



**A STUDY ON SELF-ESTEEM AND EMOTIONAL
INTELLIGENCE OF MALE AND FEMALE STUDENTS
PURSUING HIGHER EDUCATION**

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DOI: 10.48047/ecb/2023.12.si10.00223

INTRODUCTION

In the present scenario the society has become more competitive and everyone is busy in attaining their goals. The future of the world is depended on today's adolescents as they are the essence of tomorrow. Most parents feel adolescent years are the most difficult years of child rearing as it is in this developmental stage that individual, cognitive, social, emotional, and contextual changes come together (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000). So it is important for us to find whether adolescents are developed with characteristics like Self-esteem and emotional intelligence. Self-esteem and emotional intelligence are three distinct traits which makes a person different from others. Self-esteem acts as a catalyst for staying confident, goal oriented and deal the puzzles in life with immense dignity. Nottelman (1987) found that students' self-esteem scores increased slightly following the transition to junior high school. Emotional Intelligence is another construct which is vital at adolescence so that they can deal their emotion rationally and in an adaptive way. Self-esteem and emotional aspects are considered to be a positive aspect of each person's life.

Self esteem

Self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self. Self esteem is a concept used to describe a personality variable that captures the way a person generally feels about herself, or the way a person may evaluate her abilities and attributes. The term self esteem is used to describe a person's overall sense of self-worth or personal value. Self esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors. Self esteem is the concept that one have of one's worth and it is based on one's thoughts, feelings, sensations and experiences that one has been collecting throughout live; one believes that one is clever or silly, people like him/her or not. The thousands of impressions, evaluations and experiences are all reunited into a positive feeling towards ourselves or on the contrary, in an uncomfortable feeling of not being what we expected to be. Self esteem is generally considered a personality trait that reflects a person's overall sense of value and self-worth. Self esteem involves how one generally feel about oneself, one's abilities, appearance, emotions, attributes and

behaviors. Some people have very high selfesteem while others may have very low self-esteem. It is a very important aspect of our personality. It helps us to achieve our identity and to adapt to society. In other words, the degree in which individuals have positive or negative feelings about themselves and the degree in which individuals value themselves.

Emotional Intelligence (EI)

Before going to discuss the wider concept of emotional intelligence it is necessary to understand the concept of emotion and the intelligence first. Our emotions play quite a significant role in guiding and directing our behavior. Many a times they are seen to dominate our behavior in such a way that we have no solution other then behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. In this study we would like to throw light on the emotional aspect of our behavior. Emotions The word emotion is basically derived from the Latin word 'emovere' which means 'to stir up' or 'to excite'. Therefore, emotion may be understood as an agitated or excited state of our mind and body.

Emotional Intelligence (EI) refers to as being concerned with effectively understanding oneself and others, relating well to people and adapting to add coping with immediate surroundings to be more successful in dealing with environment demands. Emotional Intelligence proponents would argue, have a more subtle control over their emotional brain, although "control" might be a misleading word. In essence, their brains are less likely to become dominated by emotional impulses.

And, though the matter is complicated, it is not really their will the separates them; more than likely, it is in some large part the environment they have been exposed to, the kinds of people, the situation, their upbringing. EI promoters by no means assert that emotional intelligence is a completely learned phenomenon, or that it is independent from heredity. Based, though, on what we know of the way the brain develops in the first two decades, it seems that in some ways the neurological wiring to be able to read the emotions of others is not so different from the wiring that controls your fingers and arms as you play violin:

the neural pathways that last are the ones we use, the ones we need to get on in the world.

Society have a greater role in boosting the self-esteem. Emotional Intelligence is another factor which merely belong to an individual but can enhance the society .To rule ,to lead and to deal with the adverse scenario emotional intelligence is necessary .Thus it is very clear that self-esteem and emotional intelligence is very vital for humans as social being so the rationale behind the study is to assess self-esteem and emotional intelligence among adolescents since we know its importance in the society. The present study is a comparative study to study the difference in self-esteem and emotional intelligence and of adolescents based on sex category.

OBJECTIVES OF THE STUDY

1. To find out the extent of self esteem and emotional intelligence of male and female students pursuing higher education.
2. To study difference in male and female students pursuing higher education with respect to self esteem and emotional intelligence.

SAMPLE

The population of the present study belongs to Silchar, Assam. In the present study sample size is 100 and the population is students pursuing higher education. Those individuals who are ranging in between the age of 18 to 22 years are taken as subject. The researcher reaches the participants who are geographically near and accessible. 50 males and 50 female students pursuing higher education was selected for the present study. The convenience sampling was used.

Inclusion

Only 100 students pursuing higher education was included in the study. The age group of the sample was restricted to 18 to 22 years only.

Exclusion

Those students who are mentally retarded and disabled are excluded.

Above 22 years and below 18 years male and female are excluded

RESEARCH DESIGN

It is a comparative study of self-esteem and emotional intelligence between male and female student pursuing higher education. Data was collected using the normative survey method.

TOOLS

1. Rosenberg self-esteem scale(SES)

The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was introduced by Morris Rosenberg and published on 1965. The Scale is a 10-item self-report measure of global self-esteem. It consists of 10 statements related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scale ranging from strongly agree to strongly disagree. The SES has also been administered as an interview. The Scale has demonstrated good reliability and validity across a large number of different sample groups. The scale has been validated for use with both male and female adolescent, adult and elderly populations. It has been used with francophone populations but studies were not found on the use of the SES with other specific cultural groups.

Scoring: Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

2. Mangal Emotional Intelligence Inventory (MEII)

Mangal Emotional intelligence inventory was invented by S K Mangal in 2004 has been designed for the use with Hindi and English knowing age 16+ school, college and university students for measuring their emotional intelligence. The recent researches and development in the field of education and psychology have revealed that our emotional intelligence plays a key role in our adjustment and progress in life. The MEII consist of a sheet with 100 questions and response sheet where the provided to the participant and are 55 asked to answer the questions by putting a tick mark in the box corresponding to YES or NO. This questionnaire is asked to fill within 30-40 minutes. The Reliability coefficients derived through the tests such as Split half test , K-R formula and the test- retest are 0.89 , 0.90, and 0.92 respectively. The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion related approach. The validity coefficients of inventories include Adjustment Inventory for College Students 1S - 0.662 and Emotional Maturity Scale.

Scoring: The scoring can be done by hand or with the help of stencil. The mode of response to each of the item of the inventory is in the form of a forced choice i.e, either YES or NO, indicating the complete agreement or disagreement with the proposed statement respectively. In the present

Emotional Intelligence Inventory thus there are the items where the response YES is indicative of the presence of emotional intelligence and NO for the lack of emotional intelligence. Similarly, there are items where NO response provides the clue for the presence of emotional intelligence and YES for its absence. For scoring one mark provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence. The score 50 is taken as the standard of Average and those individuals who exceeds the score of 50 has High Emotional Intelligence.

STATISTICAL TECHNIQUES

The data was analysed using SPSS software 21st version. For the purpose of the present study mean, standard deviation, t test was used to study the significant difference between male and female adolescent.

RESULT

The differential analysis provides inference involving determination of statistical significance of difference between categories with reference to the selected variables. In the present investigation the investigator applied t-test

Table 1: Gender difference with regards to self esteem

Variable	Gender	N	Mean	SD	df	t value	P value
Self esteem	Boys	50	21.88	3.77	98	8.72	0.0005
	Girls	50	22.36	3.61			

Df= 98, ** Sign 0.01 = 2.57, *Sig 0.05 = 1.96

The mean values show that boys and girls participants have average self esteem.

Table 1 shows that the t-value for self esteem is 8.72 which is greater than the critical values at 0.01 and .05 confidence level. It shows that there is significant difference between boys and girls in self-esteem.

The scores on global self esteem were found to be in 'average' category' where the mean values for males and females are 21.88 and 22.36 respectively as they lie in the range of 15 to 25 for Rosenberg's self esteem scale. Though there is significant difference among self esteem of males and females, the overall self esteem was not very high, rather it was just average.

Table 2: : Gender difference with regards to emotional intelligence

Variable	Gender	N	Mean	SD	df	t value	P value
Emotional intelligence	Boys	50	20.57	3.38	98	0.89	0.13
	Girls	50	19.56	3.02			

*Not Significant at .05 level

There is no significant difference found between boys and girls students with respect to emotional intelligence. Our computed value of 't' at 5 percent significant level is 0.89 which is less than 1.98. It means there is no significant gender difference with respect to emotional intelligence.

CONCLUSIONS

- 1) No significant difference exists between mean scores of Emotional Intelligence of male and female students pursuing higher education.
- 2) There is a significant difference on self esteem of male and female students pursuing higher education.
- 3) The mean values of self esteem show that boys and girls participants have average self esteem.

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