

## CO-RELATION BETWEEN EMOTIONAL INTELLIGENCE AND SELF-ESTEEM AMONG ADOLESCENTS IN SELECTED PU COLLEGES AT MANGALORE WITH A VIEW TO DEVELOP A SELF INSTRUCTIONAL MODULE TO ENHANCE SELF-ESTEEM

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### ABSTRACT

**Introduction:** Emotional intelligence is one's ability to monitor one's own and others' feelings and emotions which has been linked to self-esteem, low self-esteem, or the development of emotional and behavioural problems in adolescents and their performance. We aim to measure the relationship between emotional intelligence and self esteem among the adolescents that fosters positive thinking, setting challenges, assertiveness and reduce the incidence of low-self esteem, anti-social behaviour. **Methods:** A descriptive survey approach was used to collect data from randomly selected 208 adolescents studying in selected PU colleges, Mangalore by distributing self administered questionnaire based on Rosenberg's self-esteem scale and self-constructed rating scale to assess self-esteem and Emotional intelligence respectively from 13/01/2017 to 14/01/2017. Data was analysed by using descriptive and inferential statistics like frequency, percentage, mean, standard deviation, chi-square and Karl's Pearson correlation coefficient. **Result:** Majority (52.4%) of adolescents had good emotional intelligence and less than half (47.6%) had poor emotional intelligence. Most (78.5%) of adolescents had high self-esteem and (21.1%) had low self-esteem. Correlation between self-esteem and emotional intelligence of adolescents was found to be positively correlated with  $r=0.98(p<0.05)$  with  $df =206$ . Self-esteem of adolescents was found significantly associated with age, standard, religion, mother's occupation whereas no significant association was found between emotional intelligence and demographic variables. **Conclusion:** The overall findings revealed that majority of students had high self-esteem and good emotional intelligence. Emotional intelligence was positively correlated with self-esteem. Early identification of low EI would help to implement corrective actions through life skills training and scientific guidance to improve the emotional intelligence of adolescents for their better self-esteem.

**KEYWORDS:** Emotional intelligence; self-esteem.

### INTRODUCTION

Emotional intelligence means type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use information to guide one's thinking and actions.<sup>[1]</sup> and Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgement of oneself as well as an attitude toward self.<sup>[2]</sup>

Emotional intelligence and Self-esteem plays a crucial role during adolescence stage when teenagers start to notice changes. Teenagers start to notice changes in their own environment and outside world. The future of any nation depends on the quality of adolescents. Hence proper guidance at this crucial phase of life is important for enhancing their positive self-concept, enriching their knowledge and skills in decision making, conflict

resolution and management of emotions. The self-esteem has significant impact in relations and by the relationship.<sup>[3]</sup>

So, the researcher felt there is a need to assess emotional intelligence among adolescents in an attempt to promote self esteem which in turn fosters their achievement in and outside the educational setup.

### METHODOLOGY

The descriptive co-relational study was conducted to find out the correlation between Emotional intelligence and self-esteem of adolescents in selected PU colleges at Mangalore. Total of 208 adolescents were selected using random sampling technique.

Firstly, simple random sampling method is used for selecting Sharada PU College and disproportionate stratified random sampling technique is used to select 208 PU students from 4 strata i.e. IPU science, I PU commerce, II PU science and II PU commerce. Rosenberg self-esteem scale was used to assess the self-esteem of the students and analysis was done as:

High self-esteem (score  $\geq 30$ )

Low self-esteem (score  $< 29$ )

Self constructed emotional intelligence rating scale was used to assess emotional intelligence of the students and analysis was done as:

Good EI (Score  $\geq 141$ )

Poor EI (Score  $< 140$ )

The content validity was maintained through consultation with the subject expert as well as research advisor and the prepared content was given to 9 experts in the field of psychiatry.

The pre-testing of the validated tool among 20 adolescents from BGS English Medium PU College. Reliability of the instrument was tested using split half method and the value of self esteem and emotional intelligence is found to be ( $r^1=0.98$ ) and ( $r^1=0.86$ ) respectively. Prior to data collection, permission was obtained from the DDPU officer and principal of Sharada PU College for conducting the study. The purpose of the study was explained to all the participants and written and verbal consent was obtained from them. The respondents were assured the anonymity and confidentiality of the information provided by them. The

researcher herself collected data from the samples. Data was collected using Rosenberg self-esteem scale and self constructed rating scale for emotional intelligence on 13/01/2017 and 14/01/2017.

The collected data was checked for accuracy, utility and completeness. Corrections were implemented during central editing. The obtained data was entered in excel sheet and analyzed in SPSS (statistical package for social sciences) 20 using descriptive and inferential statistics.

## RESULTS

Self administered questionnaire and rating scale was distributed among adolescents in selected PU college belonging to age 16-17years 135(64.9%) of the adolescents 50 (24%) were taken from I PUC science, I PUC commerce whereas 56(26.9%) and 52(25%) were taken from II PUC science and II PUC commerce respectively. Majority 108(51.9%) of the adolescents were female followed by males 100(48.1%) and 155(74.5%) of them were Hindu. Most (77.4%) of the adolescents were from urban area and 92.3% lived in their parent's house, 75% belonged to nuclear family. Majority (52.9%) of fathers and most (42.3%) mothers of the adolescents were educated with graduation degree. Majority (48.07%) of the father of the adolescents had self business and Majority (56.25%) of the mothers of the adolescents were homemaker.

The adolescents level of emotional intelligence shows most of the adolescents had good emotional intelligence (52.4%) followed by poor emotional intelligence (47.6 as shown (Table 1).

**Table 1: Emotional Intelligence scores of adolescents.**

Level of Emotional intelligence	Frequency	Percentage
Good EI (Score $\geq 141$ )	109	52.4
Poor EI (Score $< 140$ )	99	47.6
Total	208	100.0

The adolescent's level of self-esteem which shows most of the adolescents had high self-esteem (78.5%) followed by average self-esteem (21.1%) as shown (Table 2)

**Table 2: Self-Esteem scores of adolescents.**

Level of self-esteem	Frequency	Percentage
High self-esteem (score $\geq 30$ )	164	78.5
Low self-esteem (score $< 29$ )	44	21.1
Total	208	100

The result showed a significant relationship between emotional intelligence and self-esteem with  $r=0.98$  ( $p<0.05$ ) with  $df= 206$  as shown (Table 3).

**Table 4: Correlation of Self-Esteem and Emotional intelligence.**

Variables	Self esteem		Total
	High	Low	
Emotional intelligence Good	86	23	109
Poor	78	21	99
Total	164	44	208
r=0.98			

This result showed a significant association between the age, standard, religion, mother's occupation with self esteem whereas no significant association was found

between emotional intelligence and demographic variables as shown (Table 4).

**Table 4: Association between Self esteem of adolescents with demographic Characteristics n=208.**

Variables	Level of self esteem		X <sup>2</sup>	p-value
Age	High N (%)	Low N (%)		
16-17 years	101 (74.8)	34 (25.2)	3.748	0.05*
18-19 years	63 (86.3)	10(13.7)		
Standard you are studying				
I PUC science	33(66)	44 (78.6)	14.993	0.002*
I PUC commerce	17(34)	12 (21.4)		
II PUC science	37(74)	50 (96.2)		
II PUC commerce	13(26)	2(3.8)		
Religion				
Hindu	133(82.6)	28(17.4)	6.048	0.014*
Others	31(66)	16 (34)		
Mother's occupation				
Self employee	4(50)	4(50)	8.023	0.018*
Service	72 (86.7)	11(13.3)		
Home maker	88 (75.2)	29(24.8)		

Level of significance at  $< 0.05$

F- Fisher's Exact Test

C= continuity correction

## DISCUSSION

Adolescence (from Latin *adolescere*, meaning to grow up) is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood (age of majority)<sup>[4]</sup> According to UNICEF, adolescents; an age of opportunity for children and pivotal time for us to build on the development in first decade of life, around 1.2 billion adolescents have lived in developing or developed countries, they have lived their lives on Millennium declaration, the unprecedented global impact that since 2000 has sought a better world for all.<sup>[5]</sup>

In the present study sample comprised of 208 pre-university students 108(51.9%) of the adolescents were female followed by males 100(48.1%). The findings of the present study showed that majority 52.4% had good emotional intelligence. The findings of the present study showed that the score of emotional intelligence of PU college students had positive correlation with self esteem with  $r=0.98$  ( $p<0.05$ ,  $df= 206$ ). A similar study was conducted in Pakistan with a sample of 250 Pakistani university students including both boys and girls and data was collected by using convenient sampling technique. The result showed that there exist positive

correlation between self-esteem and emotional intelligence ( $r=0.78$ ,  $p>0.05$ ).<sup>[6]</sup>

The study conducted in India, investigated the relationship between self-esteem and emotional intelligence among trainees of Tsunami affected coastal belt of Alapetty district of Kerala, India. He found that both emotional intelligence and self esteem were positively correlated.<sup>[7]</sup> Similarly, a study conducted in Pakistan showed that emotional intelligence and self esteem were positively correlated and significant.<sup>[8]</sup> This result is in agreement with the results of studies done in random 250 students from Udhampur district and also in Islamabad which found no significant association with sex.<sup>[9]</sup> In contrast, a study done in Malaysia showed low correlation between sex differences and EQ level ( $\chi^2=12.79$ ,  $p<0.05$ ) and girl seem to have a higher level of EQ compared to boys. The results of this study didn't find significant association with residence contrary to the outcomes of study where urban adolescents had comparatively better emotional intelligence against rural counterparts.<sup>[10]</sup>

The finding of the study revealed that not all but some baseline variables significantly predict level of self-

esteem. The results are consistent with the outcomes of some former studies and also contradict some. Significant association was found between the age, standard, religion, mother's occupation with self esteem. This result corresponds to the study conducted on self-esteem of adolescent college students which had 284 adolescents college students which showed the significant association with order of birth and course studying whereas 33.5% had low self-esteem, 62.7 had average level of self-esteem, 3.9% had high level of self-esteem.<sup>[11]</sup> Whereas the study conducted in turkey contradicts the result as self esteem of the students showed significant difference as to educational level of mother, income level and perceived parent attitudes by them, whereas educational level of father and gender did not have effect on self esteem.<sup>[12]</sup>

## CONCLUSION

Emotional intelligence plays a vital role in moulding up self-esteem which is the key index of competence in adolescence, while poor emotional intelligence is related to absenteeism, negative behaviours, lack of enthusiasm, lack of problem solving skills. The ability to read and manage emotions is very essential while interacting with students. This study provided the new perspective for youth to learn skills to improve Emotional intelligence and can foster the ways to build their self-esteem as Intelligence quotient alone is no more the only measure for success; a good self-esteem also plays a big role in a person's success.

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