



# Relationship between Emotional Intelligence and Self Esteem among Higher Secondary School Students in Idukki District (Kerala)

<sup>1</sup>Akhila S, <sup>2</sup>Kochurani Varghese

<sup>1</sup>Assistant Professor, <sup>2</sup>Assistant Professor

<sup>1</sup>Mount Carmel College of Teacher Education for Women, Kottayam, Kerala

<sup>2</sup>John Paul Memorial B. Ed College, Idukki, Kerala

**Abstract:** This study is intended to find out the relationship between Emotional Intelligence and Self Esteem among the Higher Secondary School Students in Idukki District. Normative survey method was adopted for the research. The survey was conducted on sample of 100 Higher Secondary School Students selected through stratified random sampling method. Here Emotional Intelligence and Self-esteem are independent variables. Gender of the student is considered here as a sub variable. The investigator adopted Dr. Asharani K's Emotional intelligence scale and Rosenberg self-esteem (10-item) scale for data collection. The statistical techniques such as Pearson's (r) correlative co-efficient test, Mean and Standard Deviation are used for data analysis. The study revealed that there is no significant difference in both Emotional intelligence and Self Esteem among Higher Secondary School students based on gender and there is a significant relationship between Emotional intelligence and Self-esteem among higher secondary school students on total sample and also based on gender.

**Index Terms - Emotional Intelligence, Self Esteem**

## INTRODUCTION

Individual development is a dynamic process, involving hardships and crises. Every man dream to live in a society which is ideal for a happy life, a society with no pressure. But such societies always remain in dreams. In the real world, society is a mixture of happiness and sadness and hence pressure is natural. This is certainly true in modern society where we meet many difficult challenges from many factors such as crime and accidents, natural disasters, social unrest, and financial problems. The pressure affects the behaviour of a man. During adolescence period, where man is in his real making, the incidents, the situations he undergoes and his response to it has a great role to play. It is therefore essential to cope with these negative events to attain a state of personal well-being.

Emotional Intelligence was selected as a variable for the present study because Emotional Intelligence involves being aware of one's emotions and the way the emotions interact with the traditional intelligence. Though the importance of emotions in learning and success has been pointed out by Plato about 200 years ago, its study on a scientific basis has started only in recent years.

Self- esteem refers to the positive or negative way people feel about themselves. Self-esteem is sometimes called low self worth. It is perhaps too early to speculate, but we argue that the people that suffer the most the Covid -19 crisis, are those that relatively low self-esteem during Self-esteem is a fundamental component of self-awareness. It occupies a key place in the structure of adolescent individual because it is related to mental health and definition of life goals. The present study will explore the relationship between self-esteem and emotional intelligence among higher secondary school students.

## DEFINITION OF KEY TERMS

### Emotional intelligence:

Emotional intelligence refers to the capacity of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words they can influence the emotions of other people also.

### Self-Esteem:

Self-esteem refers to a person's overall sense of his or her value or worth it. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself".

### Higher Secondary School students:

It comprises the students of plus one and plus two classes. Their age will be within the range of 16 to 19. All of them are adolescents, comprising of equal number of male and female students, studying in the Higher Secondary schools in the district of Idukki, Kerala state.

## NEED AND SIGNIFICANCE OF THE STUDY

The current study aims to find out relationship between self-esteem and emotional intelligence in Idukki District. The researcher also intended to find the gender differences in self-esteem and emotional intelligence among Higher secondary school students. It explain the relationship between emotional intelligence and self-esteem and reveals individual who are more emotionally intelligent have a positive sense of self-worth and have high self-esteem. Individual who are not emotionally intelligent can have low self-esteem which is the predictor of many psychological problems.

There will be times when children have difficulty expressing their feelings because they don't understand them. This can be very frustrating to a child and even more frustrating for a parent or caregiver who wants to help the child deal with his feelings. However, developing these self-esteem and emotional skills depend largely on the quality of relationships that a child has with their primary caregivers. When children have nurturing relationships with caring adults who provide consistent care, they build skills that promote self-esteem and emotional intelligence. These relationships should include the provision of a safe environment where children feel secure in expressing their emotions, clear expectations, encouragement and the modelling of healthy social-emotional behaviors. Caring for children takes time and patience. As children grow and develop, changes will inevitably occur, and parents and caregivers can't possibly have all the answers. As children grow, so will their communication and skills for coping. Strong families look for, ask for and follow through with finding resources and people who can help to support social and emotional competencies and make them even stronger.

## OBJECTIVES OF THE STUDY

- To find out if there will be any significant difference in Emotional intelligence among Higher Secondary School students based on gender.
- To find out if there will be any significant difference in Self-esteem among Higher Secondary School students based on gender.
- To find out if there is any relationship between Emotional intelligence and Self-esteem among Higher Secondary School students.
- To find out if there is a correlation between Emotional intelligence and Self-esteem among Higher Secondary School students based on gender.

## HYPOTHESIS OF THE STUDY

- There is no significant difference in Emotional intelligence among Higher Secondary School students base on gender.
- There is no significant difference in Self-esteem among Higher Secondary School students base on gender.
- There is a significant relationship between Emotional intelligence and Self-esteem among higher secondary school students.
- There is a significant relationship between Emotional intelligence and Self-esteem among higher secondary school students based on gender.

## RESEARCH METHODOLOGY

The present study was normative survey study which was intended to measure Emotional Intelligence and Self-esteem among Higher Secondary School Students. Here Emotional Intelligence and Self-esteem are independent variables. Gender of the student is considered here as a sub variable. The investigator selected 100 students from different schools from Idukki district of Kerala were considered the sample of the study. The data was collected from boys and girls students from different schools of Idukki district by administering Emotional Intelligence Scale (Dr. Asharani K. 2016) and Rosenberg Self-Esteem Scale. The Pearson's (r) correlative co-efficient test will be used to study the relationship between variables. The researcher will try to discover following statistical measures such as Mean, Standard Deviation and Pearson's correlation which will help us to find out if there a significant difference between variables.

## RESULTS AND DISCUSSION

### Objective 1

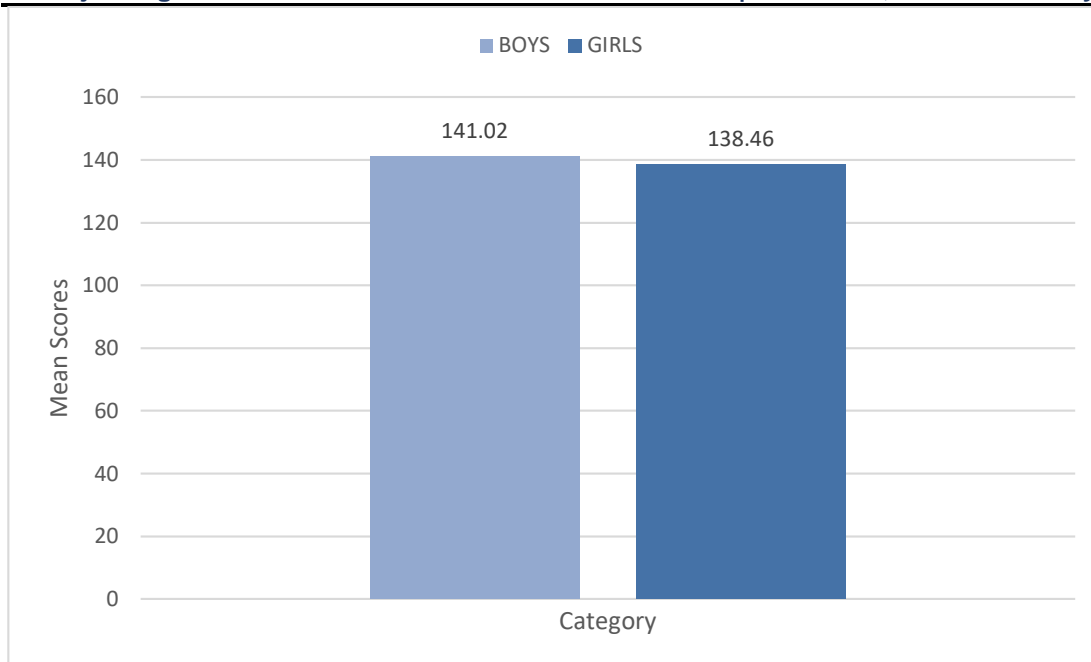
**To find out if there will be any significant difference in Emotional intelligence among Higher Secondary School students based on gender.**

**Table 1**

*Descriptive Analysis of Emotional Intelligence Based on Gender*

Sl. No	Gender	N	Mean	SD
1	Boys	50	141.02	9.36
2	Girls	50	138.46	8.57

From the Table 1 it is observed that the mean scores of Emotional Intelligence of Higher Secondary School Students with respect to gender, 141.02 in boys and 138.46 in girls. The standard deviation of boys is 9.36 and of girls is 8.57.

**Figure 1**

*Graphical Representation of Emotional Intelligence with Respect to Gender*

The Figure 1 depicts that the mean scores of Emotional Intelligence of boys students (141.02) and girls students (138.46) does not vary much. This shows that there is not much difference in Emotional Intelligence between boys and girls students.

In order to determine this difference in Emotional Intelligence between boys and girls Higher Secondary School Students, test for significant difference was employed. The details are given in Table 2.

**Table 2**

*Emotional Intelligence with Respect to Gender*

Sl. No	Gender	Mean	SD	Calculated 't' Value	Level of Significance
1	Boys	141.02	9.36	1.20	P<0.05
2	Girls	138.46	8.57		

From the Table 2 it is observed that the obtained 't' value for boys and girls students is 1.20, which is less than the Table value 1.96 at 0.05 level. That means there is no significant difference in Emotional Intelligence of Higher Secondary School Students with respect to the gender.

**Objective 2**

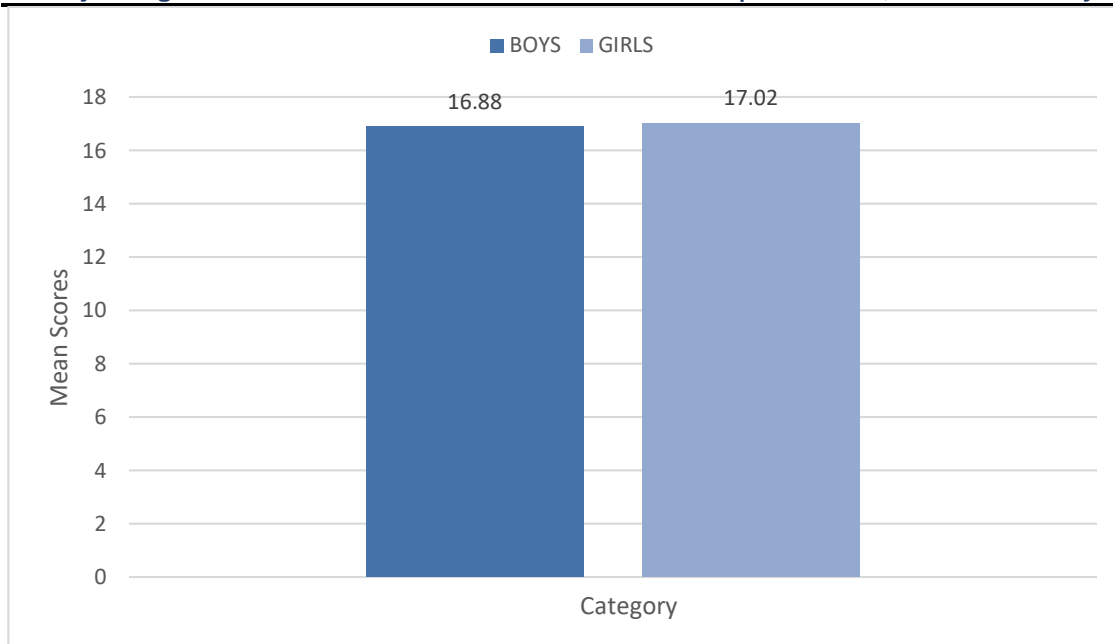
**To find out if there will be any significant difference in Self-esteem among Higher Secondary School students based on gender.**

**Table 3**

*Descriptive Analysis of Self Esteem with Respect to Gender*

Sl. No	Gender	N	Mean	SD
1	Boys	50	16.88	3.26
2	Girls	50	17.02	3.4

From the Table 3 it is observed that the mean scores of Self-esteem of Higher Secondary School Students with respect to gender, 16.88 in boys and 17.02 in girls. The standard deviation of boys is 3.26 and of girls is 3.4.

**Figure 2***Graphical Representation of Self-esteem with Respect to Gender*

The Figure 2 depicts that the mean scores of Self-esteem of boys students (16.88) and girls students (17.02) does not vary much. This shows that there is not much difference in Self-esteem between boys and girls students.

In order to determine this difference in Self-esteem between boys and girls Higher Secondary School Students, test for significant difference was employed. The details are given in Table 4.

**Table 4***Self-esteem with Respect to Gender*

Sl. No	Gender	Mean	SD	Calculated 't' Value	Level of Significance
1	Boys	16.88	3.26	0.18	P<0.05
2	Girls	17.02	3.4		

From the Table 4 it is observed that the obtained 't' value for boys and girls students is 0.18, which is less than the Table value 1.96 at 0.05 level. That means there is no significant difference in Self-esteem of Higher Secondary School Students with respect to the gender.

**Objective 3**

**To find out if there is any relationship between Emotional intelligence and Self-esteem among Higher Secondary School students.**

**Table 5***Descriptive Analysis of Emotional Intelligence and Self-esteem*

Variables	Mean	Standard Deviation
Emotional Intelligence	139.74	9.02
Self-esteem	16.95	3.34

From the Table 5, it is observed that the mean scores of Emotional Intelligence of Higher Secondary School Students is 139.74 and standard deviation is 9.02 and the mean scores of Self-esteem of Higher Secondary School Students is 16.95 and standard deviation is 3.34.

In order to determine whether there is any significant relationship between Emotional Intelligence and Self-esteem Pearson's product moment correlation was employed. The result is given in Table 6.

**Table 6***Result of Correlation Between Emotional Intelligence and Self-esteem of Higher Secondary School Students*

Variables	N	Calculated 'r' Value
Emotional Intelligence	100	0.96
Self-esteem	100	

From the Table 6, it is observed that the calculated 'r' value (0.96) is greater than the table value at 0.05 level. It indicates that a significant relationship between Emotional Intelligence and Self-esteem of Higher Secondary School Students.

**Objective 4**

**To find out if there is a correlation between Emotional intelligence and Self-esteem among Higher Secondary School students based on gender.**

**Table 7***Correlation Between Emotional Intelligence and Self-esteem Based on Gender*

Gender	Variable	Mean	SD	'r' Value
Boys	Emotional Intelligence	141.02	9.36	0.94
	Self-esteem	16.88	3.26	
Girls	Emotional Intelligence	138.46	8.57	0.92
	Self-esteem	17.02	3.46	

From the Table 7 it is observed that the mean scores of Emotional Intelligence of boys students is 141.02 and standard deviation is 9.36 and the mean scores of Self-esteem is 16.88 and standard deviation is 3.26. For girls the mean scores of Emotional Intelligence is 138.46 and standard deviation is 8.57 and the mean scores of Self-esteem is 17.02 and standard deviation is 3.46.

From the table, it is also observed that the calculated 'r' values are greater than the table value at 0.05 level. It indicates that a significant relationship between Emotional Intelligence and Self-esteem among Higher Secondary School Students based on gender.

**Educational implications of the study**

- School is a place where create a cordial environment for students to learn well and acquire good behaviour. The teachers should be taken care of each student and cater everyone's need according to their individual preferences.
- Every school should have a counselling centre and render services to children those who need in time. It is very important to handle their emotions in a proper way and help to manage their educational and emotional needs.
- To organize various personal development programs in every academic year in order to develop their emotional needs.
- Arrange various seminars and workshops in order to make them aware of new trends and innovations within the field of education.
- This study points out the need of our curriculum and syllabi should be reframed in order to incorporate the essential elements of Emotional Intelligence. Training should be given to teachers about how it impart in our classroom.
- Programs should be conducted to educate parents to be support systems to the students in the right manner
- Keeping the results of the study in mind, agencies like NCERT, SCERT and others should put much effort on Self-esteem education because every student is the future.

**Conclusion**

The present research aims to find out the relationship between emotional intelligence and self-esteem among higher secondary school students with a particular emphasis on gender difference. When analyzing results, it became clear that there is no significant difference in both Emotional Intelligence and Self-esteem among Higher Secondary School Students with respect to the gender. And it is also revealed that there is a significant relationship between Emotional Intelligence and Self-esteem among Higher Secondary School Students on total sample and also based on gender.

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