

## Emotional Intelligence and Self Esteem in Male and Female School Students

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### ABSTRACT

The aim of the research is to investigate that emotional intelligence and self-esteem in male and female school students. The present research design is research cross sectional design. Sample contained 200 students (100 =male, 100= female) (mean age = 14.16, SD = 0.740) all belonging to the upper, middle and lower Socio economic status. Whole sample was collected from different schools of Karachi, Pakistan with the help of convenient sampling technique. First, the confidentiality about the participants demographic information was assured after that about the purpose and procedure of research explained to participants. The participants who given consent of participation in research, the demographic form, Urdu version of Rosenberg Self-Esteem Scale (Rosenberg, 1965), and Trait Emotional Intelligence Questionnaire (TEIQue) (K.V. Petrides) were administered on them. Statistical Analysis (t-Test for independent) applied to assess the difference of emotional intelligence and self esteem among male and female. The results reveals there is significant difference among emotional intelligence of male and female school students ( $t(198) = 6.597, P < .05$ ) and there is also significant difference in self esteem of male and female school students ( $t(198) = 2.837, P < .05$ ).

**Keywords:** *Emotional Intelligence, Self Esteem & Male and Female School Students*

Emotional intelligence refers as “An ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them” (Mayer, Caruso & Salovey, 2000, page 267). Firstly, term Emotional intelligence described by Salovey and Mayer (1990) according to him emotional intelligence has three main adaptive abilities such as 1) appraisal and expression of emotions, 2) regulation of emotions and 3) utilization of emotions in problem solving. Here first two adoptive abilities individuals applies on own self and others and third is the proper usage of emotions in discovering, analyzing and sort-out the problems.

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Mayer, Caruso and Salovey,( 2000) given the model of emotional intelligence which contained four components “reflectively regulating emotions, understanding emotions, assimilating emotion in thought and perceiving and expressing emotion”. Additional model of emotional intelligence contained various components such as Dulewicz and Higgs, (1999) given seven aspects of emotional intelligence that is self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, and conscientiousness and integrity and Bar-On’s, (1997) stated that emotional intelligence comprises non-cognitive abilities. The Bar-On’s Emotional Quotient Inventory contained five aspects of emotional intelligence i.e. intra-personal, inter-personal, adaptability, stress management, and general mood with 15 sub-scales.

Daniel Goleman (1995 & 1998) has an important role in popularization of emotional intelligence. Emotional intelligence is an essential aspect in establishing one’s own success as a learner, teacher, executive and organizer.

### *Daniel Goleman model of emotional intelligence*

SELF PERSONAL COMPETENCE		OTHER SOCIAL COMPETENCE
<b>Recognition</b>	<b>Self-Awareness</b> Awareness of own emotions Precise self-evaluation Confidence	<b>Social Awareness</b> Consideration Service knowledge Organizational Understanding
<b>Regulation</b>	<b>Self-Management</b> Control on self Reliable meticulousness Flexibility Achievement oriented Inventiveness	<b>Relationship Management</b> Growth of others Well communication Conflict resolving Management Change in medium Building closeness work with collaboration

Self esteem is define as individuals overall positive evaluation of self. It contained two aspects competence worth. (Gecas 1982; Rosenberg 1990; Rosenberg et al. 1995). Competence is known as how individuals consider themselves as competent and worth is known as how individuals see themselves as a valuable individual. (Gecas 1982; Gecas & Schwalbe 1983). Self-Esteem (trait) is generally, our feeling about or evaluation of us. State Self-Esteem is the way we feel about or evaluation ourselves at specific time. Self-Evaluations are how we feel about or evaluation of particular aspects of self for instance, appearance, intellect, socialization, etc.

Student’s self-esteem is generally affected during the school time. High and low, self esteem of students based on their experiences. High self-esteem associated with good academic career and successful life. It was found that individuals desire to preserve a higher level of self-esteem

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because they have a desire of feeling excellent about their selves. (Leary, 2011) It is said that high level of self esteem assists individuals in the accomplishment of goals. (Leary, 2011) High self esteem can assist individuals coping abilities and low self esteem can lead toward escape from problematic situation and high and low self esteem associated with student's way of goals attainment in daily living. Children learn to have higher level self esteem with adults encourage and support them at every their new attempt. Children with good self esteem have satisfaction with their life without any persistent need for appreciation (Egertson, 2006).

According to Schutte, et al. (2002) emotional intelligence linked with pleasant mood state and higher level of self esteem. Research was conducted on sample of adolescents; result revealed that higher level of perceived emotional intelligence positively associated with perception of self worth (Ciarrochi, Chan, & Bajgar, 2001). Fernández-Berrocal et al.(2006) found that mood clarity and affective repair strongly correlated with self esteem. Chester (2005) investigated the relationship of emotional intelligence and self esteem of students. He found that emotional intelligence closely related with self esteem, academic success and success in lives. High level of self esteem improved person sense of self worth then they behave in emotionally intelligent way and low self esteem lead toward unrealistic presentation of self and they emphasis on self evaluation their emotional abilities (Coetzee, 2005; Sosick & Megerian, 1999). Ciarrochi, Chan and Caputi (2000) reported that emotional intelligence positively correlated with self esteem. Emotionally intelligent people have high level of self esteem.

Bagley, Bolitho and Bertrand, (1997) done research on Canadian school children. He found that the self-esteem of male student higher than female school students. Booth & Gerard (2011) conducted number of researches in England and USA to examine the gender difference in adolescents. He found that male students have higher level of self esteem as compare to female students. Similarly, research carried out in Canadian high school students, result reflect that male student has significantly higher level of self esteem than female students. Farid, and Akhtar, (2013) conducted research on Pakistani children from Punjab Districts. He took sample of 396 students. Result reflects significant difference in self esteem of male and female school students.

Generally it is said that female have excellent emotional intelligence ability than male. Tapia (1999) and Dunn (2002) argued girls have higher level of emotional intelligence as compare to boys. Large number of empirical researches reported female are emotionally intelligent then male (King, 1999; Sutarso, 1999; Wing & Love, 2001 & Singh, 2002). Additionally, it was found also that women possess higher level of emotional intelligence than men (Day & Carroll, 2004 and Grewal & Salovey, 2005). However, Ahmad, A., Bangash, H., & Khan S.A, (2009) was conducted research in N.W.F.P. Pakistan with the sample of 160 participants (80 = male, 80 = female), result reflect significant difference in the emotional intelligence of male and female. Male has higher mean then female. Kaneez, (2006) done research on Emotional Intelligence

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among the Individual with Depression and without Depression. With reference to gender she found that men have higher level of emotional intelligence as compare to women.

### *Rationale of the present research*

The objective of this research is to examine the difference of emotional intelligence and self-esteem among male and female school students. Large numbers of researches were carried out in this regard in western and European culture and some researches were done in Pakistan. Present research conducted on school students in Karachi, Pakistan. Following hypothesis were formulated 1) there would be difference in the level of self esteem among male and female students 2) there would be difference in the level of emotional intelligence among male and female school students.

## METHODOLOGY

### *Participants*

The present research contained 200 school student (Male = 100, Female = 100) with age limit of 13 to 15years. Mean age is 14.16 and Standard Deviation is 0.740. Participant belong to various socioeconomic status (Lower = 10, Middle = 182 and U = 8). With reference to family structures, 65 participants belong to joint family structure and 135 participants belong to Nuclear family structure.

### *Measures*

- 1. Personal information Sheet:** Personal information sheet of the participants was attained by gathering demographic information name age, gender, family system (nuclear / joint), education and socioeconomic status.
- 2. Rosenberg Self Esteem Scale:** This scale use to assess self esteem made by Rosenberg in1965 the type of scale is Likert. The 10 items are answered on a four point scale ranging from strongly agree to strongly disagree. (Rosenberg, 1965) For the present study translated version of this scale in national language of Pakistan i.e. Urdu was utilized. The Reliability and validity coefficients of Rosenberg Self Esteem Scale varied form 0.61 and 0.87. The test retest reliability ranged from .82-.88. Cronbach's alpha range from .77 to .88.
- 3. Trait Emotional Intelligence Questionnaire (TEIQue-SF):** The Trait Emotional Intelligence Questionnaire-Adolescents Short Form (TEIQue-SF; Petrides & Furnham, 2003) is a simplified version in terms of wording and syntactic complexity of the adult short form of the TEIQue. The scales include 30 statements which were derived from the 15 subscales of the Adult Trait EI sampling domain (two items per subscale). Participants have to respond to on a seven point Likert Scale. Higher score on the TEIQue-SF indicate higher level of trait emotional intelligence. The sub categories of scoring of The Trait Emotional Intelligence Questionnaire-Adolescents Short Form (TEIQue-SF are interpersonal skills, interpersonal skills, adaptability, coping with stress and general mood.

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For the present study translated version of this scale in national language of Pakistan i.e. Urdu was utilized. Emotional Intelligence Questionnaire-Short Form (Shahzad, Riaz, Khanum & Begum, in press) was used. The adapted version of TEIQue-SF has good psychometric properties. The cronbach's alpha for Urdu version of TEIQue-SF is (0.889). Gutman split half coefficient is .862 and test retest reliability is .817.

### ***Procedure***

First of all permission of data gathering was taken from different schools of Karachi, Pakistan. When the researcher has taken consent of data collection from school administration then concise description about the nature and procedure of research were given to them. After that, subjects were approached individually and they were assured about confidentiality of their provided information. Then research forms personal information sheet , Rosenberg Self-Esteem Scale (Rosenberg, 1965), and Trait Emotional Intelligence Questionnaire (TEIQue) (K.V. Petrides) were administered on students. Scoring of only complete research forms were done and SPSS (version-18) were used form data analysis. Regression analysis for computed for finding the predictive relationship of emotional intelligence and self esteem. T- test for independent sample was used to find the difference of emotional intelligence and self esteem among male and female school students.

## RESULTS

***Table 1 Demographic characteristics of sample***

Variables	Category	Frequency	Percentage
<b>Gender</b>	Male	100	50.0
	Female	100	50.0
<b>Family status</b>	Joint	65	32.5
	Nuclear	135	67.5
<b>Socioeconomic Status</b>	Lower	10	5.00
	Middle	182	91.0
	Upper	08	4.00
<b>Age</b>	Mean	14.16	
	Std. Deviation	.0740	

***Table 2 Summary of comparison in the level of Emotional Intelligence in male and female school students***

Variable	Groups	N	M	SD	t	df	Sig
<b>Emotional Intelligence</b>	<b>Male</b>	100	147.85	21.533	6.597	198	.000**
	<b>Female</b>	100	127.89	21.255			

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*Table 3 Summary of compression in the level of Self esteem in male and female school students.*

Variable	Groups	N	M	SD	t	df	Sig
Self Esteem	Male	100	17.64	2.710	2.837	198	.005
	Female	100	16.71	1.844			

### DISCUSSION

Result reflects that male students have higher level of emotional intelligence than female school students ( $t(198) = 6.597, P < .05$ ). Bangash, H., & Khan S.A, (2009) reported consistent finding. According to Chu,(2002) male have higher level of emotional intelligence then female the reason is that emotional intelligence deal with management and expression of individuals emotions along with social skills. There is significant gender difference in emotional intelligence. It was found that men Assertive, Independent and have Impulse Control and stress management ability. Men can effectively recognize their emotions. This can be the reason of higher level of emotional intelligence in men. (Kaneez, 2006). Further, result depict that the significant difference in self-esteem of male and female school student ( $t(198) = 2.837, P < .05$ ). Male school students have higher level of self-esteem than female school student does. Number of pervious researches reported male have higher level of self-esteem as compare to female (Bagley, Bolitho and Bertrand, 1997; Booth & Gerard 2011; Farid, and Akhtar, 2013).

Pakistan has several aspects of schooling systems that are comprehensive and developing. The secondary education in Pakistan is the period of career building. It split into different streams at higher secondary educational level. The objective of secondary is to get ready various careers. Sited in [http:// www.moe.gov.pk/ nepr/NEP\\_2009.PDF](http://www.moe.gov.pk/nepr/NEP_2009.PDF). Secondary level students are adolescent, psychological changes and puberty takes place. Students self esteem fluctuated and caused emotional reactions. In general, students self esteem based on their appearance and fame among their fellows (Ormrod, J.E., 1999).

Present research conducted to investigate the difference of emotional intelligence and self-esteem among male and female secondary school students in Karachi Pakistan. The purpose is to expend and clarify the concept of emotional intelligence and self-esteem among them. Hence, the gender difference in emotional intelligence and self-esteem glimpsed from early childhood because of different way of treating to boys and girls. In Pakistani culture individual difference for boys and girls exists, specifically parents are different with reference to children's gender. Pakistani society is the male dominant society where less importance given to women especially in rural areas. Maximum people are living in rural areas. Boys treated in a good way as compare to girls. Boys consider as dominating girls in the family. That greatly influenced the self-concept of boys and girls. Boys are more initiating and interacting with life than girls. At the beginning, boys have superiority over girls in family, due to this male dominant society transformed. This is the main reason that boys have higher level of self-esteem and emotional intelligence then girls.

## CONCLUSION, IMPLICATIONS & RECOMMENDATIONS

It concluded that there is a significant difference in emotional intelligence of male and female school students. Male student has higher level of emotional intelligence as compare to female students. There is insignificant difference in the level of self-esteem of male and female school students. However, male mean is slightly higher than female. The study gives us insight about emotional intelligence, self-esteem and gender differences. This research has valuable implication for students for enhancing their self-esteem and emotional intelligence. It can be helpful for student's personality growth, socialization and improvement of academic performance. Furthermore, in future more research studies is recommended with large sample size should be gathered with probability random sampling that good for research generalization and representative of whole secondary school students of Karachi.

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