

1
2 **UNDERSTANDING THE SELF: A REVIEW OF**
3 **INTRA PERSONAL EMOTIONAL INTELLIGENCE AMONG**
4 **STUDENT POPULATIONS.**
5

6 **ABSTRACT:**

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

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21 **Keywords:**IntrapersonalEmotionalIntelligence,Self-Awareness,Self-Regulation, Personality Traits,
22 Mental Health Awareness.
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24
25 **1. INTRODUCTION:**

26 Emotional intelligence has emerged swiftly to become a key construct in the description of how
27 people cope with personal and social problems, especially in the academic field where students are
28 faced with a variety of demands which are both emotional and cognitive. It entails the perception,
29 cognition and control of emotions which assist humans to act in an adaptive way, achieve motivation
30 and deal with interpersonal relations in an effective manner. Intra personal emotional intelligence

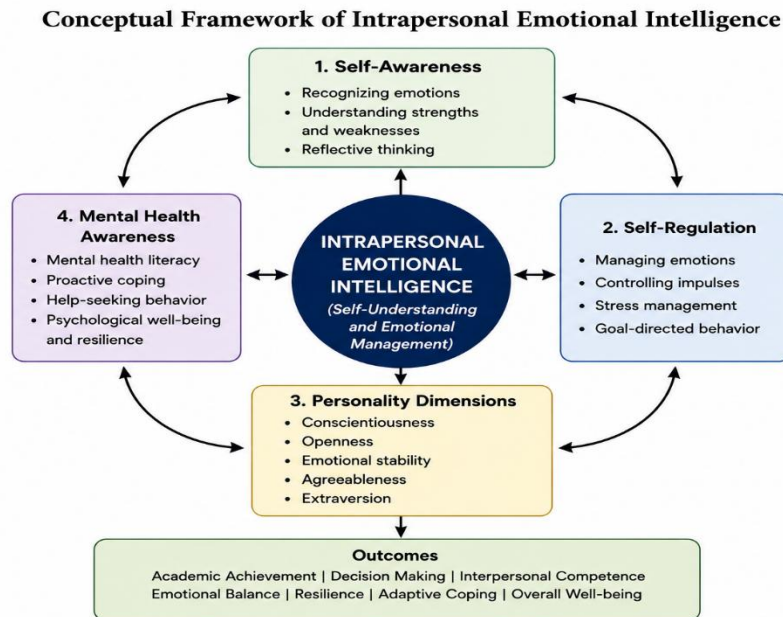
31 falls within this larger concept and is concerned with the inner aspects of emotional functioning,
32 with self-awareness, self-regulation and self-motivation, in supporting the strengths of individuals in
33 recognizing and controlling their emotional conditions(Dost et al., n.d.). It is noted that the formation
34 of these capacities is becoming one of the major determining factors in the psychological adaptation
35 of students, their performance, and their life well-being (Arteaga-Checa et al., 2023).Specific
36 attention should be given to students of university and management courses, who are at a stage of
37 critical personal growth and have to withstand the influence of emotional, academic, and social
38 demands(Arteaga-Checa et al., 2023) with the help of self-awareness and emotional regulation,
39 which results in academic success and good mental health. On the same note, (E. Oluakanwa,
40 2024)argues that intrapersonal competencies lead to the development of emotional stability and self-
41 confidence that are essential in the decision making and management of stress in higher
42 education(Dost et al., n.d.)also adds that performance and motivation are also mediated by emotional
43 intelligence: a self-regulated person is likely to have a higher one participation and continued
44 learning activities. More than that, intrapersonal skills development can be used as the means of
45 counteracting emotional burnout and academic burnout which can be discussed as one of the topical
46 problems of modern students. Moreover,(Merlin & Soubramanian, 2024) notes that self-awareness
47 and reflective ability are valuable in ensuring that the individual is aware of his/her mental health
48 since it can give early alert on the distress and instill the individual to take proactive steps against
49 distress.

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

56 It is in this sense that the review tries to bring together existing research evidence on intrapersonal
57 emotional intelligence in student population, highlighting its main aspects of self-awareness and
58 self-regulation, and consequent personality attributes and implications to mental health awareness
59 and adaptive functioning. This review will combine the findings of recent research in the field of

60 education and psychology regarding how self-knowledge and emotional management can encourage
61 resilience, motivation, and holistic well-being in students.

62 **Fig. 1 Conceptual Framework**



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65 **Source:** Authors' conceptualization based on literature review

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67 2. EMOTIONAL INTELLIGENCE

68 Emotional Intelligence constructs in educational psychology that deals with the capacity to
69 experience, feel, handle, and control emotions, in order to be personally and socially effective. Self-
70 regulation has been discovered to be affected by EI academic performance, mental well-being, and
71 interpersonal performance among different groups of students. The studies of self-regulation and
72 intrapersonal intelligence admit that emotional competencies assist students to cope with stress and
73 enhance motivation. Karimpour, Sayad, Taheri, studied the gender variations in EI and self-
74 controlled learning strategies. As has been emphasized, emotional awareness and control is key to
75 learning. (Heshmati & Ahmadkhanloo, 2017) established that gifted high school students who
76 underwent dispositional mindfulness and emotional self-regulation achieved better results and
77 outcomes. In a physical education situation, (Cañabate et al., 2020) discovered that interjective
78 practices enhance self-regulation and intrapersonal intelligence, which emphasizes the significance

79 of EI in promoting adaptive practices. Similar results were also obtained by (Mabekoje, n.d.) which
80 found the self-efficacy itself as a mediator between emotional intelligence and self-regulation among
81 school-going adolescents, which accentuates the practical role of EI in the school setting. In
82 university students, (Miezah et al., 2025)) showed that emotional intelligence influences academic
83 stress mediated by digital literacy and self-regulation, which implies that intrapersonal skills are
84 extremely important to mental health and coping. In the same manner, (Shengyao et al., 2024) also
85 discovered that combined teaching games could improve emotional control and intrapersonal
86 intelligences, thereby demonstrating how pedagogical strategies can effectively improve EI
87 competencies. It was also reported that EI training has a positive impact on the academic
88 commitment, emotional regulation, and performance of students (Salehi Shablizi et al., 2025) which
89 is likely to suggest that emotional competencies can significantly affect the outcomes of students.
90 The article (Purohit, 2024) has devoted attention to the connection between emotional regulation and
91 academic performance, and found out that increased EI is beneficial to motivation, resilience, and
92 adaptive functioning. Self-intrapersonal emotional intelligence plays an important part in self-
93 awareness, self-regulation, motivation, and well-being for students (Pathinettampadiyan & Thavaraj,
94 2025). Other than self-regulation, EI also has an interaction with personality traits to affect learning
95 and development. As, emotional competencies are closely connected with such personality
96 dimensions as conscientiousness and openness, and they determine the social and intrapersonal
97 behavior of the students. The idea that personality traits shape emotional intelligence such that it
98 influences academic performance, intrapreneurial potential, and adaptive functioning gained the
99 support of medical and tertiary student studies (Farsole & Bharuchi, 2023). The role of EI also relates
100 closely to mental health awareness and psychological well-being (Hu & Liu, 2025). Taken together,
101 these studies reveal that emotional intelligence establishes a basis when it comes to intrapersonal
102 awareness, self-regulation, personality development, and mental health literacy among students.
103 Consequently, the inclusion of EI-based interventions into the educational programs can facilitate
104 the adaptive learning process, psychological resilience, and the comprehensive student growth.

105 **3. SELF-AWARENESS AS A CORE OF INTRAPERSONAL EMOTIONAL INTELLIGENCE**

106 Self-awareness is the core of intrapersonal emotional intelligence because this enables people to
107 know and comprehend their emotions, motives, and styles of behavior. Studies have reiterated that
108 self-awareness is a point of beginning effective emotional management, decision-making, and

109 personal development in academics. As (Arteaga-Checa et al., 2023) clarify, intrapersonal intelligence
110 that students manage to cultivate with the assistance of reflective programs like the Know Yourself
111 can assist them in identifying their strong and weak points, character traits, and learning styles, and
112 achieve better motivational and resilient results. This awareness contributes to autonomy and
113 adaptive functioning as two important abilities of academic persistence and learning self-
114 regulation. Likewise, (Dost et al., n.d.) researched and affirmed that the instruction of self-awareness
115 can have a high academic performance among students and so, the concept that emotive cognition
116 adds not only to emotive but also to the cognitive performance is supported. In fact, their results
117 confirm that conscious learning to observe and decode their emotions enables learners to manage
118 anxiety more effectively, remain focused and develop positive learning behaviors. Continuing this
119 correlation, (E. Oluakanwa, 2024) found that self-awareness, along with self-regulation and self-
120 motivation, constitute the valid predictors of academic adjustment to freshmen. The researchers
121 established that those students with higher intrapersonal awareness will find their way through the
122 academic transition and will be more resilient when they need to cope with stress. Also, it was found
123 that self-awareness is a source of social and emotional development, and therefore, mediates the
124 connection between an intrapersonal development and interpersonal competency in college students
125 (Merlin & Soubramanian, 2024). Regarding secondary education, (Deroncele-acosta et al.,
126 2024) discovered that self-awareness has a significant impact on the decision-making and
127 performance of students. Only with the more developed consciousness regarding internal emotional
128 states, the students will be able to establish the congruence between their goals and their values and
129 make mindful academic choices, the intrapersonal field of socio-emotional intelligence as beginning
130 with knowing oneself and progressing to managing emotions and further to personal efficacy. This
131 view supports the one which asserts that self-understanding comes before self-control, and later on,
132 emotional development (Barman & Roy, 2021).

133 There are additional meta-analytic data that corroborates the results, with (Sánchez-Álvarez et al.,
134 2020) confirming that emotional intelligence and the particular sub-groups, in particular, the
135 intrapersonal aspects, are strongly and consistently linked to academic achievement in the context of
136 secondary-education institutions. Their examination puts self-awareness at the bottom of which all
137 other abilities of emotions can develop. To supplement the information, (Zawacki-Richter et al.,
138 2019) report that when one is aware of their emotions and abilities, they have a higher level of self-

139 actualization and creativity, and thus they are psychologically content even when they have not
140 attained academic success. The other view concerning the role of self-knowledge with respect to
141 education is based on research work done on metacognitive awareness and self-regulated learning.
142 As it is depicted in (Feng et al., 2021) more cognizant students in both their cognitive and emotional
143 processes are more effective in planning, monitoring, and evaluating their learning. Such sentiments
144 are echoed by (Gilar-corbi et al., 2024) who state that metacognitive awareness, the cognitive analog
145 to affective self-awareness, predicts academic achievement and self-efficacy regardless of the
146 schooling level. Overall, these studies verify that the growing awareness of cognition and feeling is
147 the core of effective learning and personal growth. Altogether, self-awareness becomes the focal
148 point of intrapersonal emotional intelligence in various learning settings: the key towards emotional
149 regulation, motivational drive, and self-directed learning. It equips students with abilities to cognize
150 their emotions and thought patterns and to react to stressful circumstances in life in a positive
151 manner, retain academic productivity and enhance mental health. (Norabuena-figueroa et al., 2025)

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153 **4. SELF-REGULATION AS AN EXPRESSION OF INTRAPERSONAL CONTROL**

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

165 Related to the physical education domain, it was found that introjective practices and guided
166 activities enhance the emotional self-control among students, and the intrapersonal skills contributed
167 to the formation of behavioral and emotional reactions (Cañabate et al., 2020). (Elshaer & Sobaih,
168 2025) highlighted the importance of digital literacy and self-regulation as mediators of dealing with

169 academic stress in the university setting, and the self- regulatory skills are the essential part of
170 balancing emotional reactions and the requirements of cognition. Similarly,(Zhang et al., 2025)
171 demonstrated the complimentary effect of teaching games and sport education programs that could
172 help improve emotional regulation and intrapersonal intelligence, which strengthens self-control and
173 adaptive abilities in students.

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

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188 **5.**

189 **PERSONALITYDIMENSIONSASTHEAFFECTIVEARCHITECTUREOFINTELLIGENCE**

190 Emotional intelligence is fundamentally based on personality traits; they determine how individuals
191 monitor, process and manage their feelings. Academic and professional studies have discovered that
192 the five personality traits of emotional intelligence are moderated and interacted with by
193 conscientiousness, openness, extraversion, agreeableness, and emotional stability and has mediation
194 effect on adaptive functioning, academic achievement, and psychosocial outcomes.The article
195 (Mohammadi & Rajaeepour, 2021)focused on the predictive value of emotional intelligence and
196 personality traits on academic achievement and emphasized that the dimensions of personality form
197 a structural foundation competencies. (Dikaya et al., 2020)found that emotional intelligence and
198 personality traits were strongly related in socially active students indicating that extraversion and

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

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

226 **6.**

227 **MENTAL HEALTH AWARENESS AND EMOTIONAL INTELLIGENCE AMONG STUDENTS**

228 Through promoting self-awareness and emotional regulation and adaptive coping, EI enhances
229 awareness and acceptance of mental health among students. As a result, EI provides the learners
230 with the tools to cope with psychological difficulties, stay resilient, and find help where necessary. A
231 study (Hu & Liu, 2025) explored the role of emotional intelligence in a family, and the results of the
232 study indicate a familial impact of perceived and modeled EI on the emotional perception and
233 consequent mental health of children. Likewise, (Kaviani & Saadatmand, 2018) have determined that
234 cooperative learning in mental health education can be used to facilitate not only higher levels of
235 emotional intelligence among learners but also better academic achievement, therefore, supporting
236 the idea that structured learning is a means to promote emotional intelligence, as well as mental
237 health literacy. Instead, a study funded by the National Council of Australia (Awan et al., 2025) also
238 emphasized that self-stigma and emotional intelligence mediate the relationships between the two
239 and the help-seeking behaviours of people and that high EI correlates with fewer barriers to using
240 mental health services and a stronger proactive approach to managing one's psychological state.
241 Further, the authors of the article by (Shengyao et al., 2024) emphasized that emotional intelligence
242 is a mediator of positive psychological attributes, which determine academic achievement, which
243 implies that EI has a positive impact on cognitive and emotive dimensions of well-
244 being. Finally, (Deroncele-acosta et al., 2024) emphasized the topicality of EI development at
245 adolescence and young adulthood, showing the positive correlation between the higher emotional
246 intelligence and the higher awareness of mental health and adaptive coping strategies and
247 psychological resilience. In effect, emotional intelligence in the varied educational settings
248 contributes much to the mental health awareness of the students. It improves resilience by building
249 intrapersonal capabilities, emotion management, and help seeking behaviors that lessen
250 psychological suffering and improve general well-being.

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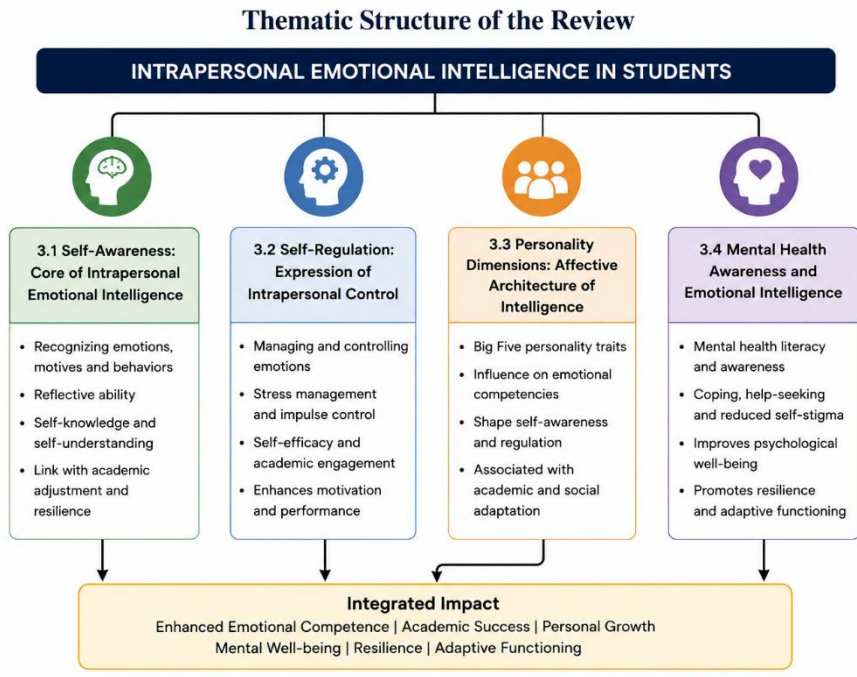
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256 **Fig. 2 Thematic Structure of the Review**



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259 **7. CONCLUSION**

260 Self-awareness, self-regulation, motivation and mental health of students can be fostered by
 261 intrapersonal EI. To this end, the literature reviewed on the intrapersonal EI of students indicates that
 262 students with high intrapersonal EI have a higher level of emotional balance, resilience, and adaptive
 263 coping mechanisms which result in improved academic achievement, decision making, and
 264 interpersonal competence. Self-knowledge, self-control and personalities have been found to be
 265 essential elements of intrapersonal EI in different education settings, high school, university, etc.,
 266 that affect cognitive and emotional performance. In addition, intrapersonal EI is closely related to
 267 mental health awareness. Students who can perceive, comprehend, and manage their emotions will
 268 be more equipped to assume proactive coping skills, pursue suitable psychological assistance and to
 269 cope with school-related and personal stressors in relevance manner. Structured EI training,
 270 mindfulness interventions, and cooperative/experiential learning programs have already proven to
 271 increase intrapersonal skills and, therefore, define the practical feasibility of building EI in
 272 students. As a part of the curriculum and student support strategies, intrapersonal EI is equally

273 effective in enhancing emotional competence, as well as the overall growth of students in terms of
274 academic success, self-development, and mental and psychological well-being. It is essential to
275 understand the self-based on the concept of intrapersonal emotional intelligence to be able to
276 produce well-rounded and emotionally competent students capable of effectively addressing the
277 contemporary educational and life challenges.

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