

A Study of Self Esteem and Emotional Intelligence among Performers in Kingdom of Dreams Theater Delhi

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ABSTRACT

On here A corelational study was carried out to find gender differences among male and female performers from different theaters in Delhi; on emotional intelligence and self esteem and also to study the two concepts among the performers. Total Sample of 40 (20 male and 20 female) performers age between 25-35 yrs and those belonging to various activities in the theater were selected. Statistics used were 't' value and Pearson correlation to study the hypotheses that female performers will be higher on emotional intelligence than the male performers in the theater, male and female performers do not differ on measures of self esteem, higher the emotional intelligence, higher will be the self esteem among female performers. Higher the emotional intelligence, higher will be the self esteem among male performers and there is no significant correlation between emotional intelligence and self esteem. In the study The Schutte Self Report Emotional Intelligence Test (SSEIT) and Rosenberg's Self Esteem Scale were used as tools. Two non significant 't' value for emotional intelligence among male and female performers and for self esteem indicates that there is a very low positive correlation($r = .25$) between self esteem and emotional intelligence among male and female performers, a very low negative correlation ($r = -.07$) between high scorer female performers, a high positive correlation ($r = .68$) between average scorer, a low positive correlation ($r = .34$) between average scorer females, a low negative correlation ($r = -.24$) between high scorer males, a high positive correlation($r = .96$) between high scorer females and there are no gender differences on emotional intelligence and self esteem were found.

Keywords: *Self Esteem, Emotional Intelligence*

Emotional intelligence is a set of competencies, the ability of the individual being, to control and manage his or her moods and impulses, which contribute to best of situational outcomes, which direct and control one's feelings towards work and performance at work. It also depends on taking responsibility for our own life, managing our feelings, our biases,

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prejudices, our ability to release and forgive immature behavior and responses in others. Emotional intelligence (EI) describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived grand ability to identify, assess, manage and control the emotions of one's self, of others, and of groups.

Salovey and Mayer define EI as “the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth.” According to the ability based model claims that EI includes four types of abilities: perceiving emotions, using emotions, understanding emotions, managing emotions. The trait EI model refers to an individual's self perceptions of their emotional abilities. The term self-esteem comes from a Greek word meaning “reverence for self.” The “self” part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The “esteem” part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives. Low self-esteem results from a poor self image and also depends on other factors like your job. Low self esteem cause to lose confidence. It can surface in thoughts and in feelings and will often appear to manifest physically - in body postures, actions and health. High self esteem is a good opinion of yourself and low self esteem is a bad opinion of yourself. If one have a high level of self esteem he/she will be confident, happy, highly motivated and have the right attitude to succeed. Having normal self esteem means not being excessively high one minute and feeling completely worthless the next “the experience of being capable of meeting life's challenges and being worthy of happiness.” Harrington-Lueke (1997) found in her research that being emotionally intelligent is just as important to success in life as good grades. Essentially, people with high levels of emotional intelligence experience more career success, build stronger personal relationships, lead more effectively, and enjoy better health than those with low levels of emotional intelligence. Katyal and Awasthi (2005) assessed gender differences in emotional intelligence. Girls were found to have higher emotional intelligence than boys. Similar findings were reported in studies by Tapia (1999) and Dunn (2002). They observed that girls score higher with regard to empathy, social responsibilities, and interpersonal relationships than boys. A study was done showing the relationship between academic achievement and emotional intelligence. Nada Abi Samra's (2000) study on students found clearly that there is a strong correlation between emotional intelligence and academic achievement. Emotional intelligence can motivate the individual to achieve great success (Goleman, 1998). Brackett, Mayer and Warner (2004) found that women scored significantly higher in EI than men. Kling, Hyde, Showers and Buswell (1999) provide evidence that males score higher on standard measures of global self-esteem than females, but the difference is small.. Studies by Kearney (1999) have shown that adolescent girls tend to have lower self-esteem and more negative assessments of their physical characteristics and intellectual abilities than boys have. Due to working in a theater from very young age, the culture is imbibed in the performers. Their life is woven around theater and the activities they perform from where they get social and emotional support. All of them work towards a common goal, leaving their differences and conflicts aside. Very low level of education do

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not affect their jobs as they are well defined and they are financially independent since they start performing even at an early age, they provide financial support to their families and also save money for their future.

Objectives

1. To study emotional intelligence and self - esteem among performers in the theater.
2. To study the gender differences among performers in the theater regarding emotional intelligence and self - esteem.

Hypotheses

1. Female performers will be higher on emotional intelligence than the male performers in the theater.
2. Male and female performers do not differ on measures of self - esteem.
3. Higher the emotional intelligence, higher will be the self - esteem among female performers.
4. Higher the emotional intelligence, higher will be the self - esteem among male performers.
5. There will be high positive correlation between emotional intelligence and self - esteem.

Operational Definition

Performers: Male and females participating in group activities during the practice of show.
Emotional Intelligence: An ability of a performer to perceive, use, understand and managing emotions.

Self esteem: The values, beliefs and attitudes that the male and female performers hold about themselves and the value and worth that one gives oneself.

METHODOLOGY

Sample: A sample of 40 (20 Male and 20 Female) Performers between age range 25 to 35 yrs and working in K.O.D Theater was selected.

Tools:

1. The Schutte Self Report Emotional Intelligence Test (SSEIT) : The test consist of 33 items to be responded on five point rating scale from strongly agree to strongly disagree. The test has .89 alpha coefficient and .89 split half reliability.
2. Rosenberg's Self Esteem Scale : This Scale is presenting high ratings in reliability areas; internal consistency was 0.77, minimum Coefficient of Reproducibility was at least 0.90 (M. Rosenberg, 1965, and personal communication, April 22, 1987). A varied selection of independent studies showed alpha coefficients ranging from 0.72 to 0.87. Test-retest reliability calculated for the 2-week interval was at 0.85, the 7-month interval was at 0.63 (Silber & Tippett, 1965, Shorkey & Whiteman, 1978). This test is closely connected with the Cooper smith Self-Esteem Inventory.

RESULTS AND DISCUSSION

Table 1: Shows the Mean, SD and 't' values on Self Esteem and Emotional Intelligence.

Variables	Gender	Mean	S.D	't' value	df
Self esteem	Male	29.45	3.60	1.09	38
	Female	28.25	3.33		
E. Intelligence	Male	134.65	14.04	1.42	38
	Female	129.20	9.70		

't' value for emotional intelligence among male and female performers from K.O.D Theater, is 1.42 (df=38) which is not significant.

't' value for self esteem among male and female performers from K.O.D Theater, is 1.09 (df=38) which is also not significant.

Table 2: Shows correlation on Self Esteem and Emotional Intelligence (N=40)

Variables	Self esteem	E. Intelligence
Self esteem	1.00	.25
E. Intelligence	.25	1.00

There is a very low positive correlation (r= .25) between self - Esteem and emotional intelligence among male and female performers from K.O.D Theater.

Table 3: Shows correlation between HIGH Scorer on Self Esteem and their Emotional Intelligence (N=8) FEMALE

Variables	Self esteem	E. Intelligence
Self esteem	1.00	-.07
E. Intelligence	-.07	1.00

There is a very low negative correlation (r=-.07) between high scorer female performers N=8) from K.O.D Theater on self esteem and their emotional intelligence.

Table 4: Shows correlation between AVERAGE Scorer on Self Esteem and their Emotional Intelligence (N=10) MALE

Variables	Self esteem	E. Intelligence
Self esteem	1.00	.68*
E. Intelligence	.68*	1.00

*correlation is significant at 0.05 level (2-tailed)

There is a high positive correlation (r=.68) between average scorer males on self - esteem and their emotional intelligence (N=10) which is significant at .05 level.

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Table 5: Shows correlation between AVERAGE Scorer on Self Esteem and their Emotional Intelligence (N=12) FEMALE

Variables	Self esteem	E. Intelligence
Self esteem	1.00	.34
E. Intelligence	.34	1.00

There is a low positive correlation ($r = .34$) between average scorer females on self esteem and their emotional intelligence (N=12).

Table 6: Shows correlation between MALE HIGH Scorer on Emotional Intelligence and their Self Esteem (N=03)

Variables	Self esteem	E. Intelligence
Self esteem	1.00	-.24
E. Intelligence	-.24	1.00

There is a low negative correlation ($r = -.24$) between high scorer males on emotional intelligence and their self esteem (N=03).

Table 7: Shows correlation between Female HIGH Scorer on Emotional Intelligence and their Self Esteem (N=03)

Variables	Self esteem	E. Intelligence
Self esteem	1.00	.96
E. Intelligence	.96	1.00

Here is a high positive correlation ($r = .96$) between high scorer females on emotional intelligence and their self esteem (N=03).

OBSERVATIONS

Children are growing up in the environment of theater and many a times they are the earning members of their family. Hence the culture is imbibed in them. Socializing takes place within the theater itself. People working within the theater develop close relationship among themselves where the theater becomes a close-knit family; hence, their social and emotional needs also get satisfied. Since all the performers are working towards a common goal, their differences are left aside when they go on stage. Due to individual differences, conflicts arise, but these are overlooked. Male and female performers earn according to their experience and there is no gender difference. All of them have provident fund accounts as well. Very few people in the theater have primary education. Their salary gets accumulated with the owner of the theater and is partly utilized as and when required. Jobs are well defined within the theater. Duties and responsibilities are equally distributed among all the members in the theater.

CONCLUSIONS

1. No significant difference was found among male and female performers regarding emotional Intelligence and Self Esteem.
2. Negative correlation was found between emotional Intelligence and self esteem among female performers who score high on self esteem.
3. High positive correlation was seen between emotional Intelligence and self esteem among female performers who score high on emotional intelligence.
4. A significant positive correlation at 0.05 level was seen between emotional Intelligence and self esteem among the male performers who score average on self esteem.

Limitations

1. Small sample size.
2. Incidental sample
3. Sample is selected from only one theater.
4. Performers selected in the sample were participants from various activities. The study can be done by selecting performers belongs to specific activity groups.

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