

A Relationship between Emotional Intelligence and Self Esteem: study in universities of Pakistan

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Abstract

The present investigation was conducted to assess the relationship between Emotional Intelligence and self esteem. 240 students and employees (120 male and 120 female) were selected through convenient sampling. The Emotional Intelligence Scale (EIS by Schutte *et al.*, 1998) and the Self-Esteem Rating Scale by W. R. Nugent, (1993) were administered on the participants. Emotional intelligence scores were compared with self esteem scores. The Pearson's product moment correlation and t- test were used for statistical analysis. The results showed that emotional intelligence and self esteem were positively correlated and significant. Females were emotionally intelligent than males as $p < 0.05$ and males showed high self esteem than females.

Keywords: Emotional intelligence, Self-esteem

1. Introduction

Emotional intelligence and self esteem considered as key role players in every field of life, practical implications have examined by different researchers (Carmeli *et al.*, 2007; Mayer, J. 2009). Emotional intelligence term is unfortunately very rarely known to the general public of Pakistan. Men and women both should be emotionally intelligent to deal the matters of life successfully but they both don't take this intelligence seriously. The theoretical proposal of emotional intelligence is that individuals who have high emotional intelligence are probably experience more success in professional and non-professional aspects of life than individuals with low emotional intelligence.

Emotional intelligence has been defined as the ability to adaptively recognize, understand, manage, harness emotions both in self and others (Mayer & Salovey 1995; Schutte *et al.*, 1998) and to use emotion to facilitate cognitive processing (Mayer *et al.*, 1999). Emotional intelligence has been conceptualized in the literature both as a relatively enduring trait and as ability (Mayer *et al.*, 2002; Petrides & Furnham, 2006; Schutte *et al.*, 1998). Self esteem of the same individual cannot be overlooked (Carmeli *et al.*, 2007).

"Self-esteem is appreciating one's own worth, importance and having the character to be accountable for oneself and to act responsibly towards others" (Davies *et al.*, 1998). It doesn't mean seeing oneself as the greatest person in the world, it is not the same as being conceited; but it is about liking one self, for the most part, as he/she is. It is an affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves (Podesta & Connie, 2001).

The main purpose of this study was to assess whether emotional intelligence is distinctive and useful in understanding the relationship with self esteem and it is essential to study the level to which individuals that scored high in emotional intelligence experience greater self esteem. In spite of the course of interest in emotional intelligence, researchers recognize that this notion is still in its early stages (Davies *et al.*, 1998; Mayer *et al.*, 2002; Zeidner *et al.*, 2004).

As observed by Palmer *et al.*, (2002), efforts so far have mostly concentrated on the growth of the theoretical basis of the construct of emotional intelligence (e.g. Mayer & Salovey, 1995; Salovey & Mayer, 1993), and valid measures of emotional intelligence (e.g. Mayer *et al.*, 2002; Schutte *et al.*, 1998; Wong & Law, 2002).

2. Literature review

Mayer *et al.* (2002) & Afolabi (2004) argue that emotional intelligence is not a single trait or ability rather; it is a composite of distinct emotion reasoning abilities. Perceiving emotions consist of recognizing and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences. Understanding emotions involve understanding of how basic emotions are blended to form complex emotions. Regulating emotions encompasses the control of emotions in oneself and in others. An individual's emotional intelligence is an indicator of how an individual perceives, understands and regulates emotions.

Self-esteem (SE) can be defined as one's more or less sustained sense of liking oneself (Gray, 2001). Self-esteem (SE) refers to general feelings of self-worth or self-value, it is the value placed on oneself. It is the way an individual feels about him/her self and how he or she relates to other people. Self-esteem can also explained as pride in oneself by which one is aware and accepts one's inherent strengths and positive qualities. In other words it is the judgment that people make of themselves. It could be high or low. When a person can accept his/her weaknesses and faults and simultaneously recognizes his/her strengths and positive qualities, the person will experience strong self-worth and high self-esteem (Gray, 2001). Self-esteem is an emotional response, a generalized feeling about the self that is more or less positive (Pervin & Lawrece, 1989). "Self-esteem is a general personality characteristic; not a momentary attitude or an attitude specific to individual situations. Self esteem is a personal judgment of worthiness"(Pervin & Lawrece, 1989).

Researches provide some confirmation in support of this core proposal. (Schutte *et al.* 2002) found that higher emotional intelligence was typically associated to positive moods and higher self-esteem. Literature suggests that emotionally intelligent persons are likely to experience a higher level of psychological well being and a lower level of emotional deficit than persons, who possess a low level of emotional intelligence (e.g. Salovey & Mayer, 1990), this is because emotionally intelligent persons are able to maintain positive mental states due to their capability to efficiently manage (by recognizing, understanding, generating, regulating and promoting) their emotions (Mayer & Salovey, 1995; Salovey & Mayer, 1993). Self-esteem is a necessary contribution to the life process and is indispensable to normal and healthy self-development and has a value for survival (James, 1983). Self-esteem promotion can benefit from lifestyle-oriented activities. Its growth takes place in the larger context of relationship, environment related experience, attitude toward self and achievements (Gray, 2001). Schutte *et al.*, (2002) provide proof in support of the correlation between emotional intelligence and self-esteem.

2.1. Hypothesis Development

People having high emotional intelligence seen more succeed than people with low emotional intelligence (Goleman, 1995). Goleman, 1995; Schutte *et al.*, 2002 & Zeidner *et al.*, 2004 had proven that self-esteem is a clear indicator to develop proper emotional intelligence among students. Self-esteem refers to an overall evaluation of one's worth or value (Rosenberg, 1989; Rosenberg *et al.*, 1995). It is often used as an indicator of psychological wellbeing (Ruderman *et al.*, 2002). Goleman (1995) asserts that Intelligence Quotient (IQ) contributes only about twenty percent success in life; other forces contribute remainder such as emotional intelligence, luck and social class. People with high emotional intelligence are more likely to succeed than people with lower emotional intelligence (Goleman, 1995). Emotional intelligence to be associated with less depression (Schutte *et al.*, 1998), greater optimism (Schutte *et al.*, 1998), the ability to repair moods (Schutte *et al.*, 1998) and characteristic positive mood and high self-esteem (Schutte *et al.*, 2002). Sameer (2008) investigates the relationship between self-esteem and emotional intelligence among trainees of Tsunami affected coastal belt of Alappey district of Kerala, India. He found that both emotional intelligence and self-esteem were positively correlated.

H₁: There is a positive relationship between emotional intelligence and Self esteem.

Petrides & Furnham (2006) found that trait emotional intelligence had a positive effect during job on both employed male and female adults; they also noted that emotionally intelligent men felt a lower level of job stress. Petrides & Furnham (2006) suggest that higher emotional intelligence is associated with better psychological functioning. The studies of Austin *et al.*, (2005); Palmer *et al.*, (2002) have found that high emotional intelligence is related to greater well being. Dunn (2003), Singh (2002) and Tapia (1999) studied on emotional intelligence and gender differences. And the results of Dunn (2003), Singh (2002) and Tapia (1999) studies indicate that women have higher emotional intelligence than that of men. Lam & Kirby (2002) conducted a research on the notion that advanced

emotional intelligence was correlated with greater individual performance, often above and beyond that associated with one's level of general intelligence. Awasthi & Katyal (2005) studied on gender differences in emotional intelligence among adolescents of Chandigarh. The findings of Awasthi & Katyal (2005) proved that females were found to have higher Emotional Intelligence than that of males.

H₂: Females would have high emotional intelligence than males

Baumeister (1993) & Pipher, (1994) have determined that adolescent females, on average, have a lower sense of self-esteem than adolescent males. Coopersmith (1967) & Wylie (1974) reported that boys have a significantly higher self-esteem than girls. King *et al.*, (1999) discovered that in contrast to girls, boys consistently scored high on self esteem, with slight variation across the age groups. Young confidence was associated to the level of peer integration and feelings about appearance. For girls, feelings about appearance powerfully determined their confidence, with boys tending to be more confident than girls.

H₃: Males would have high Self esteem than females

3. Methodology

3.1. Sample

The convenient sampling technique was used in this research to select the sample. The sample size was two hundred forty in which students and employees were included and both genders were equally participated. In this study structured questionnaire was used to collect the data from the respondents. Emotional intelligence Scale (EIS) by Schutte *et al* (1998) and Self-esteem Rating Scale by W. R. Nugent, (1993) were used in this research to check the emotional intelligence and self esteem respectively of the students and employees. Adapted scale were consists of 33 items of emotional intelligence and 40 items of self esteem. These questions were measured on 5 point likert scale from strongly disagree to strongly agree. The present study checked the relationship between independent variable, level of emotional intelligence and self esteem as dependent variable. The consent forms were signed from the participants.

3.2. Statistical analysis

In the present research statistical analysis was done by using Pearson's product moment correlation and t-test through SPSS software. The Pearson's product moment correlation was used to measure the relationship between emotional intelligence and self esteem and t-test was used to compare the mean of the two groups.

3.3. Results

Table 1- Correlation between emotional intelligence and self esteem

	Scores on self esteem
Pearson Correlation	.614(**)
Sig. (2-tailed)	0.000
N	240

**Correlation is significant at 0.01 level (2-tailed).

This table states that the relationship between emotional intelligence and self esteem. The Pearson's product moment correlation results state that emotional intelligence is positively correlated with self esteem and it shows that correlation is significant at 0.01 level.

Table 2-Differences between the level of emotional intelligence in female and male respondents

Gender	N	mean	SD	t	df	P-sig (1-tail)
Male	240	142.9167	6.29603			
EI				9.363	238	.000
Female	240	134.8167	7.08292			

df = 238, P < 0.05

This table states that females scored high on emotional intelligence scale (EIS) than males. The t-test results is significant at $P < 0.05$.

Table 3 -Differences between the level of self esteem in male and female respondents

N = 240, (male = 120), (female = 120)

Gender	N	mean	SD	t	df	P-sig (1-tail)
Male	120	236.6167	8.34365			
SE				12.124	238	.000
Female	120	219.5833	12.93200			

$df = 238, P < 0.05$

This table states that males scored high on self esteem rating scale (SERS) than females. The t-test results is highly significant at $P < 0.05$.

4. Discussion

The first hypothesis of the current study was “there is a positive relationship between emotional intelligence and self esteem”. The Pearson’s product moment correlation was used to test the hypothesis. The results showed that correlation is significant at 0.01 level for two-tailed prediction and it indicates that emotional intelligence is positively correlated with self esteem. The obtained results were in line with the findings of studies reported by Country & Chester (2005) study on emotional intelligence and self-esteem and revealed that there is a good relationship between the emotional intelligence and self-esteem.

The second hypothesis of the current study was “females would have high emotional intelligence than males”. The t- test was used to compare the mean of the groups of male and female. The highly significant results were found. The significant level is 0.000 at 1-tail and $P < 0.05$ at 1-tail. The obtained results were in line with the findings of Bhosle (1999), King *et al.*, (1999), Sutarso (1999), Wing & Love (2001), Sandhu & Mehrotra (1999). They all observed that females are more emotionally intelligent than males. Moreover, higher emotional intelligence among females could be explained in terms of some of their personality characteristics. In Pakistani society the probable reason for the present findings may be due to the fact that emotional intelligence primarily deals with managing and expressing one’s emotions as well as social skills and now-a-days females are working in almost every field of life. They are working in different organizations so they know that how to control their emotions and feelings in work settings. They learn in their work setting that how to deal with their colleagues especially opposite sex. The third hypothesis of the current study was “males would have high self esteem than females”. The t- test was used to compare the mean of the groups of male and female. The highly significant results are found. The significant level is 0.000 at 1-tail and $P < 0.05$ at 1-tail. The obtained results were in line with the findings of Chub *et al.*, (1997) and Harper & Marshall (1991) discovered the relationship between gender and self-esteem, which is in favor of males adolescents, with females having lower self-esteem levels. One reason of higher self-esteem of boys than girls is that in general, masculine attributes are more highly valued than feminine ones.

5. Conclusion

The findings of the present investigation suggested that emotional intelligence and self esteem were positively correlated and significant. Females tend to be more emotional intelligent and intimate in their relationships as compared to males, so their emotional intelligence ought to be higher than that of males. Self esteem proved to be higher in males as compared to females.

5.1. Limitations

The sample size should be large because if sample is larger than it will be more representative and the results can be generalized to the whole population. Moreover, the data was collected from some cities of Punjab.

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