



Relationship Between Self Esteem and Emotional Intelligence among Preadolescent

KEYWORDS

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ABSTRACT

Pre adolescent sample of 100 students aged between 8 and 10 years, were selected by purposive sampling. Sample were measured for their Emotional Intelligence and Self Esteem using The Schutte Self-report Emotional Intelligence Test (Schutte et al,1998) and The Rosenberg self-esteem Scale (Rosenberg, 1965) respectively. The data thus obtained was subjected to Pearson's product moment correlation. Analysis reveals that among the preadolescent, Self esteem and Emotional Intelligence are not related; this relationship varies with gender. Self esteem and self-recognition are directly related

Introduction

Self-esteem ranks the most important aspect of self development because the evaluation of one's own competencies affect emotional experiences, future behaviour, and long-term psychological adjustment. Self-esteem, the evaluative side of self; refers to the judgements one make about his/her worth and the feelings associated with those judgements.

High Self esteem implies a realistic evaluation of the self's characteristics and competencies, coupled with an attitude of self-acceptance and self-respect. The structure of self esteem depends on the evaluative information available to children and their ability to process the information. From middle childhood to adolescence, an individual difference in self esteem becomes increasingly stable and strengthens with age. Furthermore, across age, sex, socio-economic-status, individuals with mostly favourable self esteem profiles tend to be well-adjusted, sociable and conscientious (Laura E. Berk, 2011). Older preadolescent male children were predicted to have more self esteem than that of their female counterparts. (Deborah et.al, 1975)

Early start of Self-esteem is critical. But, Self-esteem can also change during the course of one's life depending on one's experiences. It motivates one to work hard and succeed. (Rita K. Baltus, 2012).

Emotional Intelligence refers to cluster of abilities or traits relating to the emotional side of life. It includes recognition of one's own emotion; regulation or management of one's own emotion; self-motivation, empathy and handling relationships. Such skills are important for personal success and having a happy and productive life. (Daniel Goleman, 2013)

Functionalists view that the broad function of emotion is to energize behaviour aimed at attaining personal goals. Emotions in addition to playing vital role in cognitive, social and physical development, contribute to the emergence of self-awareness and forge individuals with sense of self efficacy, confidence in one's own ability to control events in his/her surroundings. In order to adapt to their physical and social environment, children must gain control over their emotions, just as they do to their motor, cognitive and social behaviour. This emotional regulation of mastering the rules of culture as to when and how to convey an emotion is expected as early as late childhood (i.e) 8 to 10 years (Laura E. Berk, 2011). A Person is claimed to be emotionally mature when he/she is able to display emotions in appropriate degree and reasonable control (Saangeeta,1998)

Saleha Bibi, Sirda Saqlain and Bushra Mussawar (2016) explored the relationship between self-esteem and emotional intelligence among Pakistani university students. Study was conducted with a sample

size 250 (100 boys and 150 girls) aged between 20 and 30. Sample was drawn from Rawalpindi and Islamabad universities of Pakistan. Sample was collected by using convenient sampling technique. Rosenberg self-esteem scale was used to measure self-esteem among university students and emotional intelligence was measured by using emotional intelligence scale by Wong and Law. Pearson Product moment coefficient of correlation was used in order to find out relationship of emotional intelligence with self-esteem among Pakistani university students. Independent T-test was used to access gender difference in self-esteem and emotional intelligence. Results of study proved that there exist positive relationship between self-esteem and emotional intelligence among Pakistani university students and it was found that females were more emotionally intelligent as compared to males but there does not exist any statistically significant gender difference in self-esteem among university students.

Fen kong, Jingjing, Zhao Xuqun you (2012) examined both the mediation effects of social support and self-esteem for the relationship between trait emotional intelligence and life satisfaction in late adolescence. The participants were 489 Chinese college students with an age range of 17-23 years. Data were collected by using the Wong Law Emotional Intelligence Scale, the Multi-Dimensional Scale of Perceived Social Support, the Rosenberg Self-esteem Scale, and the Satisfaction with Life Scale. Path analysis showed that social support and self-esteem fully mediated the relationship between trait EI and life satisfaction in late adolescence. Moreover, a multi-group analysis indicated that the males with high social support are more likely to gain greater life satisfaction than the female counterparts.

Banafshe Hasanvand, Mohamad Khaledian (2012) examined the relationship of the emotional intelligence with the self-esteem and the academic achievement in the BA (bachelor of art) students. A sample size of 100 students were chosen using simple random sampling. The Ann-Bar questionnaire containing 90 questions on emotional intelligence and Cooper-Smith questionnaire containing 58 questions on self-esteem were used to collect the relevant data. Further, frequency, percentage, average, skew, Pearson-regression correlation coefficient and T test were applied. The results showed that there is a meaningful positive relationship between the existing intelligence, general self-esteem, social esteem, public esteem, educational self-esteem and the academic achievement. The regression coefficients for realism and self-esteem variables were significant, such as these variables were predictors of self-esteem. Among the variables, realism has the maximum role in predicting the self-esteem. Also, results showed there was no significant relationship in the emotional intelligence and self-esteem between male and female students.

Lourdes Rey, Natalio Extremera, and Mario Pena (2011) examined the relationship between perceived emotional intelligence, self-esteem and life satisfaction in a sample of 316 Spanish adolescents (179 females and 137 males), ranging in age from 14 to 18. Demographic information was collected, along with data through the use of three self-report measures: the Trait Meta-Mood Scale, the Rosenberg Self-Esteem Scale and the Satisfaction with Life Scale. As expected, perceived emotional dimensions, particularly mood clarity and repair, showed positive associations with life satisfaction. Self-esteem also correlated significantly and positively with levels of adolescents satisfaction with life. More interestingly, results of structural equation modeling indicated that mood clarity and emotional repair had a significant direct and indirect link (via self-esteem) with life satisfaction in adolescents. This study contributes to an understanding of the underlying process between perceived emotional intelligence and life satisfaction. Findings encourage moving beyond the examination of direct association between perceived emotional intelligence and life satisfaction and focusing on the role of potential mechanisms such as self-esteem involved in the link between perceived emotional intelligence and life satisfaction in adolescents.

Revelation of these researches led to the understanding that both Self Esteem and Emotional Intelligence are related; the present researcher is interested in understanding the relationship between Self- Esteem and Emotional Intelligence among the pre-adolescent sample as there are very least researches in this sample. Moreover these researches don't seem to have been attempted in rural sample of India.

Objectives

- To find the level of Self-esteem among the pre adolescents.
- To find the level of emotional intelligence (in terms of Self-recognition, Self-regulation, Self- motivation, Empathy and Handling relationships) among the pre-adolescents.
- To find the relationship between Emotional Intelligence (in terms of Self-recognition, Self-regulation, Self- motivation, Empathy and Handling relationships) and Self -Esteem among the pre-adolescent.
- To find out the gender differences in the relationship between Emotional Intelligence and Self Esteem among the pre-adolescents.

Variables

- 1) Self Esteem
- 2) Emotional Intelligence

Sample

100 Sample (50 boys and 50 girls) aged between 8 and 10 years (mean age =9.13, SD= 0.73) were chosen from an aided school and two public schools in Tirunelveli using purposive sampling method.

Inclusion criteria: Healthy, literate children aged between 8 and 10 year old
Exclusion criteria: Differently abled and illiterate children aged less than 8 years and more than 10 years,

Screening Tools

- 1) Coloured Progressive Matrices (Raven et al, 2012) with reliability coefficient of 0.88.
- 2) General Health Questionnaire (Goldberg, 1988) with Cronbach's reliability coefficient 0.87.

Tools

- 1) The Rosenberg self -esteem Scale (Rosenberg, 1965) with Cronbach's reliability coefficient of 0.77; containing 10 items in a four point scale.

- 2) The Schutte Emotional Intelligence Test (Schutte et al, 1998) with reliability coefficient of 0.90; containing 33 items in a five point scale, that measures Emotional Intelligence in five dimensions such as Self-recognition, Self-regulation, Self -motivation, Empathy and Handling relationships.

Procedure

From three schools (an aided school and two public school) in Tirunelveli, 8 to 10 years old children were screened using Coloured Progressive Matrices (Raven et al, 2012) and General Health Questionnaire (Goldberg, 1988). Children found healthy based on these screening tests were chosen to be the sample. 100 sample (50 boys and 50 girls) were selected using purposive sampling and were included in the study to ascertain the relationship between self esteem and Emotional intelligence among the preadolescent. For this purpose, Sample were measured for their Emotional Intelligence and Self Esteem using simple paper pencil tests that involves self report of the individual; The Schutte Self -report Emotional Intelligence Test (Schutte et al, 1998) and The Rosenberg self -esteem Scale (Rosenberg, 1965) respectively. The sample were instructed as follows while administering The Schutte Self -report Emotional Intelligence Test; "Sit relaxed in a row. Have your pencils sharp and ensure that you have paper that has 33 statements in it. Now in this test you are to tell about yourself pertaining to each statement. Read each statement carefully, think it over and give your response in the five point scale (i.e) response options that say strongly disagree, disagree, neither agree or disagree, agree, strongly agree. Circle the response that is appropriate to you. Please note neither of the response is right nor wrong, so feel free to give responses that perfectly relates to you. You may clarify your doubts with the test administrator". Time taken for administration was approximately 35 minutes. After a break of 5 minutes, the sample were subsequently given with The Rosenberg self -esteem Scale and were instructed as follows, "Sit relaxed in a row. Have your pencils sharp and ensure that you have paper that has 10 statements in it. Now in this test you are to tell about yourself pertaining to each statement. Read each statement carefully, think it over and give your response in the four point scale (i.e) response options that say strongly disagree, disagree, agree, strongly agree. Circle the response that is appropriate to you. Please note neither of the response is right nor wrong, so feel free to give responses that perfectly relates to you. You may clarify your doubts with the test administrator". Time taken for administration of this test was approximately 12 minutes. The responses thus obtained were scored using respective manuals. Strict ethical standards were adhered all along the study.

Statistical Analysis

The resultant data was tabulated and was subjected to Pearson's product moment correlation using MS Excel 2007 in order to ascertain the relationship among the variables (Self- Esteem and Emotional Intelligence) in the specified preadolescent sample (8 to 10 years)

Tables

Table 1: shows the Mean and Standard Deviation of scores with respect to Self Esteem and Emotional Intelligence along with its individual dimensions

Sl.no	Variables	N	Mean	Standard Deviation
1	Self-Esteem	100	21.42	3.64
2	Emotional Intelligence	100	9.81	8.11
3	Self-Recognition	100	19.96	2.69
4	Self-Regulation	100	19.56	2.62
6	Self-Motivation	100	19.68	3.95
7	Empathy	100	19.00	2.74
8	Handling Relationship	100	19.60	3.54

Table 2: shows the Pearson product moment correlation between Self Esteem and Emotional Intelligence with its respective dimensions

Sl.no	Variables	N	Value of Pearson (r)
1	Self Esteem and Emotional Intelligence	100	-0.09
2	Self-esteem and Self-recognition	100	0.51
3	Self-esteem and Self-regulation	100	0.04
4	Self-esteem and Self-motivation	100	-0.26
5	Self-esteem and Empathy	100	-0.13
6	Self-esteem and Handling relationships	100	-0.22
7	Self-esteem and Emotional Intelligence(among females)	50	-0.30
8	Self-esteem and Emotional Intelligence(among males)	50	-0.08

Results and Discussion

Both theory and early researches that investigated the link between Emotional Intelligence and emotional well-being revealed the relationship between Emotional Intelligence and Mood, and between Emotional Intelligence and Self-Esteem. The results of these studies indicated that higher Emotional Intelligence was associated with characteristically positive mood and higher Self-Esteem. Yet another study investigated the role of Emotional Intelligence in mood and Self-Esteem regulation and found that individuals with higher Emotional Intelligence showed less of a decrease in positive mood and Self-Esteem after a negative state induction and showed more of an increase in positive mood, but not in Self-Esteem, after a positive state induction. (Schutte et al, 2010)

Contradictory results were revealed in the present research that from the table 2, Product moment correlation between Self-Esteem and Emotional Intelligence, $r = -0.09$, indicates that there is no correlation between two variables Self Esteem and Emotional Intelligence. This shows that self esteem and Emotional Intelligence are not related among the pre-adolescent. But present research also reveals that from the table, value of correlation between Self- Esteem and Self –Regulation, $r = 0.51$, indicates that there is positive correlation between two variables Self Esteem and Self Recognition. This shows that Self Esteem and Self Recognition are related among the pre-adolescent.

From the table 2, the value of correlation between Self Esteem and Self – Regulation, $r = 0.04$, indicates that there is no correlation between the two variables. This shows Self Esteem and Self – Regulation are not related among the preadolescent.

From the table 2, the value of correlation between Self Esteem and Self – Motivation, $r = -0.26$, indicates that there is negative correlation between the two variables. This shows that Self Esteem and Self – Motivation tend to be negatively related among the pre adolescent.

From the table 2, the value of correlation between Self Esteem and Empathy, $r = -0.13$, indicates that there is negative correlation between the two variables. This shows that Self esteem and Empathy tend to be negatively related among the pre adolescent.

From the table 2, the value of correlation between Self Esteem and Handling Relationship, $r = -0.22$ indicates that there is negative correlation between the two variables. This shows that Self Esteem and Handling Relationships tend to be negatively related among the pre adolescent. From the table 2, The value of correlation between Self Esteem and Emotional Intelligence among the pre- adolescent females, $r = -0.30$, indicates negative correlation between two variables. This shows that Self –Esteem and Emotional intelligence tend to be negatively related among the pre-adolescent females. The value of correlation between two variables Self Esteem and

Emotional Intelligence among males, $r = -0.08$, indicates that there is no correlation between the two variables males. This shows that, Self Esteem and Emotional Intelligence are not related among pre-adolescent males.

Conclusion

- Self esteem and Emotional Intelligence are not related among the pre-adolescent.
- Self esteem and Self –Recognition (a dimension of emotional intelligence) are related among the pre adolescent.
- Self –Esteem and Emotional Intelligence tend to be negatively related among the pre-adolescent females and are not related among the pre-adolescent males.

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