

E.Q AND SELF ESTEEM AMONG BOYS AND GIRLS SECONDARY STUDENTS: CORRELATIONAL STUDY

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ABSTRACT - The basic aim of the study is to assess the difference and correlation of self-esteem and Emotional Intelligence among boys and girls 9th class students. Sample consisted of (N=120) including both boys and girls. Sample was taken from school of Kota by using random sampling technique. Rosenberg self-esteem Scale was used to measure self-esteem and Emotional Intelligence was measured by using Emotional Intelligence Scale by Schutte et al., (1998). P-value and Pearson correlation was calculated. A correlation between Self-esteem & Emotional Intelligence was found among boys and girls students as well as a significant difference in Emotional Intelligence was found among boys and girl's students, girl's students are more Emotionally Intelligent as compared to boy's students but no significant difference in Self-esteem was found among students on the basis of gender.

Keyword – Emotional intelligence, self-esteem

INTRODUCTION

Emotional intelligence is the abilities to assess and perceive emotions. Emotional intelligence focuses on understanding, motivation, goal setting ability, confidence, innovation, flexibility and achievement drive(Tajeddini, R.2014)

On the other hand Tajeddini, R (2014) self-esteem is a opinion of yourself or how you feel about yourself. Self esteem is a the overall opinion of yourself-about how you honestly feel about abilities and limitations. Many researcher study the reaction between emotional intelligence and self esteem .and also found effects of emotional intelligence and self-esteem on academic achievement. Iram abbas, Junaid-Ul-Haq(2011) this study was conducted to assess the relationship between emotional intelligence and self esteem on 240 students and employees. The results showed that emotional intelligence and self esteem were positively correlated and significant. Dr. Aruna Kolachina(2014) reveals positive relationship between emotional intelligence and academic achievement on students. And there is also studied students with high and low academic achievement motivation differ from one another on emotional intelligence. Poonam Mishra(2012) studied the effects of emotional intelligence on academic achievement of senior secondary school on 1000 students from Jaipur district.females were emotionally intelligent than males and male showed high self esteem than females and the study reveals that there is a positive effect of emotional intelligence on academic achievement of total group students and especially girl students. Dr.SyedaRaziabukhari, Syedaishrat Fatima, amenah Rashid, farhanasaba (2017) investigated that Emotional Intelligence and self esteem in male and female school students, the results reveals there is significance difference among emotional intelligence of male and female school students and there is also significance difference in self esteem of male and female school students. Hossein Jenaabadi studied relation between emotional intelligence and self esteem with academic achievement on 300 M.A students.results showed that emotional intelligence and self esteem of students had no effect on their academic achievement. Results also showed that self esteem of female students was higher than that in males.

OBJECTIVE

1. To study the level of Emotional Intelligence and Self-Esteem among Secondary School Students.
2. To study the gender differences in Emotional Intelligence and Self-Esteem among Secondary School Students.
3. To study the correlation between Emotional Intelligence and self-esteem among secondary School students.

HYPOTHESIS

H-1 There is no significant difference in Emotional Intelligence among secondary school boys and girls students.

H-2 There is no significant difference in self-esteem among secondary school boys and girls students.

H-3 There is correlation between Emotional Intelligence and self-esteem among secondary School students.

METHOD

The study was conducted on 120 students of class 9th those were studying in school of Kota city, Rajasthan. The sample of 120 students was divided in 60 girls and 60 boys for the study. The sample was selected through random sampling.

Variables

- i. Independent Variable: emotional intelligence and self esteem
- ii. Dependent Variable: gender

STATISTICAL TECHNIQUES

Mean, Std. Deviation, p-value & Pearson correlation using Microsoft excel

DATA COLLECTION

After giving questionnaire, purpose, rules and procedure of the study was explained to the subjects and the responses sheets were collected back after the allotted time.

TOOL

The Schutte E.Q test is used for measuring 4 subscales for emotional intelligence. These 4 scales are:- 1) Emotional perception 2) Utilizing emotions 3) Managing self relevant emotions 4) Managing others emotions. This test is closely associated with the emotional intelligence EQ-1 model. The Schutte emotional intelligence scale includes a 33 items. In this scale 1 =strongly disagree, 2=disagree, 3=either agree or disagree, 4=agree, 5 =strongly agree scale for responses. Each item score added together and give the total score for the each student.

S.NO	SCORE	INTERPRETATION
1	Below 111	Low emotional intelligence
2	111-136	Normal
3	Above 137	High emotional intelligence

The Rosenberg self-esteem scale (RSES)

Rosenberg self esteem scale has 10-items. This scale measures measure feeling about self whether it is positive or negative. All items are based on 4-point Likert scale. Strongly agree Items 2,5,6,8,9 are reverse scored. Scale scores for "strongly disagree (SD)-1 point, "disagree"(D)-2 Points, "agree"(A)-3POINTS, AND "strongly agree"(SA)-4 points. Total the all scores. Low scores on indicate low self esteem and higher scores on scale indicate higher self esteem.

INTERPRETATION:

S.NO	SCORE	INTERPRETATION
1	Below 15	Low self esteem
2	15-25	Normal
3	Above 25	High self esteem

SCORING

Scoring was done according to the scoring scheme of the tool given in the manual; in this way every subject obtained an score on self –esteem scale.

Scoring was done according to the scoring scheme of the tool given in the manual; in this way every subject obtained an score on E.Q scale.

ANALYSIS OF DATA

For testing the hypothesis mean, standard deviation, p- value & Pearson correlation were calculated and presented in different tables.

RESULTS

Objective 1:- To study the level of Emotional Intelligence and Self-Esteem among Secondary School Students.

TABLE 1.1

S.No.	N	Raw mean score (E.Q)	Interpretation	Raw mean score (SELF ESTEEM)	Interpretation
1	120	124.6	Average	18.9	normal

From above table 1.1 calculated the overall E.Q level data of 120 students raw score is 14906, which mean score is 124.65 which is in the average category it shows students are having average E.Q level. And Boys mean is lesser than girls which shows girls has more E.Q level as compare to boys.

From above table 1.1 the overall self esteem level data of 120 students was calculated, raw score is 2276, which mean score is 18.9 which is in the normal category which shows students are having normal self esteem level. Boys and girls are both having around same mean score so there is no any difference in self esteem.

H-2 – “There is no significant difference in emotional intelligence among boys and girl”: is rejected

H-3 -- “There is no significant difference in self esteem among boys and girl” : is accepted

Table 2.1

S.No.		N	Mean	SD	p-value	Level of Significance at (0.05)
E.Q	Boys	60	122.7	11.96	0.03	significant difference
	Girls	60	125.4	11.34		
SELF ESTEEM	Boys	60	18.43	3.57	0.77	Nosignificant difference
	Girls	60	18.7	4.70		

From above table 2.1 the mean score of boys are 122.7 and for girls are 125.4. The Standard deviation is respectively 11.96 and 11.34 with the mean difference of .57. The calculated p-value is 0.03 which is lower than 0.05. Therefore, we can conclude that Dr.syedarazia(2017), Dr.Iram Abbas(2011), Moiser n jennabvedi(2013) also assess that there is significant difference in emotional intelligence among boys and girls. girls has more emotionally intelligent than boys. It means hypothesis is rejected

From the above table 2.1 the mean score of boys is 18.43 and for girls are 18.7. The Standard deviation is respectively 3.57 and 4.70 with the mean difference of is .77. The calculated p-value is 0.5 which is higher than 0.05. Therefore, we can conclude that

there is no significance difference in their self esteem and banaf she hasanvand& mohamad khaledian(2012) also assess that there is no significant gender difference in their self esteem.

TABLE 3.1

H-4 -There is a correlation between self esteem and emotional intelligence among secondary school students.

Self esteem (Combine)	Emotional intelligence(Combine)	
	Pearson correlation	0.53
	Sig.(2tailed)	0.00
	N	120
Self esteem (boys)	Emotional intelligence (boys)	
	Pearson correlation	0.46
	Sig.(2tailed)	0.00
	N	60
Self esteem (girls)	Emotional intelligence (girls)	
	Pearson correlation	0.57
	Sig.(2tailed)	0.00
	N	60

From the above table 3.1it can be concluded that self esteem and emotional intelligence is correlated to each other among total boys and girls. and interpretation of results shows that p value is 0.00 in the level of 0.01 and Pearson correlation value between self esteem and emotional intelligence in boys and girls 0.53 which is significant.

From the above table 3.1 it can be concluded that self esteem and emotional intelligence is correlated to each other in total boys and interpretation of results shows that p value is 0.00 in the level of 0.01. and Pearson correlation value between self esteem and emotional intelligence in boys is 0.46 which is significant.

From the above table 3.1 it can be concluded that self esteem and emotional intelligence is correlated to each other in girls and interpretation of results shows that p value is 0.00 in the level of 0.01 and Pearson correlation value between self esteem and emotional intelligence in girls is 0.57 which is significant. According to iram Abbas(2011), Kaur tajpreet& maheshwari(2015)also assess there is a correlation in overall boys and girls and also correlation in boys and girls separately.

Conclusion

The present study reveals that the boys and girls secondary students having significant difference in their emotional intelligence and there is no significant difference in self esteem in secondary school students and it is also analysed there is a correlation between self esteem and emotional intelligence among boys and girls.

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