

## A Review of Emotional Intelligence on Self Esteem: It's Impact on Adolescents Stage

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### ABSTRACT

Emotional Intelligence (EI) is considered to be a very powerful tool to students to manage relationships of Emotional Intelligence & Self Esteem. Self esteem as an affective phenomenon which is considered as a feeling or emotions. This brings us to the conclusion that a child's self esteem should, maintain a balance between the low and high self esteem. Adolescent means the period of life from puberty to the completion of physical growth. Adolescence period leads to social, emotional, vocational, physical, disorders or consequences. Caruso Emotional Intelligence Test- Youth Research Version (2002). Researcher had finding that there is correlation between EI & SE is central factor and that is based to the people social and emotional compatibility. Social self-esteem, family self- behavior, and moral self-behavior dimensions than male students, but higher on physical self-esteem.

**Keywords:** *Emotional Intelligence-EI, Self-Esteem-SE, Adolescent.*

**E**motional Intelligence may be defined as a capacity or ability to recognize, differentiate feeling, excitement, emotion and their coordinate and management in self and in others. Emotion play an important role in developing a human personality and, EI is something that varies from person to person and also according to the age. The most painful part of human life is the loss of childhood and innocence it carries when the one enters to the development challenges of adolescence. This is the stage when one carries himself forward with EI and knowledge gained from the society and parents. During this period biological changes usually starts but the individual still lost in search of his personal identity which may lead him to several ups and downs. Continuous pressure due to over expectations from parents and society may create various negative emotions which is harmful for his development .With so many changes-biological, social and emotional, it is obvious that a normal human being may behave strangely either in a positive manner or negative that depends on the EI he carries. Hence in a broad sense , EI reflects the emotional, personal and social dimension of intelligence of an individual that

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makes the daily function easier. Various researchers have their own view on Emotional Intelligence. For some it can be learned and strengthened whereas for others it is the way of being smart. It reflects the ability of an individual to understand and discriminate his own feelings and emotions with those of others that ultimately allows him to manipulate the conditions and treat them wisely.

EI allows him to recognize his own self esteem and to work in the field of strengthening it. Hence clearly EI and Self Esteem are correlated. Along with this there are various personality traits that are correlated with emotional intelligence like boldness, enthusiasm, excitability, leadership and maturity. Good emotional intelligence leads a person to the high interpersonal skills, stress management and general mood skills. This also varies according to the gender. Both boys and girls have their own need and requirement and differ psychologically and emotionally that makes them to react differently to different situations.

According to the various researches, females are more emotionally sensitive than the males that make them suitable for the care giving task. Emotional Intelligence builds five key skills:

1. It is the ability to reduce stress.
2. It is the ability to understand and manage emotions and feelings
3. It is the ability to connect with people without any verbal communication.
4. It is the ability to conquer the challenges with humor and fun.
5. It is the ability to resolves issues and conflicts positively and confidently.

Some studies were found a negative correlation between interpersonal and interpersonal intelligence, logical/mathematical intelligence is negatively correlated with interpersonal intelligence. According to psychologists It is found that for success in future there is a need of EI 80% while 20% of IQ. Emotional Intelligence is also ability to adjustment with environment.

### ***Adolescence-***

The stage of 13 to 19 years transformation crosses for childhood to adolescent. The Adolescence period can be divide into early, middle and later phase. Adolescence is a critical and dangerous period in a person's life. During this period many biological and behavioral changes take place. Important process of change need occur within adolescents if these challenges are to be confronted adoptability and with success. Adolescence is also an age of identity crisis. It is a period of heavy stress and storm. If the adolescence are not able to control and confront the situation or the critical face. Morgan, King, Weisz and Schopler (2002) "adolescent means the period of life from puberty to the completion of physical growth." Adolescence period leads to social, emotional, vocational, physical, disorders or consequences. There is a degree of confront ability among the adolescent .Some have better coping strategies than others . Emotional Intelligence is a group if emotional abilities that helps in building and regulating the emotions for better performance leading to the success.

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### *Self Esteem-*

Self Esteem is derived from Greek word, means “Reverence for self “. Self Esteem reflects the overall subjective evaluation of his own worth. Or we can say it is the attitude and judgment towards the self. Self Esteem plays a vital role to be a well adjusted and high functioning adult. It highly depends on how an individual is treated by their parents and society. This in turn plays a crucial role in academic success of the person. William James (1890) described self esteem as a affective phenomenon i.e. . it is considered as a feeling or emotions. He explained it is a dynamic process affected by successes and failure and thus open to enhancement. According to Maslow (1970) the self esteem entails confidence, mastery, achievement, independence and freedom. Tesser (2000) has stated that “Self Esteem is a global evaluation reflecting our view of our accomplishments and capabilities our values and our possessions.

On one hand if good self esteem makes a person confident and socially healthy, alternately low self esteem links the person to emotional instability and anti social behavior. This ultimately results to poor academic performance and depression breaking the self confidence. Such people are a danger to them and leave a negative impact. High self esteem poses a danger to the society instead of themselves as they are prone to indulge themselves in behavior with negative effects on others. This brings us to the conclusion that a child's self esteem should, maintain a balance between the low and high self esteem in order to ensure their emotional intelligence and to integrate well with the society.

## **REVIEW OF LITERATURE**

### *Emotional Intelligence-EI*

Mayer & Princes (2004) also showed with a series of studies that emotional intelligence increased with age and experience which qualifies it as an ability rather than a personality trait. The investigated the role of trait emotional intelligence in academic performance and in deviant behavior at school on a sample of 650 pupils in British secondary education (Mean Age = 16.5 Yr). Trait EI moderated the relationship between cognitive ability and performance. In addition, pupils with high trait EI scores were less likely to have had unauthorized absences and less likely to have been excluded from school. It was concluded that the constellation of emotion-related self-perceived abilities and disposition that the construct of trait EI encompasses is implicated in academic performance and deviant behavior, with effects that are particularly relevant to vulnerable or disadvantaged adolescents.

Bay and Lim (2006) had examined the relationship between the seven variables of Gardner's (1983) theory of multiple intelligences and the four components of the emotional intelligence construct. Three hundred sixty upper primary school students (age range 10-11 years) completed the Teele Inventory of Multiple Intelligences, Teele (1995) and the Mayer- Salovey-Caruso Emotional Intelligence Test- Youth Research Version (Mayer, Salovey and Caruso, 2002). Results found a negative correlation between interpersonal and interpersonal intelligence, logical/mathematical intelligence is negatively correlated with interpersonal intelligence, and no

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relationship was found between a student's interpersonal intelligence and their total emotional intelligence quotient.

Ajawani (2008). A final sample of 120 students with high emotional intelligence and 120 students with low emotional intelligence were selected randomly after administering emotional intelligence test on a larger population selection studying in 11th class. The selection of high and low emotional intelligent subjects was based on Q1 and Q3 statistics. A syllogistic reasoning problem solving ability test was administered to assess subjects syllogistic reasoning problem solving ability.

Another study examining the influence of emotional intelligence on academic self-efficacy and achievement was reported by Dey (2009), among 150 undergraduate students (age= 18-20 years). The result demonstrated that emotional intelligence and academic self-efficacy significantly correlated with academic achievement. On the basis of findings, it was suggested that emotional intelligence should be integrated into undergraduate curriculum.

### **Self Esteem-SE**

A research done by Mullis and Chapman (2000) on association among gender, age, self-esteem and found that adolescents having high self- esteem focused on problem solving and emotion focused strategy was used by those adolescents having low self-esteem.

Zyoudi (2005) investigated whether there were differences in self- esteem among adolescents with low vision due to gender. The sample population consisted of (23) adolescents, (10 males and 13 females) aged 12-17 years in the first year of secondary school. Female students scored lower on social self-esteem, family self- behavior, and moral self-behavior dimensions than male students, but higher on physical self-esteem.

Sud and Sethi (2008) examined the interrelationship between state anxiety, trait anxiety, test anxiety, stress, negative mood regulation, achievement motivation and self-esteem of adolescent female students. The result reveals that there was a significant interrelationship between the state anxiety, trait anxiety, test anxiety, stress, negative mood regulation and self-esteem. However no interrelationship was seen between the achievement motivation and the other variables.

Bhardwaj and Agrawal (2013) studied the self-esteem of the pre- adolescent children and to see the gender differences between males and females in that early age. One hundred students (50 males and 50 females), with ages between 9 and 12 years were selected. All of them were students who were studying in fifth to seven standard in a school in the North India. Data of male and female students was compared by unpaired t-test. Significant differences were not found in social, academic and parental self-esteem, but when data of male participants were compared with the female participants the general self-esteem of females was found to be higher than males ( $p < 0.05$ ).

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Final conclusion of this paper researcher has find out that there was not any gender differences in the overall self-esteem in the pre-adolescence stage.

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