

Research Paper

Difference in Emotional Intelligence and Self Esteem between Musicians and Non Musicians

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ABSTRACT

The current study aims to analyze the difference in emotional intelligence and self-esteem between musicians and non-musicians. The sample involved 110 participants where 55 of them were musicians and the other 55 were non-musicians. Rosenberg Self-Esteem Scale (RSE) and Schutte Self-Report Emotional Intelligence Test (SSEIT) were the two questionnaires used to measure Self-esteem and Emotional Intelligence respectively. Mann-Whitney U Test and Independent sample T-Test were used to test the hypothesis. The results showed no significant difference in Self Esteem between musicians and non-musicians. On the other hand, there was a significant difference in the Emotional Intelligence of musicians and non-musicians.

Keywords: *Emotional Intelligence, Self Esteem, Musicians*

Musicians are skilled in performing complex physical and mental operations such as translating visually presented music symbols into complex, sequential finger movements, improvisation, memorization of long musical phrases and identification of tones without the use of a reference tone. (Gaser & Schlaug, 2003). These skills are a result of a lot of work being put in by the musicians. The work they put in for their level of proficiency must have some effect on their minds.

There have been various studies in different fields such as psychology, psychiatry, neuroscience, etc. to find the differences in the minds and other areas of musicians and non-musicians. Nevertheless, there are still areas in psychology related to musicians which are still not fully understood, and that brings forth a wide gap in research and studies.

Emotional Intelligence or Emotional quotient (EQ) is one such area that has scope when it comes to research related to musicians. Emotional Intelligence is defined as “The ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to promote personal growth” (Mayer & Salovey n.d.,1997). In Lehman’s terms, Emotional intelligence helps us understand, express, interpret, and control emotions. Emotional intelligence has a connection with music and it has been proved by different studies.

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One such study is (McGinnis, 2017) study on the development of Emotional intelligence, the participants were undergraduate music education majors who are expected to have musical training during their course.

Researchers administered the Emotional Intelligence 2.0 test before and after the semester. And the analysis of the difference in the results showed a significant difference in their EQ. The study did not specially focus on listening to music or playing an instrument but still, it shows the effect music has on one's EQ. This shows that the connection between music and emotional intelligence exists in some way.

Another such example is the research at Udayana University which examined how playing in a Balinese Gamelan ensemble- a form of Indonesian classical music made up of a group of musicians- affected emotional intelligence scores in 135 adolescents (Ariani & Suarya, 2013). The ensemble provided the adolescent's exposure to music as well as a social setting where they must work together harmoniously to perform. The expertise intensity was one of the variables in the study and it was measured as well. They used purposive sampling and data collection using the Exercise Intensity Scale Gamelan Music of Bali and Emotional Intelligence Scale. They analyzed the data using Product- moment correlation. The results showed a positive relationship between the exercise intensity of Balinese gamelan music and emotional intelligence. The higher intensity of exercise in Balinese gamelan music, the higher the emotional intelligence will be. This again, shows how a practice of a musical form can have an impact on one's emotional Intelligence. These examples are an indication of how there is much more scope for research in this field regarding emotional intelligence and musicians.

Self-esteem is one of the most researched topics out there. But there is still scope for it when it's related to musicians. Self-esteem, according to Rosenberg (1965) is defined as "One's positive or negative attitude towards oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself." Self-esteem implies an awareness of one's own value system and one's emotional evaluation of one's self-worth (Schunk, 1985)

In common parlance, then, self-esteem is the extent to which one prize, values, approves, or likes oneself. In the social sciences, self-esteem is a hypothetical construct that is quantified, for example, as the sum of evaluations across salient attributes of one's self or personality. It is the overall affective evaluation of one's own worth, value, or importance. This conception underlies the assumption that measuring attitudes toward or evaluations of, one's self reflects a person's self-esteem (Blascovich & Tomaka, 1991).

Self-esteem can play a major role in people's lives, whether they are musicians or not. In the development of positive psychology, there has been a lot of attention to human strengths and positive psychological qualities. The positive opposite of "burnout", which is "engagement" has been an area of focus for researchers. Engagement is defined as a positive, fulfilling, work-related state of mind, characterized by vigour dedication, and absorption. (Schaufeli and Bakker, 2004).

Engagement with music extends the concept of engagement and it refers to the degree to which musicians engage in their musical works. (Such as composing and performing music). Susan Hallam (2016) mentioned in her study that "If active engagement with music increases positive perceptions of self, this may transfer to other areas of study and increase motivation to persist. There were high correlations between positive self-perception,

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cognitive competence, self-esteem, and interest and involvement in school music. The confidence and self-beliefs that can accrue from learning to play a musical instrument and performing in public may increase motivation more generally leading to enhanced attainment across the whole curriculum.” This can bring forth the question of whether training in music can influence one’s self-esteem.

METHODOLOGY

Statement of the problem-

The study aims to analyze the difference in emotional intelligence and self-esteem between Musicians and Non-Musicians. The specific questions the research would like to ask are-

A- Do musicians have a difference in their level of emotional intelligence compared to non-musicians?

B- Do musicians have a difference in their level of self-esteem compared to non-musicians?

Operational definition of the key concepts-

- **Emotional Intelligence-** “The ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to promote personal growth.” (Mayer & Salovey n.d.,1997)
- **Self Esteem-** “One’s positive or negative attitude towards oneself and one’s evaluation of one’s own thoughts and feelings overall in relation to oneself.” Rosenberg(1965)

Research Design

A non-experimental survey research design is used here.

Objectives

This study aims to find if there is any difference in Emotional Intelligence and Self Esteem between Musicians and Non-Musicians

Hypothesis-

- H₀1- There is non-significant difference in Self-Esteem between musicians and non musicians.
- H₀2- There is non-significant difference in Emotional Intelligence between musicians and non musicians.

Sampling Procedure

In order to select a sample from the population a non-probability convenience sampling method was used according to the required criteria. A Google form was sent to a total of 110 participants out of which 55 are musicians and the other 55 are non-musicians. The participants were mostly from India and a few from the United Kingdom and Australia. Informed consent from the participants was taken to make sure their willingness to participate and provide data for the study followed by the standardized questionnaire on Emotional Intelligence (SSEIT) and Self Esteem (RSE).

Tools used for the study

1. Socio Demographic Data Sheet

The tool was developed by the researcher to elicit the demographic information of the subject employed in the study, which included Gender, Socioeconomic Class, Residency,

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Family System, Education, Occupation, Religion, Income per annum and years of practice as a musician.

2. Rosenberg Self-Esteem Scale (RSE)

This is a self-esteem measure developed by sociologist Morris Rosenberg (1965). It's a 10-item scale that measures global self-worth by measuring both positive and negative feelings about oneself. The score is uni-dimensional. The items are answered on a four-point scale ranging from strongly agree to strongly disagree.

To score the items, values are assigned to each of the 10 items as-

- For items 1,2,4,6,7: Strongly Agree=3, Agree=2, Disagree=1, and Strongly Disagree=0
- For items 3,5,8,9,10 (which are reversed in valence, and noted with the asterisks** below): Strongly Agree=0, Agree=1, Disagree=2, and Strongly Disagree=3. The scale ranges from 0-30, with 30 indicating the highest score possible. A score below 15 is considered as low self-esteem.

The scale has good predictive validity, as well as internal consistency and test-retest reliability (Sinclair et al., 2010)

3. Schutte Self-Report Emotional Intelligence Test (SSEIT)

This is a method of measuring General Emotional Intelligence that is structured off of the Salovey and Mayer (1990) model. It measures Emotional Intelligence using four sub scales, emotion perception, utilising emotions, managing self-relevant emotions and managing others emotions. The test measures four factors: expression of self's emotions, understanding of others emotions, regulation of emotions, and utilisation of emotions. The items are scored on a 5 point Likert scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree). The SSEIT yields a total score ranging from 33 to 165 with higher scores indicating greater emotional intelligence (Schutte et al., 1998). Based on the findings the 33-item of the SSEIT showed good internal reliability and a valid measure of emotional intelligence. ("Validation of the Schutte Self-Report Emotional Intelligence Test (SSEIT) on Nigerian Adolescents," 2020) (Jonker & Vosloo, 2008)

Procedure of the study

The participants recruited for this study were musicians as well as non-musicians. The participants completed a set of questionnaires, including demographic questions circulated online through a Google form. All the participants in this study had participated voluntarily in it and were expected to have English proficiency so that they were able to complete the questionnaires and understand what was expected of them. The Google form provided to the participants included a cover page explaining the essence and intent of the study and was followed by informed consent, which was given to make sure willingness of the participants to participate in the research, Socio-demographic questionnaire, questions regarding their musical background and the two questionnaires for EQ and Self Esteem, namely- The Rosenberg Self-Esteem Scale and The Schutte Self Report Emotional Intelligence. The responses to each question were given as multiple-choice questions, they included the options that were in the questionnaires themselves. The data collection took place in the month of November 2022. A total of 110 responses were gathered with half of them being musicians while the other half were non-musicians. The data gathered was then used for statistical analyses in order to find the difference in the EQ and self-esteem between musicians and non-musicians.

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Ethical Considerations

- Participants were assured of confidentiality and anonymity for the information they provided and had the right to withdraw at any point from the research.
- No monetary benefits or bribes were given to the participants for their participation.
- No harm is done to the participant's mental and physical health in this study.

Statistical Techniques

Statistics calculations were done with the help of SPSS. Shapiro Wilk test was used to analyze if the sample data was normally distributed. Mann-Whitney U Test was used to find if there is a significant difference in the Emotional Intelligence of Musicians and Non-Musicians. An Independent sample T-Test was used to find if there is a significant difference in the Self Esteem of Musicians and Non-Musicians.

RESULTS

The collected data was coded and analysed using SPSS.

Table 1: Showing the test of normality done on the sample

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-esteem	.088	110	.036	.979	110	.076
EI	.107	110	.004	.936	110	.000

a. Lilliefors Significance Correction

The test of normality was run to check if the sample data was normally distributed. Table 1 shows the results of the test of normality. Since Shapiro-Wilk is used for smaller sample sizes (50-2000 samples), it was used.

As the Sig. value under Shapiro-Wilk for Self-esteem is .076, which is greater than 0.05, we understand that Self Esteem measured from the musicians and non-musicians is normally distributed. Emotional Intelligence on the other hand has the Sig. value of .000 which is lesser than 0.05, which means that the data collected for it is not normally distributed.

Since Self-esteem is normally distributed and the test shows significance, the researcher used a parametric test to compare the self-esteem of musicians and non-musicians.

Table 2: Showing the group statistics of self esteem

Group Statistics					
	Musician and non musician	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem	Musician	55	21.7273	2.60665	.35148
	Non-musician	55	22.2364	2.25227	.30370

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Table 3: Showing Independent sample t-test on Self-esteem in musicians and non-musicians

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-esteem	Equal variances assumed	1.072	.303	-1.096	108	.276	-.50909	.46451	-1.42983	.41165
	Equal variances not assumed			-1.096	105.773	.276	-.50909	.46451	-1.43005	.41187

Table 3 shows the independent sample t-test done for self-esteem and it shows that there is a non-significant mean difference in self-esteem between musicians and non-musicians. $T = -1.096$ $t(108) = -1.096$, $P = .276$. Hence,

H₀₁ - “There is a non-significant difference in Self-Esteem between musicians and non-musicians” is accepted.

Since Emotional Intelligence is not normally distributed and the test shows non-significance, the researcher used a Non-Parametric Test, Man-Whitney U test to compare the EQ in musicians and non-musicians.

Table 4: Showing the ranks of EQ in musicians and non-musicians

Ranks				
	Musician and non musician	N	Mean Rank	Sum of Ranks
EI	Musician	55	66.62	3664.00
	Non-musician	55	44.38	2441.00
	Total	110		

Table 5: Showing the test statistics of EQ in musicians and non musicians

Test Statistics ^a	
	EI
Mann-Whitney U	901.000
Wilcoxon W	2441.000
Z	-3.658
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Musician and non musician

Table 4 and 5 show the results of the Man-Whitney U Test and it shows that there is a significant mean difference in EI in Musicians and Non-Musicians. $Z = -3.65$, $P = .000$.

Hence,

H₀₂- “There is a non-significant difference in EI between musicians and non-musicians” is not accepted.

DISCUSSION

This present study was conducted to find the difference in Emotional intelligence and Self-esteem between musicians and non-musicians. The results from the statistical analysis conducted show that there is a significant difference in emotional intelligence in musicians compared to non-musicians. In other words, a rise in emotional intelligence can be seen in musicians that participated in the study. Thus, we could say that there is more likelihood of a rise in emotional intelligence due to musicianship. On the other hand, the statistical analysis shows that there was not a significant difference in self-esteem between musicians compared to non-musicians. In other words, the musician population of the study does not have a difference in self-esteem compared to the non-musicians.

The current study confirms the findings of past studies which show that music can be a contributing factor to the increase in emotional intelligence. In the study conducted by (Ariani & Suarya, 2013), results showed a positive relationship between the exercise intensity of Balinese gamelan music and emotional intelligence. According to their analysis using Product-moment correlation, the higher intensity of exercise at Balinese gamelan music, the higher the emotional intelligence will be. In the study conducted (by McGinnis, 2017), the comparison of the Emotional intelligence of undergraduate music education majors (who are expected to have musical training during their course) measured before and after their semester shows that there is a significant difference in their Emotional intelligence. Both these studies go hand in hand with the present study where the results show higher Emotional intelligence in musicians compared to non-musicians. This indicates that emotional intelligence and music or musicianship are linked and there may be possibilities of even developing one's emotional intelligence through music.

CONCLUSION

Depending on the findings that were drawn from the study, the following conclusion was made:

- There was a significant difference in Emotional intelligence between musicians and non-musicians.
- In the present study, it was also observed that there was no significant difference in self-esteem between musicians and non-musicians.

Implications

From the current study, we can find out that there is a significant difference in Emotional intelligence between musicians and non-musicians. The musician shows higher emotional intelligence, i.e., they seem to be attuned with their own and others' emotions and could manage emotion better both in intra and interpersonal situations. Emotional intelligence is linked to better mental health and success in both personal and professional spheres. The findings from this study are significant since it indicates a potential avenue to foster emotional intelligence in individuals through music.

Limitations of the Current Study and Suggestions for Future Studies

There are a few limitations of this present which can be avoided with further studies. The present study has a small sample size of 110 which reduces the power of the study and increases the margin of error. Also, there was no measure taken to understand and combat the influence of social desirability if there is any. And the researcher used the sampling technique of convenient sampling due to which the possibility of every individual being a part of the study was minimal and might have caused bias in the study.

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Future researchers can conduct studies using a large sample. Also, a controlled study with pre and post-assessment of emotional intelligence following musical training could be planned.

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Conflict of Interest

The author(s) declared no conflict of interest.

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