

## Effect of emotional intelligence and academic streams on self-esteem of college students

Aysha Begum<sup>1\*</sup>

### ABSTRACT

The present study was to explore the effect of Emotional Intelligence and Academic Streams on Self-Esteem of college students. Study was conducted with a sample size (N=200) including both boys and girls. Sample was drawn from Dayalbagh Educational Institute, Agra, India. Sample was collected by using randomized sampling technique. Emotional Intelligence Scale by Zainuddin and Ahmed (2008) and Self-Esteem Scale by Dhar and Dhar (2015) were used. Analysis of Variance (ANOVA) was used in order to find out the effect of Emotional Intelligence and Academic Streams on self-esteem of students. The results of the study proved that there exists a positive significant effect of Emotional Intelligence on Self-Esteem of students. There is no statistical significant effect of Academic Streams on Self-Esteem of students. The results also depicts that there is a significant integrated effect of Emotional Intelligence and Academic Streams on Self-Esteem of students.

**Keywords:** *Emotional Intelligence, Academic Streams and Self-Esteem*

Emotional Intelligence refers to the ability to perceive, evaluate and control emotions. It is the ability to monitor emotions, discriminate different emotions, label emotions and to use emotional information to guide thinking and behavior. Emotional Intelligence consists of various components: perceiving, understanding, using and managing emotions. Perceiving, utilizing and managing emotions are essential to everyday practice and has been proven to be associated with academic and overall development of students. Emotional Intelligence refers to the capacities to recognize and regulate emotions in ourselves and in others.

According to Mayer and Salovey (1990) Emotional Intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. In the opinion of Bar-On (2006) Emotional Intelligence is an array of non-cognitive skills which increases one's success in life. Emotional Intelligence has been defined as the ability to adaptively recognize, understand, manage and harness emotions both in self and others and to use emotion to facilitate cognitive processing. Various studies revealed that higher Emotional Intelligence is typically associated to positive moods and higher Self-Esteem. Individual with high Emotional

<sup>1</sup>Assistant professor, Department of Psychology, St. John's College, Agra, India

\*Responding Author

Received: August 18, 2020; Revision Received: September 20, 2020; Accepted: September 24, 2020

© 2020, Begum A.; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License ([www.creativecommons.org/licenses/by/2.0](http://www.creativecommons.org/licenses/by/2.0)), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

## Effect of emotional intelligence and academic streams on self-esteem of college students

Intelligence are able to maintain positive mental states due to their capability to efficiently manage their emotions.

Emotional Intelligence is the capacity to reason about emotions and emotions to enhance thinking. It includes abilities to accurately perceive, access, generate emotions to assist thought, understand and effectively regulate emotions for promoting emotional and intellectual growth. Emotional Intelligence focuses on inner-self including understanding, motivation, confidence, innovation, flexibility and achievement drive. Emotional Intelligence also emphasizes on outer-self including energizing others, effective leadership, building partnerships, networking, cooperation, wielding influence and developing others. These qualities are critical to individuals to becoming competent in social interaction. According to Besharat.et.al (2006) reported Emotional Intelligence of female students higher than that in male students.

Schutte et al., (2002) suggested that there is a positive correlation between Emotional Intelligence and Self-Esteem. According to Sedikides and Gress (2003) stated that self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, self-respect and self-confidence. Self-esteem is related to personal beliefs about social relationships, skills and abilities. In the opinion of Murphy, Stosny and Morrel (2005) self-esteem is defined as a global barometer of self-evaluation involving cognitive appraisals about general self-worth and affective experiences of the self that are linked to these global appraisals.

According to Brown, Dutton, and Cook (2001) there are three distinguished ways in which the term "self-esteem" is used: (a) global or trait self-esteem to refer to the way people characteristically feel about themselves, (b) self-evaluation to refer to the way people evaluate their various abilities and attributes and (c) feelings of self-esteem to refer to momentary emotional states.

In the opinion of Lovin's (1995) self-esteem as a reflexive emotion that has developed over time in social processes, learn to experience and arises in predictable social circumstances which is subject to social control. A high level of self-esteem supplies individuals with the ability to accept happy moments, to cope effectively with challenges, to handle unpleasant situations, to engage in close relationships and to improve their strengths. According to Stavropoulos, Lazaratou, Marini and Dikeos (2015) high self-esteem is also considered to positively moderate the expression of dysfunctional schemata and depressive symptoms at the experience of negative life events. Baumeister (1993) pointed out low self-esteem can be understood in terms of confusion or uncertainty in self-knowledge, a cautious and self-protective approach to life, a shortage of positive resources in the self, and a chronic internal conflict.

### *Aim*

- To study the effect of Emotional Intelligence and Academic Streams on Self-Esteem of students.

### *Objectives*

1. To study the effect of Emotional Intelligence on Self-Esteem of students.
2. To study the effect of Academic Streams (Science, Arts and Commerce) on Self-Esteem of students.
3. To study the interaction effect of Emotional Intelligence and Academic Streams on Self-Esteem of students.

## Effect of emotional intelligence and academic streams on self-esteem of college students

### *Hypotheses*

1. There is a significant effect of Emotional Intelligence on Self-Esteem of students.
2. There is a significant effect of Academic Streams (Science, Arts and Commerce) on Self-Esteem of students.
3. There is a significant interaction effect of Emotional Intelligence and Academic Streams on Self-Esteem of students.

### *Operational definitions*

**Emotional Intelligence:** In words of 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 relationship.

**Self-Esteem:** Self-esteem can be defined as a value that has information within self-imagination of a person and it formed by the person's beliefs about all attributes, aspects and characteristics within him.

### *Variables*

#### **Independent Variable**

- Emotional Intelligence
- Academic Streams

#### **Dependent Variable**

- Self-Esteem

#### **Control Variables**

- Age
- Academic Qualification
- Academic achievement

### *Inclusion Criteria*

- Subjects within age range of 20-25 years were included.
- Post graduate (Pursuing) students were included.
- The study included student between 7.5- 9.0 CGPA in Graduation from Dayalbagh Educational Institute, Agra.

### *Exclusion Criteria*

- The study excluded subjects below twenty and above twenty-five years of age group.
- Subjects who were under graduate and above post-graduation were excluded.
- The study excluded subjects below 7.5 CGPA and above 9.0 CGPA in Graduation from Dayalbagh Educational Institute, Agra.

### *Study area and sample selection*

The sample of present study consisted of 200 cases. Participants (100 Boys and 100 Girls) were randomly selected, who were doing Post Graduation in different Academic Streams of Dayalbagh Educational Institute, Agra. Participants' age group was between 20-25 years.

### *Tools*

**Emotional Intelligence Test (Zainuddin and Ahmed, 2008):** The test consists 30 items in five dimensions -self-awareness, self-regulation, motivation, empathy and social skill. The scale is meant for knowing the difference between individuals in terms of Emotional Intelligence. The reliability of this test is 0.69 and validity of this test is 0.62.

## Effect of emotional intelligence and academic streams on self-esteem of college students

**Self-Esteem Scale (Dhar and Dhar, 2015):** This scale consists 23 items divided into six areas– Positivity, Openness, Competence, Humility, Self-worth, and Learning Orientation. The reliability of this test is 0.75 and validity of this test is 0.62.

### *Procedure for data collection*

The data of the present study was collected through random sampling on the basis of one to one interaction with students pursuing post-graduation from various faculties of Dayalbagh Educational Institute, Agra, within an age range of 20-25 years and who secured 7.5- 9.0 CGPA in Graduation from Dayalbagh Educational Institute, Agra.

### *Research design*

2x2 factorial design was used.

### *Statistical analysis*

Two Way Analysis of Variance (ANOVA) was used.

### *Analyses and interpretation of results*

The main aim of analysis and interpretation is to give meaning to the raw scores obtained by test hypothesis which helps in drawing inference. The objective of the present investigation is to study the “**Effect of Emotional Intelligence and Academic Streams on Self-Esteem of College Students**”. For this ANOVA was employed. The subjects were categorized on the basis of median (high and low) of Emotional Intelligence test scores.

*Table-1: mean values of self-esteem*

Emotional Intelligence		Science	Arts	Commerce	Total
	High	63.4	63.2	61.9	188.49
	Low	64.9	61.06	64.3	190.26
	Total	128.3	124.26	126.2	378.75

*Table -2: Summery of Analysis of Variance of Emotional Intelligence and Academic Streams on Self-Esteem.*

Source	Sum of Squares	df	Mean Squares	F
Emotional Intelligence	19.5	1	19.5	5.29**
Academic Streams	151.68	2	75.86	1.92
Emotional Intelligence* Academic Streams	217.32	2	108.66	10.19**
Error	1967.66	194	10.14	
Total	2356.16	200		

1348-1355

### *Effect of Emotional Intelligence on Self-Esteem*

The main effect of first independent variable, Emotional Intelligence  $F_{\text{Emotional Intelligence}}(1,194) = 5.29$   $p < 0.01$  on dependent variable Self-Esteem of students was found significant, which suggested that the first hypothesis which stated that, ‘there is a significant effect of Emotional Intelligence on Self-Esteem of students’ was accepted.

### *Effect of Academic Streams on Self-Esteem*

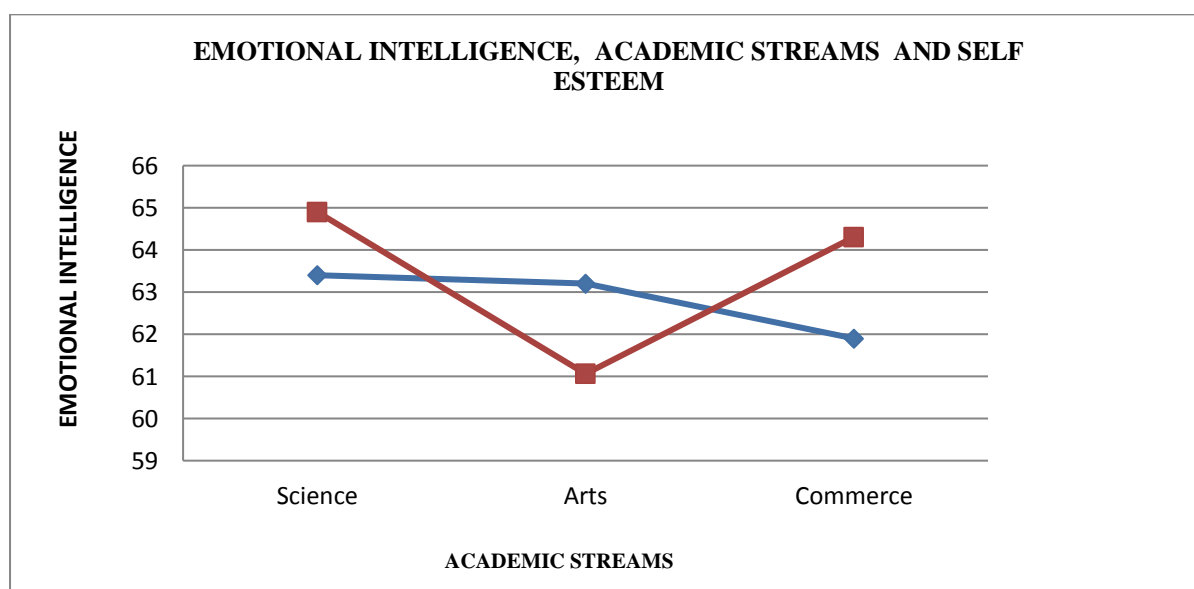
Further, indicates that there is no significant effect of Academic Streams on Self-Esteem of student. The value of F for the second independent variable i.e. Academic Streams (science, arts, commerce)  $F_{\text{Academic Streams}} = (1,194) = 1.92$ ,  $p > 0.05$ , suggested that the second

## Effect of emotional intelligence and academic streams on self-esteem of college students

hypothesis which stated that, 'there is a significant effect of Academic Streams (Science, Arts and Commerce) on Self-Esteem of students' was not accepted.

### *Effect of Emotional Intelligence\* Academic Streams on Self-Esteem*

Table-2 and figure-1, show the interaction effect of the two independent variable Emotional Intelligence\* Academic Streams on Self-Esteem  $F_{\text{Emotional Intelligence* Academic Streams}(2,194)} = 10.19$ , ( $p < 0.01$ ) was significant. This supported the interpretation that the interaction of independent variable Emotional Intelligence\* Academic Streams jointly produces significant effect on Self-Esteem of students. The difference among Means  $X$  High EI, (Science) = 63.4  $>$   $X$  High EI, (Commerce) = 61.9  $>$   $X$  High EI, (Arts) = 63.2 are reliable. The difference among Means  $X$  Low EI, (Science) = 64.9  $>$   $X$  Low EI, (Commerce) = 64.3  $>$   $X$  Low EI, (Arts) = 61.06 are reliable. Thus, the third hypothesis which stated that, 'there is a significant interaction effect of Emotional Intelligence\* Academic Streams on Self-Esteem of students' was accepted.



**Figure-1: Showing Interaction Effect of Emotional Intelligence, Academic Streams and Self-Esteem**

### *Findings*

1. The present study is based on the effect of Emotional Intelligence and Academic Streams on Self-Esteem of students. The following findings are as follows:
2. There is a significant effect of Emotional Intelligence on Self-Esteem of students.
3. There is no significant effect of Academic Streams (Science, Arts and Commerce) on Self-Esteem of students.
4. There is a significant interaction effect of Emotional Intelligence and Academic Streams on Self-Esteem of students.

## **DISCUSSION**

An empirical study in Spain, Europe was conducted in same reference by Rey, Extremera and Pena in 2011 to examine the relationship between perceived Emotional Intelligence and self-esteem with a sample of 316 Spanish college students (179 females and 137 males) with age of 14 to 18 years. Trait Meta-Mood Scale (Emotional Intelligence) and Rosenberg Self-Esteem Scale were used. The result shows that there is a positive relationship between Emotional Intelligence and self-esteem among college students. One more study was

## Effect of emotional intelligence and academic streams on self-esteem of college students

conducted in Spain and Prague by Fuentes et.al (2019) found that the factors of Emotional Intelligence observed to have positive correlations with overall self-esteem. Biswas (2018) conducted a study to examine self-esteem among the students of higher secondary schools. The result found that all Higher Secondary School students have low self-esteem. The results revealed that there is no significant difference in Self-Esteem of Higher Secondary School level students based on their Gender and Location. Tajeddini (2014) also found that Emotional Intelligence and Self-Esteem were strongly and positively correlated and significant.

On the other hand, Kususanto and Fui (2012) revealed that science stream students posed higher level of self-esteem than arts stream students. Accordingly, them, teachers expected science stream students to be eager to improve their academic performance and are more focused in academic than arts stream students as are more were likely to be involved in disciplinary problems. According to Larsen & Buss (2008) science stream students perceived their ideal-selves as a character with overall success, while arts stream students perceived their ideal-selves as a socially well-functioned character. Nevertheless, arts stream students have lower self-esteem than science streams students. It was concluded that streaming affected the students' self-esteem through teacher's expectancy and perceived behavior.

### CONCLUSION

In the present study, the investigator found that there is a significant effect of Emotional Intelligence on Self-Esteem of Students. There is no significant effect of Academic Streams (Science, Arts and Commerce) on Self-Esteem of students. Likewise, there is a significant interaction effect of Emotional Intelligence and Academic Streams on Self-Esteem of students.

#### *Implication of the study*

Our education is meant for developing three domains such as cognitive, affective and social. Our education mainly stresses to develop cognitive aspect which deals with knowledge and to some extent develop social aspect which deals with social skills. The affective aspect which deals with emotions, feelings and sentiments of the students is totally neglected by our Education. For developing Emotional Intelligence and Self-Esteem among students, only formal education is not enough but informal education which the students get from their family and society is also needed. When students lack in Emotional Intelligence and Self-Esteem they may suffer from stress, anxiety, and many other psychological problems. Therefore, the study suggested that the students should possess an optimum level of Emotional Intelligence and Self-Esteem to face the world alone in the present cut throat environment with self-worth, self-respect and self-confidence. Since, Emotional Intelligence and Self-Esteem play a vital role in transformation of student into an ideal citizen. Therefore, the study of these parameters among students is of great importance.

### REFERENCES

- Bar-On, R., (2006). *The Bar-On Model of Emotional-Social Intelligence* (ESI). Consortium for Research on Emotional Intelligence in Organizations–Issues in Emotional Intelligence from [www.eiconsortium.org](http://www.eiconsortium.org).
- Baumeister, R. F. (1993). *Understanding the inner nature of low self-esteem: Uncertain, fragile, protective, and conflicted*. In R. F. Baumeister (Ed.), *Self-esteem: The puzzle of low self-regard* (pp. 201-218). New York: Plenum.
- Biswas, S. (2018). A Study on Self-Esteem among the Students of Higher Secondary School Level. *International Journal for Research Trends and Innovation*, 3(8), 206-211.

## Effect of emotional intelligence and academic streams on self-esteem of college students

- Brown, J. D., Dutton, K. A. and Cook, K. E. (2001). From the top down: Self-Esteem and self-evaluation. *Cognition and Emotion*, 15, 615-631.
- Dhar, S., & Dhar, U. (2015). *Self-Esteem Scale*. Agra: National Psychological Corporation.
- Fuentes, M. C. Jurado, M. M., Pino, R. M., & Linares, J. J. G. (2019). Emotional Intelligence, Self-Efficacy and Empathy as Predictors of Overall Self-Esteem in Nursing by Years of Experience, *Frontiers in psychology*, 10(2035).1-9.
- Goleman, D. (1998b). *Working with Emotional Intelligence*. New York: Bantam.
- Husseini M, Dezhgam M, Mirlashadi Z, (2007). The correlation of Self-Esteem and academic achievement of rehabilitated students of Tehran University of well-being science and rehabilitation. *Iranian magazine of training in medical science*.
- Kususanto, P., & Fui, C.S. (2012). Streaming and Students Self-Esteem: a Qualitative Study on Teachers Correspondence Bias, *Journal of Educational, Health and Community Psychology*, 1(2), 20-30.
- Larsen, R. J., & Buss, D. M. (2008). *Personality Psychology: Domains of Knowledge about Human Nature*. New York, NY: McGraw-Hill.
- Lavoie, R. (2012). Self-esteem: The cause and effect of success for the child with learning differences. ParaPost, From: [http://www.cesa4.k12.wi.us/cms\\_files/resources/12winterparapost.pdf](http://www.cesa4.k12.wi.us/cms_files/resources/12winterparapost.pdf).
- Murphy, C. M., Stosny, S. and Morrel, T. M. (2005). Change in self-esteem and physical aggression during treatment for partner violent men. *Journal of Family Violence*, 20, 201-210.
- Rey, L Extremera, N., & Pena, M. (2011). Perceived Emotional Intelligence, Self-Esteem and Life Satisfaction in Adolescence. *Psychological Intervention*, 20(2), 227-234.
- Salovey, P., & Mayer, J. D. (1990). *Emotional Intelligence*. Baywood Publishing Co. Inc
- Schutte, N.S., Malouff, J.M., Simunek, M., Hollander, S., & Mc Kenley, J. (2002). *Characteristic Emotional Intelligence and Emotional Well Being*. *Cognition and Emotion* 16:769-86.
- Sedikides, C. and Gress, A. P. (2003). Portraits of the self. In M. A. Hogg and J. Cooper (Eds.), *Sage handbook of social psychology* (pp. 110-138). London: Sage.
- Stavropoulos, V., Lazaratou, H., Marini, E. and Dikeos, D. (2015). Low family satisfaction and depression in adolescence: The role of self-esteem. *Journal of Educational and Developmental Psychology*, 5, 109-118.
- Tajeddini, R. (2014). Emotional Intelligence and Self-Esteem among Indian and Foreign Students – (A Comparative Study), *International Journal of Humanities and Social Science Invention*, 3 (6), 16-25.
- Zainuddin, R., & Ahmed, A. (2008). *Emotional Intelligence Scale*. Agra: National Psychological Corporation.

### **Acknowledgments**

The author appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author declared no conflict of interest.

**How to cite this article:** Begum A. (2020). Effect of emotional intelligence and academic streams on self-esteem of college students. *International Journal of Indian Psychology*, 8(3), 1356-1362. DIP:18.01.140/20200803, DOI:10.25215/0803.140