

Emotional Intelligence and Self –Esteem among Female Music and Non-Music Adolescents Studying in Kannada Medium

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ABSTRACT

The objective was to study the level of emotional intelligence and self-esteem among female Kannada medium music and non-music. It was hypothesized that there will be a significant difference in level of emotional intelligence and self-esteem between the female Kannada medium music and non-music students. A Quasi experimental, between group design with purposive sampling was opted for the study. The sample consisted of 80 female Kannada Medium college students studying in PUC and Degree aged between 17 to 20 years with additional music education and without additional music education. Individuals with below cut off score on General Health Questionnaire and average intelligence on Standard Progressive Matrices were considered for the study. Female Kannada Medium College students from different colleges with and without music as their education were administered assessment tools of Emotional Intelligence and Self-esteem Scale. Both the assessment tools were scored and results analysed. Data analysis was conducted using average, standard deviation and 't' test. The results indicated that the adolescents with music as their education were higher on Emotional Intelligence and Self-esteem than the adolescents without music background. And there was a significant difference between adolescents with music as their education and without music as their education on Emotional Intelligence and Self-esteem.

Keywords: *Emotional Intelligence; Self –Esteem; Music, Adolescents*

Individual differences in emotional intelligence (EI) have been the subject of a great deal of research throughout the last two decades (Mayer, Roberts, & Barsade, 2008). Emotional Intelligence refers to 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 (Goleman, 1998). Emotional Intelligence is defined as the ability to accurately perceive, appraise and express emotions; the ability to access or generate feelings, or both, when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth and the use of feelings to motivate, plan, and achieve in one's life (Mayer & Salovey, 1997).

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The authors propose that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. According to this idea, those individuals who are able to understand and regulate their emotions should be able to generally maintain a better outlook on life and experience better psychological well-being (Heck & Oudsten, 2008; Salovey, 2001). Boyatzis and McKee (2005) added that emotional intelligence helps individuals understand and manage themselves and their emotions as well as recognize and manage the emotional of others, build relationship and work in complex social systems.

Emotional intelligence focuses on a number of “inner-side” personal characteristics including understanding, motivation, goal setting ability, confidence, innovation, flexibility and achievement drive. These qualities are vital to individual self-development according to Goleman (1998). Emotional intelligence also emphasizes on a number of “outer-side” personal characteristics 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 (Goleman, 1998). Because learning how to express emotions is an important part of performing music, individuals with music lessons may show higher levels of emotional intelligence.

Self-esteem is the affection or emotional aspect of self and generally refers to how we feel about or how we value ourselves (one's self-worth). Franken (1994) suggests that self-concept is related to self-esteem in that "people who have good self-esteem have a clearly differentiated self-concept. When people know themselves they can maximize outcomes because they know what they can and cannot do". Rosenberg (1979), in his analysis of self esteem, claimed that self-esteem is based on self-assessments of qualities that are perceived as important or psychologically central by individuals. As early as 1902, Cooley (1922) described the self as a reflection of the thoughts of others. Adler (1927), Allport (1961), Laing (1969), and Sullivan (1953) followed the same line of thought, seeing self-esteem as determined, in part, by feelings toward significant others. Self-esteem is a person's perception of himself. One's perceptions of himself are thought to influence the ways in which he acts, and his acts in turn influence the ways in which he perceives himself. Self-esteem is defined as the evaluation which an individual makes and customarily maintains with regard to himself, expressed as an attitude of approval or disapproval.

METHODOLOGY

The aim was to study the Emotional Intelligence and self esteem among female Music and Non-Music adolescents. The objective was to study the level of emotional intelligence and self-esteem among female Kannada medium music and non-music students; and to study the difference in level of Emotional Intelligence and self esteem among female Kannada Medium Music and Non-Music Students. It was hypothesized that there will be a significant difference in level of emotional intelligence and self-esteem between the female Kannada medium music and non-music students. A Quasi experimental, between group research design was opted for the study. The sample consisted of two groups of female Kannada medium college students studying in PUC and degree aged between 17 to 20years pursuing and not music as education.

Tools

General Health Questionnaire (GHQ – 30 item version; Goldberg, 1972): The GHQ is a self-administered screening tool aimed at detecting those with psychological disturbances. It

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consists of questions about social activities and psychological and physical signs and symptoms. It reveals indications of depression, agitation, apathy and anxiety that are suggestive of emotional disorder. The original questionnaire consists of 60 items from which shorter versions of 30, 28, 20 and 12 items have been derived. The responses are recorded on a 4-point scale and are scored as 0-0-1-1. A cut-off score of 6 was used in the study (Range= 0 to 30). Psychometric properties are adequate with test-retest reliability found to be 0.77, and split half reliability at 0.92. The sensitivity and specificity of the GHQ-30 was 91.4% and 87% respectively (Goldberg & Williams, 1988).

Standard Progressive Matrices (Raven, Raven, & Court, 2004): The Standard Progressive Matrices was used to assess intelligence of students. It is a non-verbal multiple choice measures of the reasoning. It is also a component of Spearman's g factor, which can often be referred as general intelligence. Raven developed the Standard Progressive Matrices (SPM) to measure a person's ability to form perceptual relation and to reason by analogy independent of language and formal schooling. It consists of 60 problems with five sets of 12 each. This scale intended to cover the whole range of intellectual development. The majority of studies which have factor analyzed the SPM along with other cognitive measures in Western cultures report loading higher than 0.75 on a general factor. Concurrent validity coefficients between the Standard Progressive Matrices and the Stanford-Binet and Weschler scales range between 0.54 and 0.88, with the majority in the 0.70 and 0.80. Reliability Internal consistency studies using either the split-half method results in values ranges from 0.60 to 0.98, with a median of 0.90. Test-retest correlations range from a low of 0.46 for eleven years internal to a high of 0.97 for a two day internal.

Emotional Intelligence scale (Mangal and Mangal, 2004): The emotional intelligence developed by Mangal and Mangal comprises of 100 items covering four areas of emotional intelligence viz. intra-personal awareness (own emotions), interpersonal awareness (other emotions), intra-personal management (own emotions) and interpersonal management (other emotions). So it consists of four components each having 25 items. For each statement there are two possible responses either yes or no, and the respondent has to mark on either of these two. A score of one mark is provided for the response indicating the presence of emotional intelligence and zero for the absence of emotional intelligence. It has been standardized on 2200 (1050 males & 1150 females) students of 16+ years age. The reliability of this inventory was established through split half method with correlation co-efficient of 0.89, K-R Formula method with correlation co-efficient of 0.90 and Test-Retest with correlation co-efficient of 0.92. The validity of this inventory was established by adopting two different approaches factorial or criterion related approach. The reliability and validity of the scale have been well documented in previous researches.

Self-esteem Scale (Rosenberg, 1965): The Rosenberg self-esteem scale (RSES), developed by the sociologist Morris Rosenberg, is a self-esteem measure widely used in social-science research. This is designed similar to the social-survey questionnaires. Five of the items have positively worded statements and five have negatively worded ones. The scale measures global self-worth by measuring both positive and negative feelings about the self. The original sample for which the scale was developed consisted of 5,024 high-school juniors and seniors from 10 randomly selected schools in New York State. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment. The scale generally has high reliability: test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88. It uses a

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scale of 0–30 where a score less than 15 may indicate a problematic low self-esteem. The Rosenberg self-esteem scale has been translated and adapted to various languages, such as Persian, French, Chinese, Italian, German, Portuguese, and Spanish. The scale is extensively used in cross-cultural studies in up to 53 different nations.

Procedure

Female Kannada medium college students studying in PUC and Degree aged between 17 & 20 years with additional music education (practicing music at least from past 5 years and cleared junior music exams) and without additional music education were considered for the study. Individuals with any major physical or psychological problems were not considered for the study. Female Kannada medium college students were administered the screening tool of General Health Questionnaire (Goldberg, 1972) and students scoring above the cut-off point were not further assessed. The other students were administered Standard Progressive Matrices and individuals with average intellectual functioning was considered for further assessment. Finally, assessment tools of Emotional Intelligence and Self-esteem Scale were administered on agreed Kannada medium students with additional music education and without additional music education. Both the assessment tools were scored and results analysed.

Analysis of data

Data analysis was conducted using average, standard deviation and ‘t’ test to understand the difference in emotional intelligence and self-esteem between female Kannada medium music and non-music students.

RESULTS

The results are discussed under the following headings:

Sample characteristics

- Level of Emotional Intelligence among Music and Non-Music female adolescents
- Level of self-esteem among Music and Non-Music female college adolescents
- Mean, SD and ‘t’ value on Emotional Intelligence for Music and Non-Music adolescents
- Mean, SD, ‘t’ value on self-esteem for Music and Non-Music female adolescents

Table 1: Number of Music and Non-Music female college students studying in Pre University and Degree involved in the study:

Students	N
Students with music as additional education	40
Students without music as additional education	40
Total	80

Sample Characteristics

40 female college students with music as additional education (practicing music at least from past 5 years and cleared junior music exams) and 40 female college students without music as additional education studying in PUC & Degree from Kannada medium with below cut off score on General Health Questionnaire (Goldberg, 1972) and average intelligence on Standard Progressive Matrices were considered for study.

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Table 2: The total, average and interpretation on different areas of Emotional Intelligence for Music and Non-Music female college students

Areas	Students	N	Mean	SD	Interpretation
Intra personal awareness	Music students	40	16.38	2.93	Average
	Non-Music students	40	12.98	2.54	Poor
Inter personal awareness	Music students	40	17.03	3.96	Average
	Non-Music students	40	12.75	2.64	Poor
Intra personal management	Music students	40	17.00	2.83	Average
	Non-Music students	40	14.73	2.20	Poor
Inter personal management	Music students	40	16.33	2.52	Average
	Non-Music students	40	14.73	1.87	Poor
Total scores	Music students	40	66.73	8.10	Average
	Non-Music students	40	55.18	5.35	Poor

Level of Emotional Intelligence among Music and Non-Music female adolescents

On Emotional Intelligence Inventory Non-Music female college students have poor Emotional Intelligence in the areas of Intra personal awareness, Inter personal awareness, Intra personal management, Inter personal management and total Emotional Intelligence. Whereas the Music female college students have average Emotional Intelligence in the areas of Intra personal awareness, Inter personal awareness, Intra personal management, Inter personal management and total Emotional Intelligence.

Table 3: The total and average interpretation on Self esteem scale for English and Kannada medium college students

Statistics	Scores on Self esteem scale	
	Music female college students	Non-Music female college students
Average	28.20	21.20
SD	3.94	3.94

Level of self esteem among Music and Non-Music female college adolescents:

On Self-esteem scale the Non-Music female college students have lower Self esteem when compared to Music female college students.

Table 4: The mean, SD, 't' value and significance on Emotional Intelligence for Music and Non-Music female college students:

Areas on Emotional Intelligence	Students	N	Mean	SD	t
Intra personal awareness	Music students	40	16.38	2.93	4.09**
	Non-Music students	40	12.98	2.54	
Inter personal awareness	Music students	40	17.03	3.96	4.20**
	Non-Music students	40	12.75	2.64	
Intra personal management	Music students	40	17.00	2.83	2.80**
	Non-Music students	40	14.73	2.20	
Inter personal management	Music students	40	16.33	2.52	2.13*
	Non-Music students	40	14.73	1.87	
Total scores	Music students	40	66.73	8.10	6.69**
	Non-Music students	40	55.18	5.35	

**Significant $p < 0.01$ level * Significant $p < 0.05$ level

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Mean, SD and ‘t’ value on Emotional Intelligence for Music & Non-Music adolescents:

On different areas of Emotional Intelligence inventory the mean scores for Music students are more than the mean scores of Non-Music students. The ‘t’ value indicate that there is a significant difference between Music and Non-Music adolescents on different areas of Emotional Intelligence Inventory. Hence the hypothesis stated that there will be a significant difference in Emotional Intelligence between Music and Non-Music adolescent’s students is accepted.

Table 5: The mean, SD, ‘t’ value and significance on Self esteem for Music and Non-Music female college students

Area	Medium	N	Mean	SD	t
Self esteem	Music students	40	28.20	3.94	6.90**
	Non-Music students	40	21.20	3.90	
**Significant p<0.01level * Significant p<0.05level					

Mean, SD, ‘t’ value on self esteem for Music and Non-Music female adolescents:

On the Self-esteem Scale the mean scores for Non-Music female college students are less than the mean scores of Music female college students. The ‘t’ value indicate that there is a significant difference between Music students and Non-Music students on Self esteem Scale. Hence the hypothesis stated that there will be a significant difference in Self esteem between Music and Non-Music female college students is accepted.

CONCLUSIONS

On Emotional Intelligence Inventory Non-Music female college students have poor Emotional Intelligence in the areas of Intra personal awareness, Inter personal awareness, Intra personal management, Inter personal management and total Emotional Intelligence. Whereas the Music female college students have average Emotional Intelligence in the areas of Intra personal awareness, Inter personal awareness, Intra personal management, Inter personal management and total Emotional Intelligence.

The ‘t’ value indicate that there is a significant difference between Music and Non-Music adolescents on different areas of Emotional Intelligence Inventory. Hence the hypothesis stated that there will be a significant difference in Emotional Intelligence between Music and Non-Music adolescent’s students is accepted.

On Self esteem scale the Non-Music female college students have lower Self esteem when compared to Music female college students.

The ‘t’ value indicate that there is a significant difference between Music students and Non-Music students on Self esteem Scale. Hence the hypothesis stated that there will be a significant difference in Self esteem between Music and Non-Music female college students is accepted.

Implications

Studies have indicated that individuals from Kannada / local language medium have lower self esteem and adjustment than English medium students. Interventions to improve the English language ability is in process through different programmes like communication

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skills training programme, Government sponsored SAHAYOG programme etc. These programmes may not be reaching the larger crowd at large.

Bednar, Wells, and Peterson (1989) suggest that a stable level of self-esteem is the outcome of a self-evaluative affective process. In other words, when people feel they are doing well, they feel good about themselves and have higher self-esteem. Research has focused on the beneficial aspects of self-esteem and has found that high self-esteem is related to a variety of positive mental health indices, such as less depression, less anxiety, less loneliness, less social anxiety, and less alcohol and drug abuse (Leary, 1999b). Smith and Petty (1995) found that high self-esteem was related to positive thinking in an unpleasant situation. According to Schutte, Malouff, Simunek, McKenley and Hollander (2002), one might expect that individuals with higher EI would use their ability to understand and regulate emotions to maintain more positive mood and higher self-esteem. They also posit that individuals higher in EI would be better able to resist situational threats to positive mood and self-esteem.

The present study has indicated that the adolescents with music as their education were higher on Emotional Intelligence and Self-esteem than the adolescents without music background. Studies have indicated that learning how to express emotions is an important part of performing music, and individuals with music lessons may show higher levels of emotional intelligence. Individuals higher in emotional intelligence would be better able to resist situational threats to positive mood and self-esteem. Hence it could be important to use music as a part of extracurricular regular activity for Kannada medium students in specific and adolescents in general through their education.

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Conflict of Interest

The author(s) declared no conflict of interest.

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