

# Emotional Intelligence and Self-Esteem Among College Students: A Correlational Study

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## ABSTRACT

The purpose of the study to investigate the relationship between emotional intelligence and self-esteem among students. The study was conducted on a sample of N=200 (100 male and 100 females) college students in Bhiwani. Participant's responses were obtained on questionnaires, which measured emotional intelligence and self – esteem . Results indicated that emotional intelligence were significantly, positively correlated with their self- esteem and emotional intelligence significantly, positively correlated with coefficient of correlation 0.306\*\*.

**Keywords:** Emotional intelligence, self-esteem, Psychological well-being, Motivation, self-concept.

## INTRODUCTION

### EMOTIONAL INTELLIGENCE

The term “emotional intelligence” was proposed by Yale University psychologist Peter Salovey and the University of New Hampshire’s John Mayer in 1990 to state the qualities like understanding their own feelings, empathy for other's feelings and directing their emotions in order to enhance life. They separated it from IQ, which indicates whether people would be successful in school. The concept of emotional intelligence became popular through Daniel Goleman’s book. This book focused on “an array of non-cognitive abilities of people that help in adapting to the various aspects of life”. Goleman stated that “human competencies played a bigger role in determining success in life and workplace rather than cognitive intelligence”. However, they were not the first to notice the importance of emotional intelligence because years before managers, educators, and other professionals, already had these attributes.

According to Daniel Goleman (1998), Emotional Intelligence is “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence.” On the other hand, Dr. Dalip Singh (2003) provides an Indian perspective to emotional intelligence that states it as “the ability of an individual to appropriately and successfully respond to a vast variety of emotional inputs being elicited from inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions such as emotional competency, emotional maturity and emotional sensitivity, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour”.

Emotional intelligence is a different kind of intelligence. It’s all about being “heart smart,” and not just “book smart.” The evidence from the past and present shows that emotional intelligence is as important as intellectual ability, when it comes to happiness and success in life. Emotional intelligence helps you

build strong relationships, succeed at work, and achieve your goals. It is the ability to identify, use, understand, and manage your emotions in positive and significant ways. It's about knowing your own emotional state and the emotional states of others. Emotional intelligence is also about interacting with others in ways that attract people to you. In other terms, this means being aware about emotions that can drive our behaviour and impact people (positively and negatively), and learning how we can manage those emotions – both our own as well as of others – specially when we are experiencing pressure.

## Models of Emotional Intelligence

### Salovey & Mayer Model:

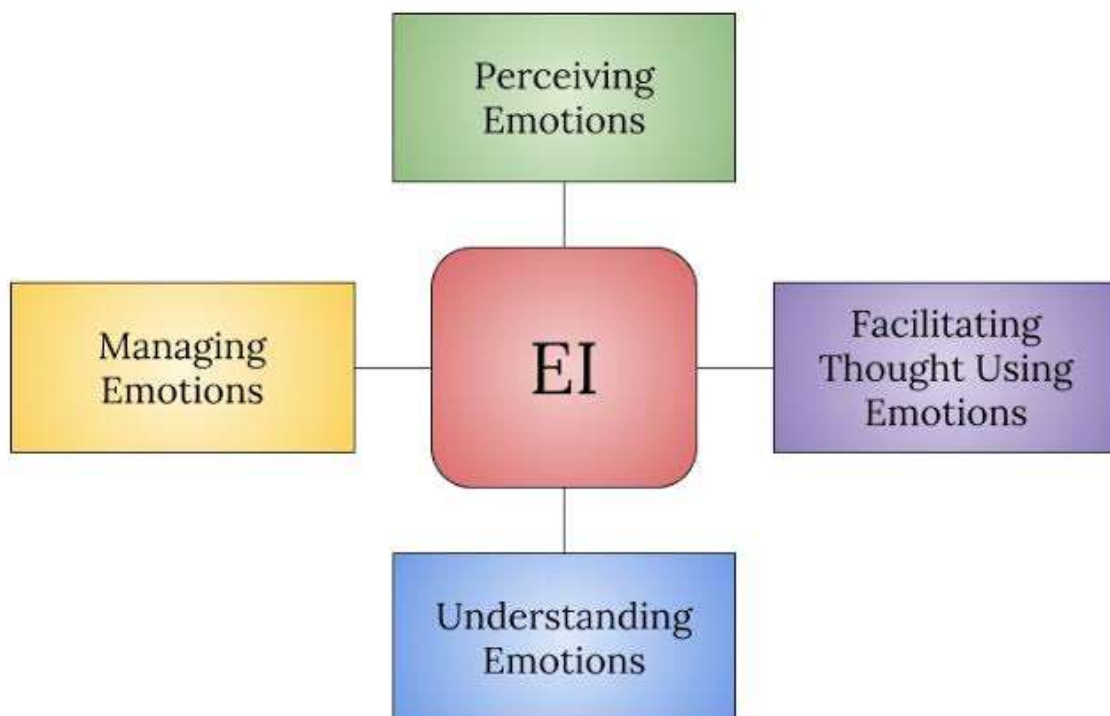
The four branch model

Salovey and Mayer gave a model that stated four different stages of emotional intelligence, “perceiving emotion, the ability in using emotions, the ability to understand emotion and the ability to manage emotions”.

**Perceiving Emotions:** The first step is to perceive the emotions accurately. This involve perceiving nonverbal signs such as body language and facial expressions of others.

**Facilitating thoughts Using Emotions:** The next step is using emotions to facilitate thinking. Emotions help us to give priority to what we attend and give reactions to; we respond emotionally to things which focuses our attention.

### four branch model of emotional intelligence



**Understanding Emotions:** The emotions we perceive can have a variety of meanings. If somebody is showing anger emotions, the observer must interpret the cause behind their anger and what it might mean. For example, “if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife”.

**Managing Emotions:** The ability to manage emotions effectively is a crucial part of the four branch model. If the above three are well developed then there is some matter to manage. Regulating emotions, responding appropriately and responding to the emotions of others are all important branches of emotional management.

## SELF – ESTEEM

Self-esteem is a term which is used to show a person's overall evaluation or appraisal their own worth. Self-esteem makes beliefs (for example, "I am competent" or "I am incompetent") and emotions such as happy, despair, pride and shame. An individual's self-esteem may be seen in their behaviour, such as assertiveness, shyness, confidence or caution. Self-esteem can applied particularly to a particular aspect (for example, "I believe I am a good writer, and feel proud of that in particular")

### Meanings of Self-Esteem

**Global Self- Esteem:** Mainly, the term “self-esteem” is used to indicate to a personality variable that captures the possible ways people generally feel about themselves. Researchers call this form of self-esteem global self-esteem, as it is relatively enduring, both across time and situations. Under normal populations, high self-esteem is characterized by love for oneself; low self-esteem is characterized by mildly positive toward oneself. In extreme cases, low self-esteem people usually hate themselves, but this kind of self-esteem occurs in clinical populations, not in normal populations.

**Self- Evaluations:** This term is also used to refer to ways people evaluate their various abilities and attributes. For example, a person who doubts his ability in academics is sometimes said to have low academic self-esteem, and a person who thinks she is popular and loved is said to have high social self-esteem. Similarly, people speak of having high self-esteem at work or low self-esteem in sports. Important terms such as self-confidence and self-efficacy have also been referred to these beliefs, and many people links self-confidence with self-esteem. I prefer to say that these beliefs are self-evaluations or self appraisals, as they refer to the way people evaluate or appraise their abilities.

Self-esteem and self-evaluations are interrelated—people with high self-esteem think they have many positive qualities in comparison to people with low self- esteem—but these are not the same thing. A person who have low confidence in school might still like himself a lot. Contrary, a person who thinks she is attractive and famous might not feel good about herself at all. Unfortunately, researchers don't always make this distinction, they usually use the terms self- esteem and self evaluations interchangeably. The causal association between self-esteem and self-evaluations is also ambiguous . Cognitive models of self-esteem have a bottom-up process. They predict that positive evaluations of self in particular fields give rise to high self-esteem. Because it says that global self-esteem is build on these specific evaluations. Important models of self-esteem have a top-down process. These models predict that the causal arrow goes from global self-esteem to specific self- evaluations. Liking oneself in a general way make them believe that they have many positive attributes.

## RATIONALE OF THE STUDY

An incredible thing is happening in the modern world: “The more technology we have in this digital age , the more we automate tasks and trusts machines to take over our duties, and more we realize the importance of emotions”. more specifically, we realize the importance of emotional intelligence .

“Emotional intelligence is our ability to recognize emotions in ourselves and others, to understand their effects, and to use that knowledge to guide our thoughts and behaviour’s”. Because emotionally intelligent

people tend to get along better with others and be more empathetic and compassionate, they are likely to be more successful compared to their counterparts. And that makes emotional intelligence something worth learning more about.

It is necessary to see the emotional intelligence among college students for their better career choices as well better living. Students are one of the important pillars of education system .

### STATEMENT OF THE PROBLEM

To find the relationship between Emotional intelligence and Self-esteem among college students.

### VARIABLES USED IN THE PRESENT STUDY

- Emotional intelligence
- Self- esteem

### OBJECTIVES OF THE STUDY

To find the relationship between emotional intelligence and self - esteem among students.

### HYPOTHESES OF THE STUDY

H1) There would be significant relationship between emotional intelligence and self – esteem.

### REVIEW OF LITERATURE

1. Studies related to Emotional intelligence
2. Studies related to Self-esteem

#### 1. STUDIES RELATED TO EMOTIONAL INTELLIGENCE

**Goleman (1995)** in his study found that emotional intelligence's foundation comprises of self-awareness. And self-awareness plays a key role in controlling negative emotions. People with high level of emotional intelligence have high levels of self-awareness. And they are better in managing their negative emotions. **Kanglosi and Patterson (1998)** they in their study showed that emotional intelligence is positively correlated with self-esteem. Person with high emotional intelligence will have high self-esteem, and vice-versa.

**Ciarrochi, Chan & Bajgar, (2001)** the findings of the study showed that in which high scores in perceived emotional intelligence were correlated positively to perceptions of self-worth.

**Syavorchi et al (2001)** in his study also showed that emotional intelligence is positively correlated with self-esteem. Person with high emotional intelligence will have high self-esteem, and vice-versa

**Salovey et al (2002)** found in a cross -sectional study that perceived ability to attend to moods and specifically mood clarity and skills at mood repair were positively associated with self-esteem.

#### 2. STUDIES RELATED TO SELF - ESTEEM

**Srivastava, (2007)** has reported that persons with high self-esteem feel less depression and show low tendency of suicidal ideation.

**Zenden, (2008)** in his study about self-esteem and found that a good self-esteem can bring up personal uniformity and makes person to pay attention to the other people.

**Orth, Robins & Roberts (2008)** found that low self-esteem prospectively predicts Anti- social behaviour, eating disturbances, depression and suicidal ideation.

**Fernandaz-Berrocal et al. (2006)** found that, in particular mood clarity and emotional repair showed higher correlations with self-esteem.

**Hasanvand and khaledian, (2012)** they found in their study that if we satisfy our self-esteem. We can feel our competencies, capabilities and self-worth. And this makes us feel good about ourselves and makes us feel that we are worth of achieving every good in life. and if our self-esteem is very low we feel failure, hopelessness and no feelings of worth. This makes us doubt our own capabilities and we are no able to cope with the situations. They also studied self-esteem among male and females, and found that there is no difference among male and female self-esteem.

**Hasanvand and khaledian (2012)**, they found in their study that there is no significant relationship in emotional intelligence among male and females.

## RESEARCH DESIGN

The present chapter delineates the objectives and hypotheses of the study, the sample selected as well as the procedure followed in the process of sample selection; the tools used for the study. The present investigation was conducted including the following variables:

- Emotional intelligence
- Self-esteem

## METHODOLOGY

For the present study, **descriptive survey method** was used because it is considered as one of the important method in research and it describes the current position of research work. This method is widely used method in the field of research. It analyses the existing situation and makes generalization on every important aspect of the prevalent phenomenon.

## POPULATION

All college students, studying in various government colleges/ university located in Bhiwani District of Haryana State constituted the target population for the present study.

## SAMPLE

The sample for this study consisted of 200 college students. Out of which 100 were male and 100 were female. Sample was collected from different college through convenient sampling. The age range of sample was within 17-25 years. Only willing participant were selected for this study.

## TOOLS USED IN THE STUDY

- **Emotional Intelligence Test (EIT)** by Dr. Sheetla prasad (2009)
- **Rosenberg self- esteem scale** by Rosenberg (1965)

## PROCEDURE FOR DATA COLLECTION

For the purpose of collecting data, the researcher went round to different colleges of Bhiwani district of Haryana State. In the beginning , the investigator were told the students to read and respond to each item solely on the basis of how the item applies to his or her own feelings about the items. There were no time limit the subject was told to fill them as soon as possible. For collecting data, rapport was established by giving self introduction, purpose and objectives of the study in brief. They were assured of the

maintenance of secrecy of their responses and statements. It was made clear to them that the result will be kept confidential and will be used for research purpose only. And the data was collected.

### STATISTICAL TECHNIQUES USED

Keeping in mind the nature of the study and the nature of objectives the investigator used the following statistical techniques:

Data was collected and analysed using the Statistical Package for the Social Sciences. (SPSS) Hypotheses one to

### RESULT

**OBJECTIVE: To find the relationship between emotional intelligence and self esteem among students.**

For the purpose of studying the relationship between emotional intelligence and self-esteem among students following non-directional hypotheses was formulated:

**H1)** There would be significant relationship between emotional intelligence and self- esteem.

**TABLE - 1**

**Coefficients of correlation (r) between Emotional intelligence and self esteem.**

Sr. No.	Variables	N	Coefficient of correlation
1.	Emotional intelligence	200	.306**
2.	Self – esteem	200	

\*\* Significant at 0.01 level

The table 1 reveals that coefficient of correlation (r) between emotional intelligence and self-esteem among college students is .306 which is positive and significant at 0.01 level of significance. So the non-directional hypotheses i.e. There would be significant relationship between emotional intelligence and self -esteem , is accepted. In other words, emotional intelligence among college students is associated with increase or decrease in their self-esteem.

So, it can be concluded that higher the self- esteem among college students higher the level of emotional intelligence among students.

The result is supported by the finding of **Syavorchi et al (2001)** which that there is a positive correlation between emotional intelligence and all five elements of self-esteem. In other word, the more exciting intelligence the self-esteem will increase.

### DELIMITATIONS OF THE STUDY

Due to paucity of time and resources and to make it more meaningful, the present study is delimited in the following aspects:

1. The study is delimited to Government college's students only.
2. The study is delimited to students of Govt. university only.
3. The study is delimited to Bhiwani District of Haryana only.

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