

Self-Esteem and Emotional Intelligence among adolescents: a correlational study

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ABSTRACT

Emotional intelligence is our ability to identify, understand, evaluate, control and express our emotions as well as the emotions of others. It helps us to deal with our mood swings, get rid of anxiety and avoid depression. It affects our outlook and attitude to develop quality relationships, a skill everyone should have. It helps us to improve self motivation and more effective communication skills. The ability of emotional intelligence is mainly influenced by self-esteem or feeling of worthiness. Self-Esteem is the way we perceive ourselves and our self value. This study was conducted to examine the association between self esteem and emotional intelligence. A purposive sample of 100 adolescents with the mean age range of 12 to 17 years was taken in present study. Self esteem scale by Rosenberg (1963) and emotional intelligence scale (EIS) by Singh (2004) were used to fulfill the purpose of the study. Results of the study revealed that self esteem is significantly associated with all the dimensions of emotional intelligence except motivation and social awareness in a positive direction. Feeling of worthiness helps or develops self regulation, self awareness, social skill, and overall emotional intelligence. In adolescence period these two positive constructs e.g. self esteem and emotional intelligence should be focused and nurtured for healthy functioning among adolescence.

1. Introduction

Emotional intelligence (EI) is our ability to identify, understand, evaluate, control and express our emotions as well as the emotions of others. It helps us to deal with our mood swings, get rid of anxiety and avoid depression. It affects our outlook and attitude to develop quality relationships, a skill everyone should have. It helps us to improve self motivation and more effective communication skills. The ability of emotional intelligence is mainly influenced by self-esteem or feeling of worthiness. Acc. to Mayer and Salovey, 1995, "EI can be defined as the ability to correctly understand, evaluate and communicate emotions". There are many factors which affect the ability of the emotional intelligence. Previous researches have indicated a positive connection between ability of emotional intelligence and the level of self-esteem or feeling of worthiness (Hasanvand & khaledian, 2012).

Biabangard & Esmaeil (1995) defined "Self-esteem as a general personality trait; and a personal judgment of worthiness". In psychology construct of self-esteem referred to a value which is found in an individual's self-imagination and it is constructed by the person's core features such as characteristics, aspects, attributes and beliefs. Self-Esteem is the way we perceive ourselves and our self value. It encompasses both self-confidence and self acceptance. Basically it is our belief about our own worth and value. Low level of self-esteem make the person suffer from poor life situations and on the other hand having very high self esteem will help in generating the ability to learn from failures, not understanding and accepting failures.

2. Self-Esteem and Emotional Intelligence among Adolescents

In present time the youth of today will be the workforce of tomorrow and their mental health plays an important role. Therefore the Emotional Intelligence or Emotional Quotient is one of the most important part of mental health and its growth. EQ is also an indicator to interpret the quality of probable relationships, success and overall happiness. Self Esteem is the state of having self confidence. If we don't learn to respect ourselves, we may never be confident to accomplish anything. Self-Esteem is an important ingredient that aspires us to set goals and without it we may never know our strengths.

Singh (2004) revealed that Emotional intelligence and self-esteem was dependent on factors like age, gender and experience of the person taken into study. There was a significant difference in emotional intelligence and self-esteem among the NCC and Non-NCC students taken into the study. This was found from the research that the curriculum and NCC training was accountable for these result findings that helped the cadets to improve the levels of self-esteem and emotional intelligence. Farshid (2016) concluded that feeling of worthiness and emotional intelligence associates to each other in a positive direction. Further it was also revealed that a person who has high self-esteem has the higher ability to face the problems in life. This study further stated that the people who had high level of emotional intelligence could make better and reasonable balance of emotion and reason. Malle and Horowitz (1995) concluded that people who positively evaluate themselves also appraise their personality in a positive direction individuals with high self-esteem have positive perceptions about their self. They are more fully functioning persons, physically and mentally healthy in comparison to those who have low self-esteem.

Their own perceptions about their own selves and opinions of others make a frame work for individual self-evaluation.

Cazan and Nastasa (2015) found that emotional intelligence is highly related to better adjustment or success in academic settings which is primary objective of the adolescent in the academic institution. Those who were highly emotionally intelligent were found with lower levels of anxiety, stress, and burnout and with higher satisfaction levels of life in all the spheres. Hasanvand and khaledian (2012) stated that there exists a positive relationship between self-esteem and emotional intelligence among the students of Pakistan Universities. Researchers also stated as per the findings of the study that females had high levels of emotional intelligence as compared to males taken into the study. But there didn't exist in the levels of self-esteem on the basis of gender.

Problem: Self-Esteem and Emotional intelligence among adolescents: A correlational study

3. Objectives

- To examine the relationship of Emotional intelligence and its five components i.e - Self-Awareness, Self-Regulation, Motivation, Social-Awareness and social skills with Self Esteem among adolescents.

4. Hypotheses

- There would be positive correlation between emotional intelligence and self esteem among adolescents.

5. Method

Research Design: A correlational design was adopted to see the association between self-esteem and emotional intelligence.

Sample: A purposive sample of 100 adolescents was taken in present study on the basis of availability. The mean age range of participants was 12 to 17 year. All the participants were belonged to same socioeconomic states.

6. Tools

- Emotional intelligence scale** developed by Singh (2004) was used in present study this scale has 60 items on 5 dimensions i.e. self-awareness, self-regulation, motivation, social-awareness and social

skills. High scores in each particular dimension shows higher level of emotional intelligence. Each dimension consists 12 items cronbach's alpha reliability of the scale is 0.70.

- Rosenberg self-esteem** developed by Rosenberg (1965) was used in present study this scale measures global self-worth by assessing both positive and negative feelings about the self this scale has 10 items all items are answered using a 4 point likert scale ranging from strongly agree to strongly disagree.

Procedure: To achieve the aim of the present study participant were contacted individually or in small groups setting. Firstly a good rapport was established with the participant after that the purpose of the study was informed to the participant. Instruction regarding both the test was delivered clearly: secondly it was ensured that each participant had completed the given set of majors in a single setting. With the help of manual scoring was done and results were prepared by appropriate statistical analysis.

7. Results

Table 1
Descriptive Statistics Mean and SD of Emotional Intelligence and Self-esteem

Variables	Mean	Std. Deviation
Self-awareness	47.79	6.7
Self-regulation	44.46	6.9
Motivation	43.08	5.9
Social-Awareness	45.02	7.7
Social-Skill	46.34	7.3
Total	226.69	26.4
Self-Esteem	28.25	3.3

Table 1 shows the descriptive statistics which shows the obtained values for mean and SD of adolescent participant on the self esteem and all the dimensions of emotional intelligence. Table 1 Exhibits the descriptive statistics which shows obtained values for mean and S.D. of adolescent participants on Self-awareness ability (M= 47.79, SD=6.7), Self-regulation (M= 44.46 SD=6.9), Motivation (M= 43.08 SD=5.9), Social - awareness (M= 45.02, SD=7.7), Social – Skill (M= 46.34, SD=7.3), emotional intelligence (M=226.69, SD=26.4) &Self Esteem (M=28.25, SD=3.3).

Table 2
Inter-correlation metrics of Self-esteem and Emotional Intelligence

Variables	Self-awareness	Self-regulation	Motivation	Social-Awareness	Social-Skill	Overall Emotional Intelligence
Self-Esteem	.453**	.307**	.174	.087	.494**	.396**

** Correlation is significant at the 0.01 level (2-tailed).

Intercorrelation matrices shows that self esteem is statistically correlated with Self awareness (r= .453, p ≤ .01), Self regulation (r= .307, p ≤ .01), Social skill (r=.494, p ≤ .01) and overall Emotional intelligence (r= .396, p ≤ .01) in a positive direction. Results also revealed that self esteem is not statistically associated with Motivation (r= .174,NS) and social awareness(r= .087, NS).

8. Discussion

On the bases of present findings, it can be inferred that Self Esteem is significant positively associated with the first dimension of Emotional intelligence e.g. self awareness. It means as the level of self esteem increases, emotional intelligence of the person also increases. High self-esteem helps to develop self-awareness of people. A person who has

high self esteem also has high level of self awareness (dimension of the Emotional Intelligence). Feeling of worthiness makes an individual to do more self evaluation or analysis. If anyone has feeling of self-worth, they can also fully aware about their potential or weaknesses. The second dimension of Emotional intelligence is self regulation and it is also significantly positively associated with Self Esteem that means as the level of emotional intelligence increases the self esteem of the person also increases in same direction. The person who has high self esteem also has high level of self regulation (dimension of the Emotional Intelligence). Feeling of worthiness and self-respect makes it easier to control urges or actions. The third and fourth dimension of Emotional intelligence is self motivation and social awareness respectively is not statistically correlated with self-esteem. The fifth dimension of Emotional intelligence is social skills and it is also significant positively associated with Self Esteem that

means feeling of self-esteem or worthiness enhances social skills. When a person evaluates him in positive direction, built or creates more social skills. They can behave effectively in social context. The overall inter-correlation results revealed a positive association between self-esteem and the dimensions of emotional intelligence. Individual who have low emotional intelligence often experience difficulties in interpersonal relation, low self-esteem, loneliness, poor impulse control, drug, suicidal thoughts, stress, depression, anxiety, alcohol usage and aggressive behaviours (Gardner, 2006). Our results are in line with the previous studies of which indicated that there exist a positive correlation between all the five elements of self-esteem and emotional intelligence. (Hasanvand & khaledian, 2012 ; Kunda & Sanitioso, 1989 ; Young & Mroczek, 2003). There should be more focus on self-esteem and emotional intelligence to build better for healthy functioning.

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