A Study On Relationship Between Emotional Intelligence And Self-Esteem Among Secondary School Children

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Abstract
The major objective of this article is to establish a relationship between emotional intelligence and self-esteem among secondary school students. Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior (by Daniel Goleman). Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. (Baumeister, Roy F, 2001). To accomplish and to establish the relationship the data was collected by administering self-esteem and emotional intelligence scales on 60 students of Secunderabad Public School. Their age ranges from 13-15 years. The selection of the sample is based on convenient random sampling. The collected data has been analyzed using mean, SD, t-test, correlation. The results indicate that there is a significant gender difference in the level of self-esteem at 0.05 level and emotional intelligence at 0.01 level. The significant relation between self-efficacy and emotional competencies is that there is no significant relation in boys and significant in girls.

Abbreviations:
ADF: Adequate Depth of Feeling
AEC: Adequate Expression and Control of emotions
AFE: Ability to Function With Emotions
ACPE: Ability to Cope With Problem Emotions
EPE: Encouragement of Positive Emotions

Keywords: Self-esteem, Emotional Intelligence, Self-efficacy, Competence, Emotional competency

Introduction
Emotional Intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior (by Daniel Goleman).

Self-Esteem (SE) reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. (Baumeister, Roy F, 2001)

Self-Efficacy (SE): Psychologist Albert Bandura has defined self-efficacy is our belief in our ability to succeed in specific situations. It’s a person's belief about his or her ability and capacity to accomplish a task or to deal with the challenges of life. The concept plays a major role in Bandura's social learning theory, which focuses on how personality is shaped by social experience and observational learning.

Self-Efficacy: Helping students believe in themselves
Self-efficacy is commonly defined as the belief in one's capabilities to achieve a either goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which, may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle.

Concept of Competence: Competency (or competence) is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees. The term "competence" first appeared in an article authored by R.W. White in 1959 as a concept for performance motivation.

Emotional Competence: Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others.
Concept of Emotional Competence: The concept of emotional competence is rooted in understanding emotions as normal, useful aspects of being human. Anger is a reaction to aggression and gives a person the strength to repel the aggression. Grief is a reaction to abandonment or feeling unloved and it has the effect of eliciting sympathetic responses from others. Fear is a response to danger and has a clear physiological effect of heightening our senses and speeding up our reactions.

Methodology Adopted:
Statement of the problem: To study the relation between self-esteem and emotional intelligence among secondary school students.

Objectives:
a) To study the level of self-esteem among secondary school students.
b) To study the level of emotional intelligence among secondary school students.
c) To study gender differences in self-esteem among secondary students.
d) To study gender differences in emotional intelligence among secondary students.
e) To study the relation between self-esteem and emotional intelligence among Secondary Students.

Hypothesis:
a) There will be a moderate level of self-esteem among secondary school students.
b) There will be a moderate level of emotional intelligence among secondary school students.
c) There will be no significant gender difference in the level of emotional intelligence among secondary school students.
d) There will be no significant gender difference in the level of self-esteem among secondary school students.
e) There will be no correlation difference between self-esteem and emotional intelligence among secondary school students.

Sample:
The present study consists of a sample of 30 girls and 30 boys studying in the Secunderabad public school. Their age ranges from 13-15 years. Students were selected for the study using convenient random sampling.

Procedure:
Self-esteem inventory: Self-esteem inventory is administered on the subjects, where the student is expected to give answers based on the statements read. All together there are 25 statements followed by options. Students have been given sufficient time to choose the options.

Emotional Intelligence Scale: After completion of the self-esteem inventory the subject of the emotional intelligence scale is administered with appropriate instructions. There are some statements given in this scale can be completed with the help of any of the five alternatives. Therefore, think adequately and respond in an honest manner tick the right mark for which ever suits with you among the five alternatives. Do not skip any question (such instructions were given well in advance).

Results and Discussion:
The study was conducted on sample of 60 students to find out the relation between Self esteem and Emotional Intelligence. After the data is collected, using statistical techniques like mean, SD, t-ratio and correlation. Then the results are analyzed and presented in a tabular form followed by an interpretation.

Table 1: Percentage of School students with levels of self esteem

<table>
<thead>
<tr>
<th>LEVEL OF SELF-ESTEEM</th>
<th>BOYS(30)</th>
<th>GIRLS(30)</th>
<th>TOTAL(60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH</td>
<td>87</td>
<td>75</td>
<td>81.25</td>
</tr>
<tr>
<td>MODERATE</td>
<td>12.5</td>
<td>25</td>
<td>18.7</td>
</tr>
<tr>
<td>LOW</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The table-1 shows that 81.25% of students has high level self-efficacy, 18.7% of students has moderate level self-efficacy. The results show that no one has low self-efficacy among boys. The results also indicate that among boys similarly, among girls.

Table 2: Percentage of secondary students with levels of emotional intelligence

<table>
<thead>
<tr>
<th>CATAGORIES</th>
<th>HIGHLY COMPETENT</th>
<th>COMPETENT</th>
<th>AVERAGE</th>
<th>INCOMPETENT</th>
<th>HIGHLY INCOMPETENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADF</td>
<td>3.76</td>
<td>5</td>
<td>75</td>
<td>17</td>
<td>1.25</td>
</tr>
<tr>
<td>AEC</td>
<td>-</td>
<td>5</td>
<td>83</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>AFE</td>
<td>1.25</td>
<td>18</td>
<td>87</td>
<td>2.5</td>
<td>-</td>
</tr>
<tr>
<td>ACPE</td>
<td>-</td>
<td>37</td>
<td>57</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>
The table shows that 3.7%, 1.25%, 6% of students have highly competent of ADF, AFE, EPE. 18%, 37%, 33% of students have competent of AFE, ACPE, EPE. 75%, 83%, 87% of the students have average of ADF, AEC, AFE. The results also indicate that among boys similarly, among girls.

<table>
<thead>
<tr>
<th>COMPONENT OF E.C</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>t-RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate Depth of Feeling (ADF)</td>
<td>47.75</td>
<td>47.77</td>
<td>9</td>
</tr>
<tr>
<td>Adequate Expression and Control of emotions (AEC)</td>
<td>51.42</td>
<td>46.9</td>
<td>7</td>
</tr>
<tr>
<td>Ability to Function With Emotions (AFE)</td>
<td>52.65</td>
<td>50.7</td>
<td>5</td>
</tr>
<tr>
<td>Ability to Cope With Problem Emotions (ACPE)</td>
<td>55.82</td>
<td>55.6</td>
<td>7</td>
</tr>
<tr>
<td>Encouragement of Positive Emotions (EPE)</td>
<td>57.95</td>
<td>56.9</td>
<td>7</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level**

The table shows that the mean of boys and girls is 33.25 and 31.65 respectively. The standard deviation of men and girls is 3.52 and 3.55 respectively. The t-ratio is 2.02. This is significant at 0.05 levels. This indicates that boys have more self-efficacy than girls. The hypothesis that there is no gender difference in self-efficacy is rejected.

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There is a positive but low correlation between self-efficacy and ADF, AEC, AFE, ACPE, and EPE. Similarly, between ADF and AEC, AFE and EPE. However, positive but moderate correlation found between AEC and AFE, ACPE and EPE. Similarly, between AFE and ACPE, EPE and ACPE and EPE. This indicates that boys have positive correlation between self-efficacy and emotional competencies. So, there is correlation between self-efficacy and emotional competencies in boys. The hypothesis that there is no correlation between self-efficacy and emotional competency is rejected.

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There is negative correlation between self-efficacy and AEC similarly between ADF and AFE. There is a positive but low correlation between self-efficacy and ADF, AFE, ACPE, EPE. Similarly, between ADF and EPE, AFE, AEC and AFE, ACPE, EPE-AFE, AFE and ACPE, EPE, and ACPE and EPE also. However, there is a positive but moderate correlation between ADF and AEC, ACPE.

This indicates that girls have positive and negative correlation between self-efficacy and emotional competencies. So there is no correlation difference between self-efficacy and emotional competency is accepted.

Conclusions
From this study the level of self-efficacy and emotional competencies, the most of the students has high level of self-efficacy, some students has moderate and no one has low self-efficacy among boys and girls. In emotional competencies the most of the students has average.

The gender difference boys have more self-efficacy than girls and boys have more emotional competencies than girls. So in gender differences there is a significant difference between boys and girls.

The correlation between self efficacy and emotional competencies, the boys have positive correlation, but girls have positive & negative correlation. So the boys have correlation between self efficacy and emotional competencies, but there is no correlation between self efficacy and emotional competencies in girls.

References
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