

Relationship Between Emotional Intelligence and Self Esteem Among College Students

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Abstract

The research was conducted to assess the relationship between emotional intelligence and self-esteem among college students. Emotional Intelligence and Self-Esteem were administered on the randomly selected a sample size (N= 135) college students including both (male-68, and female-67) from colleges in Villupuram. That data was collected through Google forms from the participants. The Schutte Self-Report Emotional Intelligence (SSEIT) and Rosenberg Self-Esteem Scale (RSES) were used to collect the data, t-test, f-test and Pearson correlation was used for statistical analysis. The result of research is there will be no significant differences in emotional intelligence on the basis of demographic variables are age, locality, family type and birth order. There will be no significant difference in self-esteem on the basis of family type. There will be significant difference in emotional intelligence on the basis of gender. There will be significant difference in self-esteem on the basis of gender, age, locality and birth order. The findings showed that there was a positive relationship between Emotional intelligence and self-esteem among college students.

Keywords: Emotional Intelligence, Self-esteem, Correlation and College students.

Introduction

Research and studies shows that the emotional intelligence individual's ability to establish healthy commutation and his/ her social aspect. People who high level of emotional intelligence can better understand the expectation's strengths weakness and needs of others and individual who experience problems in their social relation generally become disoriented which causes them to worry more and their mental health to deteriorate (cross, 1996). Similar to emotional intelligence, the ability of the individual to arrive at better awareness of his\ her expectation, strength and weakness is related to self-esteem. The word emotional means "markedly aroused or agitated in feeling or sensibilities and self-esteem is appreciating one's own worth importance and having the character to be accountable for one and to act responsibly towards others. Literature shows that higher emotional intelligence is typically associated

with positive moods and higher self-esteem because emotionally intelligent people are able to maintain positive mental states due to capability to efficiently manage them Emotion. Self-esteem has been found to be the most dominant and powerful predicator of happiness. According to Tudor (Tudor, 1996) self-concept identity and self-esteem are among the key elements of mental health.

Emotional Intelligence

Emotional Intelligence is new subject of study, though its roots go back to the time of Darwin, who posited that the emotional expression was essential for survival. The concept of emotional intelligence gives a support to the human's intelligence, which is considered as a deliberate rivalry (personal performance), whilst the recognition intelligence is a strategic ability (long-term capability). Emotional Intelligence has been outlined as the power to

adaptively acknowledge, understand, manage, and harness emotions each in self (Mayer & Salovey 1995; Schutte et al., 1998) and to use feeling to facilitate psychological feature process. According to Petrides and Furnham (2000), positive emotional intelligence is a strong predictor of better psychological adjustment whereas negative or low emotional intelligence is significantly related to depression, harmful and distressing behaviors. Research within the field of emotional intelligence dominated by three primary theorists who are Reuven Bar – On, Mayer and Salovey, and Daniel Goleman. Research by Buckley and Saarni found that someone with developed emotional intelligence would be ready to mobilize resources to be told new information, acquire new insights and develop his or her skills to full potential (Ciarrocchi, Forgas & Mayer, 2006). Emotional intelligence which are comprise of emotional, individual and social abilities and it has positive impact of their life. Mayer and Salovey (1997) explain that emotional intelligence is split into four main processes. The four key processes which have in the model of emotional intelligence are identifying emotions, using emotions to facilitate the method of thinking, understanding emotions, and managing emotions. Emotional Intelligence allows Individual to empathize with others and communicate effectively, both self- and socially aware. It is also a key component and understanding the deeper reasons behind other people's actions. Emotional Intelligence especially importance when we are dealing with stressful situation like conflict, change and obstacles.

Self Esteem

Self-esteem is described that a person's overall subjective sense of personal worth or value. Morganett, (2005) defined self-esteem as self-acceptance, personal appreciation and subjective Respect of one's own. Self-esteem is to evaluate the difference between their self and ideal self. Self-esteem represents individual feelings such as self-acceptance, personal appreciation, overall acceptance of the personality and self-love (Adam and Gullota, 1989). In 1965 Rosenberg defines self-esteem as negative and positive attitude of the individual to

oneself, According to him; self-esteem arises in the result of the self-evaluation of the individual. According to Maslow, satisfaction of self-esteem needs generates feeling and attitudes of self-acceptance, self-confidence, self-worth, capacity and the feeling of being useful and necessary to a individual in the world. According to him people need to be motivated to seek personal goals that make their lives rewarding and meaningful. Maslow's Theory of needs, Carl Roger's Theory of Personal development and Bednar and Peterson's Theory of self-esteem have all contributed to the need and importance of high self-esteem. Branden (1969), maintained that self-esteem consists of two components that is to consider oneself effective, to trust in one's ability to think, learn, choose and make correct decisions and to overcome challenges and produce changes and the another one is to respect oneself and the confidence that people are worthy of the respect, love and self-fulfillment appearing in their lives.

Objectives

1. To investigate the relationship between emotional intelligence and self-esteem among college students.
2. To find out demographic variables difference in self-esteem and emotional Intelligence among college students

Methodology

The research was carried out to find the significant relationship between Emotional Intelligence and Self Esteem among college students. The sample of the study consisted of 135 college students including both the male and female. The data were collected from the participants around the Villupuram district. The age of the participants were ranged from 19-25 and only willing participants were selected for the study. The respondents were asked to answer all the questions without any skip. The tools used for Emotional Intelligence is Schutte Self -Report Emotional Intelligence Scale [SSEIS] was a standardized scale and developed by Schutte et al in 1998. It consists of 33 items of self-report inventory with five-point likert scale focusing on typical emotional intelligence and scored from 5 (strongly agree) to 1 (strongly disagree) scoring for positive items and reverse scoring ranging

from 1 (strongly agree) to 5 (strongly disagree). Minimum raw score is 33 which indicate less characteristics of emotional intelligence and maximum raw score is 165 which indicate more Characteristics of emotional intelligence. A tool used to assess the Self-Esteem is Rosenberg Self Esteem Scale [RSES] was a unidimensional scale

developed by Morris Rosenberg. The scale consists of 10-item with four-point likert scale that measures global self-worth by measuring both positive and negative feeling about the self and ranging from 3(strongly agree) to 0(strongly disagree).

Findings and Results

Table 1

Summary of t-test with gender for Emotional Intelligence showing N, Mean, SD, df, t and p value.

Variable	Sub	Mean	SD	df	t	p
Gender	Male	113.84	17.634	133	-2.722	.007
	Female	122.00	17.202			

p<0.05 (Significant)

In this table 1 independent sample t test indicated that there is significance differences in the Emotional Intelligence on the basis of gender (t = -2.722, p<0.05). When compare to male (Mean =113.84, SD = 17.634) female (Mean =

122.00 SD = 17.202) are higher in mean score. The result shows that “There will be significant difference in Emotional intelligence based on gender among college students”.

Table 2

Summary of t-test with age for Emotional Intelligence showing N, Mean, SD, df, t and p value

Variable	Sub	N	Mean	SD	df	t	p
Age	19-22	56	115.34	19.836	133	-1.356	.178
	23-26	79	119.70	16.153			

p>0.05 (Not significant)

In this table 2 independent sample t test indicated that there is no significance differences in the Emotional Intelligence on the basis of age ($t = -1.404$, $p > 0.05$). When compare to age of 19-22 (Mean = 115.34, SD = 19.836) age of 23-26

(Mean = 119.70, SD = 16.153) are higher in mean score. The result shows that “There will be no significant difference in Emotional intelligence based on age among college students”.

Table 3

Summary of t-test with locality for Emotional Intelligence showing N, Mean, SD, df, t and p value.

Variable	Sub	N	Mean	SD	df	t	p
Locality	Rural	72	119.96	19.931	133	1.475	.143
	Urban	63	115.52	14.891			

p>0.05 (Not significant)

In this table 3 independent sample t test indicated that there is no significance differences in the Emotional Intelligence on the basis of locality ($t = 1.475$, $p > 0.05$). When compare to urban group (Mean = 115.52, SD = 14.891) rural group (Mean

= 119.96, SD = 19.931) are higher in mean score. The result shows that “There will be no significant difference in Emotional intelligence based on locality among college students”.

Table 4

Summary of t-test with family type for Emotional Intelligence showing N, Mean, SD, t and p-value

Variable	Sub	N	Mean	SD	df	t	p
Family type	Nuclear	42	116.02	19.634	133	-.772	.422
	Joint	93	118.73	17.003			

p<0.05 (Not Significant)

In this table 4 independent sample t test indicated that there is no significance differences in the Emotional Intelligence on basis of family type ($t = -.816$, $p < 0.05$). When compare to nuclear family (Mean = 116.02, SD = 19.634) joint

family (Mean = 118.73 SD = 17.003) are higher in mean scores. The result shows that “There will be no significant difference in Emotional Intelligence based on family type among college students”.

Table 5

Summary of f-test with birth order for Emotional Intelligence showing N, Mean, SD, f and p -value

Variable	Sub	N	Mean	SD	f	p
Birth order	1	70	116.83	18.922	1.916	.151
	2	50	121.22	16.415		
	3	15	111.73	15.823		

p>0.05 (Not significant)

In this table 5 One-way ANOVA analysis indicated that there is no significance differences in the Emotional Intelligence on basis of birth order ($t = 1.916$, $p > 0.05$). When compare to 1st born (Mean = 116.83 SD = 18.922) and 3rd born

(Mean = 111.73 SD = 15.823), 2nd born (Mean = 121.22 SD = 16.415) are higher in mean score. The result shows that “There will be no significant difference in Emotional Intelligence based on birth order among college students”.

Table 6

Summary of t-test with gender for Self-Esteem showing N, Mean, SD, df, t and p-value

Variable	Sub	N	Mean	SD	df	t	p
Gender	Male	68	15.53	4.793	133	-2.338	.021
	Female	67	17.25	3.715			

p<0.05 (Significant)

In this table 6 independent sample t test indicated that there is significance differences in the self-esteem on basis of gender ($t = -2.338$, $p < 0.05$). When compare to male (Mean = 15.53 SD = 4.793), female (Mean = 17.25 SD = 3.715)

are higher in mean score. The result shows that “There will be significant difference in self-esteem on the basis of gender among college Students”.

Table 7

Summary of t-test with age for Self Esteem showing N, Mean, SD, df, t and p-value.

Variable	Sub	N	Mean	SD	df	t	p
Age	19-22	56	15.14	5.371	133	-2.638	.010
	23-26	79	17.27	3.233			

p<0.05 (Significant)

In this table 7 independent sample t test indicated that there is significance differences in the Self Esteem on the basis of age ($t = -2.860$, $p < 0.05$). When compare to age of 19-22 (Mean = 15.14, SD = 5.371) age of 23-26 (Mean = 17.27, SD = 3.233) are higher in mean score. The result shows that “There will be significant difference in Self Esteem based on age among college students”.

SD = 3.233) are higher in mean score. The result shows that “There will be significant difference in Self Esteem based on age among college students”.

Table 8

Summary of t-test with locality for Self-Esteem showing N, Mean, SD, df, t and p- value.

Variable	Sub	N	Mean	SD	df	t	p
Locality	Rural	72	17.28	3.286	133	2.522	.013
	Urban	63	15.37	5.175			

p<0.05 (Significant)

In this table 8 independent sample t test indicated that there is significance differences in the Self Esteem on the basis of locality ($t = 2.595$, $p < 0.05$). When compare to urban group (Mean = 15.37, SD = 5.175) rural group (Mean = 17.28, SD = 3.286) are higher in mean score. The result shows that “There will be significant difference in Self-Esteem based on locality among college students”.

SD = 3.286) are higher in mean score. The result shows that “There will be significant difference in Self-Esteem based on locality among college students”.

Table 9

Summary of t-test with family type for Self-Esteem showing N, Mean, SD, df, t and p-value

Variable	Sub	N	Mean	SD	df	t	p
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	Nuclear	42	17.00	2.776		
Family type					133	1.343 .182
	Joint	93	16.11	4.902		

p>0.05 (Not significant)

In this table 9 independent sample t test indicated that there is no significance difference in the self-esteem on basis of family type ($t = 1.343$, $p > 0.05$). When compare to joint family (Mean = 16.11, SD = 4.902) nuclear family

(Mean = 17.00 SD = 2.776) are higher in mean score. The result shows that “There will be no significant difference in self-esteem based on family type among college students”.

Table 10

Summary of f-test with birth order for Self-Esteem showing N, Mean, SD, f and p- value

Variable	Sub	N	Mean	SD	f	p
Birth order	1	70	15.50	5.107		
	2	50	17.68	3.100	3.811	0.25
	3	15	16.20	3.167		

p<0.05 (Significant)

In this table 10 one way ANOVA analysis F-test indicated that there is significance differences in self -esteem on basis of birth order ($t = 3.811$, $p < 0.05$). When compare to 1st born (Mean = 15.50, SD = 5.107) and 3rd born (Mean = 16.20,

SD = 3.167), 2nd born (Mean = 17.68, SD = 3.100) are higher in mean score. The result shows that “There will be significant difference in self-esteem on the basis of birth order among college students”.

Table 11

Correlation statistics of Emotional Intelligence and Self-Esteem

Variable	Self-Esteem
Emotional Intelligence	.529**

** Correlation is significant at the 0.01 level.

The correlation statistics indicated a significant positive correlation between Emotional Intelligence and Self-Esteem is .529** at the level of 0.01. Thus, the Emotional Intelligence is positively correlated with Self-Esteem. Findings indicate that “There will be significant relationship between Emotional Intelligence and Self-Esteem among college students”.

Conclusion

The present study has been revealed the relationship between Emotional Intelligence and Self Esteem among college students. The results show that emotional intelligence is positively correlated with self-esteem. It also shows that there will be no significant difference in emotional intelligence and self-esteem on the basis of family type. There will be significant difference in emotional intelligence and self-esteem on the basis of gender. There will be no significant difference in emotional intelligence on the basis of age, locality, and birth order. But it shows that there will be significant difference in self-esteem on the basis of age, locality, and birth order. Emotional Intelligence and Self Esteem plays a major role in every field of life.

Limitation

The present study shows that the positive relationship between emotional intelligence and Self-esteem. The target population of the study was about 19-25 years age does not exist above 25 and below 19. Sample was collected from only Villupuram district. Further researcher can consider its findings for further studies. Further studies on Emotional Intelligence and Self-

Esteem can include other variables like parental education, income, socioeconomic status, and school environment, etc.

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