar results were also obtained by (Mabekoje, n.d.) which found the self-efficacy itself as a mediator between emotional intelligence and self-regulation among school-going adolescents, which accentuates the practical role of EI in the school setting. In university students,(Miezah et al., 2025)) showed that emotional intelligence influences academic stress mediated by digital literacy and self-regulation, which implies that intrapersonal skills are extremely important to mental health and coping. In the same manner,(Shengyao et al., 2024) also discovered that combined teaching games could improve emotional control and intrapersonal intelligences, thereby demonstrating how pedagogical strategies can effectively improve EI competencies. It was also reported that EI training has a positive impact on the academic commitment, emotional regulation, and performance of students (Salehi Shablizi et al., 2025) which is likely to suggest that emotional competencies can significantly affect the outcomes of students. The article(Purohit, 2024) has devoted attention to the connection between emotional regulation and academic performance, and found out that increased EI is beneficial to motivation, resilience, and adaptive functioning. Self-intrapersonal emotional intelligence plays an important part in self-awareness, self-regulation, motivation, and well-being for students(Pathinettampadiyan & Thavaraj, 2025) .

Other than self-regulation, EI also has an interaction with personality traits to affect learning and development. As, emotional competencies are closely connected with such personality dimensions as conscientiousness and openness, and they determine the social and intrapersonal behavior of the students. The idea that personality traits shape emotional intelligence such that it influences academic performance, intrapreneurial potential, and adaptive functioning gained the support of medical and tertiary student studies(Farsole & Bharuchi, 2023).The role of EI also relates closely to mental health awareness and psychological well- being(Hu & Liu, 2025). Taken together, these studies reveal that emotional intelligence establishes a basis when it comes to intrapersonal awareness, self-regulation, personality development, and mental health literacy among students. Consequently, the inclusion of EI-based interventions into the educational programs can facilitate the adaptive learning process, psychological resilience, and the comprehensive student growth.

Self-Awareness as a core of intrapersonal emotional intelligence:-

Self-awareness is the core of intrapersonal emotional intelligence because this enables people to know and comprehend their emotions, motives, and styles of behavior. Studies have reiterated that self-awareness is a point of beginning effective emotional management, decision-making, and personal development in academics. As(Arteaga-Checa et al., 2023)clarify, intrapersonal intelligence that students manage to cultivate with the assistance of reflective programs like the Know Yourself can assist them in identifying their strong and weak points, character traits, and learning styles, and achieve better motivational and resilient results. This awareness contributes to autonomy and adaptive functioning as two important abilities of academic persistence and learning self-regulation.Likewise,(Dost et al., n.d.)researched and affirmed that the instruction of self-awareness can have a high academic performance among students and so, the concept that emotive cognition adds not only to emotive but also to the cognitive performance is supported.

In fact, their results confirm that conscious learning to observe and decode their emotions enables learners to manage anxiety more effectively, remain focused and develop positive learning behaviors.Continuing this correlation,(E. Ohuakanwa, 2024)found that self-awareness, along with self-regulation and self-motivation, constitute the valid predictors of academic adjustment to freshmen. The researchers established that those students with higher intrapersonal awareness will find their way through the academic transition and will be more resilient when they need to cope with stress. Also, it was found that self-awareness is a source of social and emotional development, and therefore, mediates the connection between an intrapersonal development and interpersonal competency in college students (Merlin & Soubramanian, 2024).

Regarding secondary education,(Deroncele-acosta et al., 2024)discovered that self- awareness has a significant impact on the decision-making and performance of students. Only with the more developed consciousness regarding internal emotional states, the students will be able to establish the congruence between their goals and their values and make mindful academic choices,the intrapersonal field of socio- emotional intelligence as beginning with knowing oneself and progressing to managing emotions and further to personal efficacy. This view supports the one which asserts that self-understanding comes before self-control, and later on, emotional development(Barman & Roy, 2021).

There are additional meta-analytic data that corroborates the results, with (Sánchez-Álvarez et al., 2020) confirming that emotional intelligence and the particular sub-groups, in particular, the intrapersonal aspects, are strongly and consistently linked to academic achievement in the context of secondary-education institutions. Their examination puts self-awareness at the bottom of which all other abilities of emotions can develop. To supplement the information, (Zawacki-Richter et al., 2019) report that when one is aware of their emotions and abilities, they have a higher level of self-actualization and creativity, and thus they are psychologically content even when they have not attained academic success. The other view concerning the role of self-knowledge with respect to education is based on research work done on metacognitive awareness and self-regulated learning. As it is depicted in (Feng et al., 2021) more cognizant students in both their cognitive and emotional processes are more effective in planning, monitoring, and evaluating their learning. Such sentiments are echoed by (Gilar-corbi et al., 2024) who state that metacognitive awareness, the cognitive analog to affective self-awareness, predicts academic achievement and self-efficacy regardless of the schooling level. Overall, these studies verify that the growing awareness of cognition and feeling is the core of effective learning and personal growth. Altogether, self-awareness becomes the focal point of intrapersonal emotional intelligence in various learning settings: the key towards emotional regulation, motivational drive, and self-directed learning. It equips students with abilities to cognize their emotions and thought patterns and to react to stressful circumstances in life in a positive manner, retain academic productivity and enhance mental health. (Norabuena-figueroa et al., 2025)

Self-Regulation As An Expression of Intrapersonal Control:-

Self-regulation is one of the fundamental characteristics of intrapersonal emotional intelligence, which is the ability to observe, control and adjust own emotions, thoughts and behaviors to achieve personal and academic objectives. The studies incorporated in the field of education have provided results which support that self-regulation leads to academic performance, emotional and adaptive coping mechanisms among students. The article by (Karimpour et al., 2019) tested gender variations in emotional intelligence and self-controlled learning strategies. Their findings showed that self-regulation process is directly linked to active learning and control of emotions of students. A study on emotional self-regulation and dispositional mindfulness of gifted high school students was made by (Heshmati & Ahmadkhanloo, 2017) this type of study establishes that the process of self-awareness and mindfulness development enhances intrapersonal control and adaptive behaviors of students.

Related to the physical education domain, it was found that introjective practices and guided activities enhance the emotional self-control among students, and the intrapersonal skills contributed to the formation of behavioral and emotional reactions (Cañabate et al., 2020). (Elshaer & Sobaih, 2025) highlighted the importance of digital literacy and self-regulation as mediators of dealing with academic stress in the university setting, and the self-regulatory skills are the essential part of balancing emotional reactions and the requirements of cognition. Similarly, (Zhang et al., 2025) demonstrated the complimentary effect of teaching games and sport education programs that could help improve emotional regulation and intrapersonal intelligence, which strengthens self-control and adaptive abilities in students.

Moreover, (Salehi Shablizi et al., 2025) have found that academic commitment, self-regulation, and performance of students can be positively impacted through emotional intelligence training, which emphasizes the applicability of more specific interventions targeting intrapersonal issues. Lastly, (Purohit, 2024) emphasized that academic performance is strongly related to emotional regulation; hence, students who have good regulation of emotions are highly involved, motivated, and practicing adaptable managing. The current review presents research on self-intrapersonal emotional intelligence of students, emphasizing the importance of self-awareness, emotional regulation, and motivation in academic success and personal development (Pathinettampadiyan et al.). Altogether, these research works point to self-regulation as one of the important manifestations of intrapersonal control, which helps students to control their emotional states, maintain their motivation, and maximize their academic and personal outcomes. The interventions in education that support the development of emotional intelligence and self-regulatory skills are, thus, necessary to encourage the holistic development of students.

Personality Dimensions As The Affective Architecture of Intelligence:-

Emotional intelligence is fundamentally based on personality traits; they determine how individuals monitor, process and manage their feelings. Academic and professional studies have discovered that the five personality traits of emotional intelligence are moderated and interacted with by conscientiousness, openness, extraversion, agreeableness, and emotional stability and has mediation effect on adaptive functioning, academic achievement, and psychosocial outcomes. The article (Mohammadi & Rajaeepour, 2021) focused on the predictive value of emotional intelligence and personality traits on academic achievement and emphasized that the dimensions of personality form

a structural foundation competencies. (Dikaya et al., 2020) found that emotional intelligence and personality traits were strongly related in socially active students indicating that extraversion and openness are traits that help them to comprehend emotions and engage with other people.

As it turned out in (Taneja et al., 2020) in a sample of medical students the degree of emotional intelligence was predictable by specific personality traits, which again supported the notion that intrapersonal skills and self-awareness should be built upon stable dispositional features. (Farsole & Bharuchi, 2023) also succeeded in demonstrating that the personality traits and emotional intelligence are correlated in college students and define social adaptation and academic adjustment. The concept of the integrative role of the personality in the emotional architecture of intelligence is further supported by more recent studies that explore both an entrepreneurial and a tertiary context of education. As an example, (Sarpong et al., 2025) found that emotional intelligence coupled with positive personality characteristics boosts intrapreneurial self-capital hence indicating its practical application in personal development and resource management. On the same note, it was also shown that (Jamil, 2025) that emotional intelligence mediates personality traits and academic attainment, hence indicating a primary role of personality in informing emotional skills. The present review is devoted to the importance of intrapersonal emotional intelligence in the lives of students. Self-awareness, emotional control, and self-motivation are key elements contributing to academic success and psychological well-being (Vanessa.KA et al., 2026).

According to (Ghazali et al., 2024) personality dimensions are connected with the emotional intelligence of students even in the high school setting, so, it can be said that even at early stages of development, the dispositional variables already influence the emotional awareness and self-regulation. The same study (Sfeir et al., 2022) point out the mediating effect of emotional intelligence in the connection between personality traits and mental health among medical students, which in turn underscores the interaction between personality and emotional functioning. That is, the structural and dispositional foundations of emotional intelligence are delivered to personality traits in their association with self-awareness, self-regulation, interpersonal competencies, and adaptive functioning of various student populations. The concept of the interaction of personality and emotional intelligence, in turn, has significant consequences on the development of education intervention programs aimed at facilitating personal and academic growth.

Mental Health Awareness And Emotional Intelligence Among Students:-

Through promoting self-awareness and emotional regulation and adaptive coping, EI enhances awareness and acceptance of mental health among students. As a result, EI provides the learners with the tools to cope with psychological difficulties, stay resilient, and find help where necessary. A study (Hu & Liu, 2025) explored the role of emotional intelligence in a family, and the results of the study indicate a familial impact of perceived and modeled EI on the emotional perception and consequent mental health of children. Likewise, (Kaviani & Saadatmand, 2018) have determined that cooperative learning in mental health education can be used to facilitate not only higher levels of emotional intelligence among learners but also better academic achievement, therefore, supporting the idea that structured learning is a means to promote emotional intelligence, as well as mental health literacy.

Instead, a study funded by the National Council of Australia (Awan et al., 2025) also emphasized that self-stigma and emotional intelligence mediate the relationships between the two and the help-seeking behaviours of people and that high EI correlates with fewer barriers to using mental health services and a stronger proactive approach to managing one's psychological state. Further, the authors of the article by (Shengyao et al., 2024) emphasized that emotional intelligence is a mediator of positive psychological attributes, which determine academic achievement, which implies that EI has a positive impact on cognitive and emotive dimensions of well-being. Finally, (Deroncele-acosta et al., 2024) emphasized the topicality of EI development at adolescence and young adulthood, showing the positive correlation between the higher emotional intelligence and the higher awareness of mental health and adaptive coping strategies and psychological resilience. In effect, emotional intelligence in the varied educational settings contributes much to the mental health awareness of the students. It improves resilience by building intrapersonal capabilities, emotion management, and help seeking behaviors that lessen psychological suffering and improve general well-being.

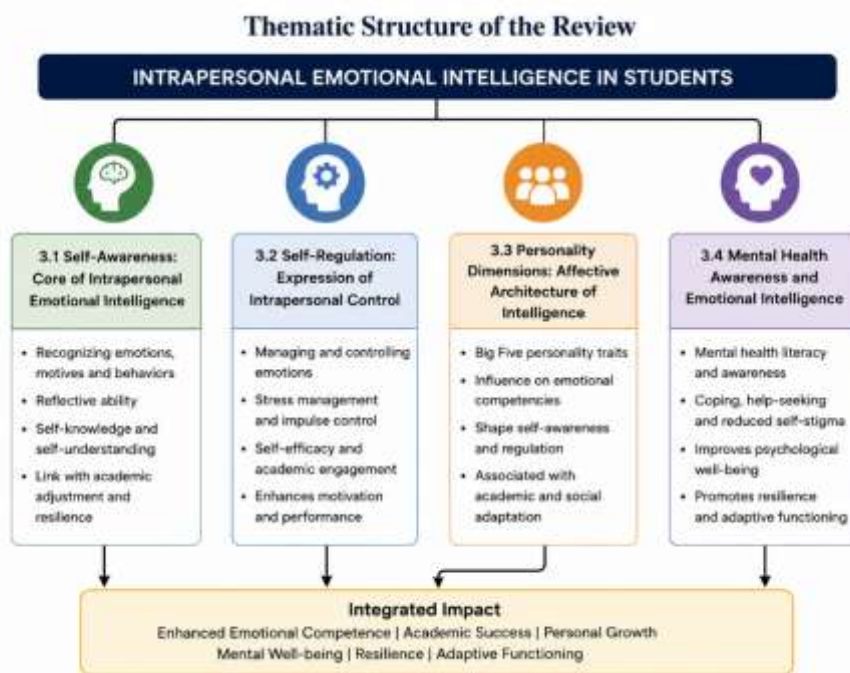


Fig. 2 Thematic Structure of the Review

Conclusion:-

Self-awareness, self-regulation, motivation and mental health of students can be fostered by intrapersonal EI. To this end, the literature reviewed on the intrapersonal EI of students indicates that students with high intrapersonal EI have a higher level of emotional balance, resilience, and adaptive coping mechanisms which result in improved academic achievement, decision making, and interpersonal competence. Self-knowledge, self-control and personalities have been found to be essential elements of intrapersonal EI in different education settings, high school, university, etc., that affect cognitive and emotional performance. In addition, intrapersonal EI is closely related to mental health awareness. Students who can perceive, comprehend, and manage their emotions will be more equipped to assume proactive coping skills, pursue suitable psychological assistance and to cope with school-related and personal stressors in relevance manner. Structured EI training, mindfulness interventions, and cooperative/experiential learning programs have already proven to increase intrapersonal skills and, therefore, define the practical feasibility of building EI in students. As a part of the curriculum and student support strategies, intrapersonal EI is equally effective in enhancing emotional competence, as well as the overall growth of students in terms of academic success, self-development, and mental and psychological well-being. It is essential to understand the self-based on the concept of intrapersonal emotional intelligence to be able to produce well-rounded and emotionally competent students capable of effectively addressing the contemporary educational and life challenges.

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