Self-Esteem and Emotional Intelligence among

B.Ed Trainees of Tsunami Affected Coastal Belt.

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Abstract: Through this study the author investigates the relationship between self-esteem and emotional intelligence among B Ed trainees of Tsunami affected coastal belt of Alappey district of Kerala, India. Stream of study, marital status and age based comparisons were made among the B Ed trainees. 92 B Ed trainees were the participants in the study. It was found that they have a good level of self-esteem and emotional intelligence. While the variables are correlated, it is found a substantial correlation in all the groups except science stream students. The correlation coefficient between self-esteem and emotional intelligence of science stream students is high. Both in self-esteem and emotional intelligence, it is found no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self-esteem based on age.

INTRODUCTION

"Sooner or later, those who win are those who think they can"- Richard Bach. This is exclusively relevant while we say something on self-esteem. Self-esteem is highly relevant in the field of teacher education; without which teachers cannot build the same among their students, which works as a leading component in the success and progress. Someone's opinion of us doesn't have to become our reality and our viewpoints; we must build our self-image ourselves.

Self-esteem is an emotional response; a generalized feeling about the self that is more or less positive. "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, 1985). "Self-esteem is appreciating one's own worth and importance and having the character to be accountable for oneself and to act responsibly towards others" (Podesta, 2001).it doesn't mean seeing oneself as the greatest person in the world, it is not the same as being conceited; but it is liking one self, for the most part, as he is. It is an affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves.

Emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others, consisting of the ability to control one's emotions, and to use them to form good decisions, to act purposefully and to involve effectively in a given situation. "Emotional intelligence refers to the capacity of recognizing one's own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships" (Goleman, 1998).

To be effective, change efforts need to begin with the realization that emotional learning differs from cognitive and technical learning in some important ways. Emotional

capacities like self-confidence and empathy differ from cognitive abilities because they draw on different brain areas. Cognitive abilities are neocortex based abilities. Effective learning for emotional competence has retuned the circuits; those are connected with social and emotional competencies.

Many studies had proven that self-esteem is a clear indicator to develop proper emotional intelligence among students. Chester (2005) conducted a study on emotional intelligence and self-esteem and revealed that there is a good relationship between the students' self-esteem, emotional intelligence, academic success, and ultimate success in life. Teachers must learn specific strategies to build their students' self-image and emotional intelligence in an attempt to promote their achievement in and out side the class room.

Davis (1993) denotes that low self-esteem leads to emotional disturbances and thereby to violence or crimes.

Kail (1998) identified that children with high self-esteem, judge themselves favorably and feel positively about themselves.

Obiakor (2001) gave emphasize on the role of teachers in developing emotional intelligence among students.

The present study is highly relevant because it is conducted among 'to be teachers' and their self-image and emotional intelligence are of greater importance. As teachers their duty is to build self-esteem and emotional intelligence among their students in an effective way. For the same first of all they should be emotionally fit. This study is conducted among the B Ed trainees of Tsunami affected coastal belt of Alappey district of Kerala state of India.

PROBLEM

The study is entitled "***Self-Esteem and Emotional Intelligence among B.Ed Trainees of Tsunami Affected Coastal Belt***".

OBJECTIVES OF THE STUDY

- ♥ To see the relationship between self-esteem and emotional intelligence of B. Ed trainees of Tsunami affected coastal belt of Alappey district.

- ♥ To compare the students in their self-esteem based on stream of study, marital status, and age.

- ♥ To compare the students in their emotional intelligence based on stream of study, marital status, and age.

METHOD

Normative survey method was used to study the problem.

PARTICIPANTS

The participants consist of 92 B.Ed trainees of tsunami affected coastal belt of Alappey district of Kerala (India).. 50 of them were from humanities faculty and the rest of them were from the faculty science. Among 92 participants 54 were married and 34 were single. 48 out of 92 were students with above 25 years.

TOOLS

- ♥ Self-Esteem Inventory prepared and validated by Immanuel Thomas and Sam Sananda Raj (1990).

- ♥ Emotional Intelligence Inventory prepared and validated by Immanuel Thomas and Sushama S R (2003).

PROCEDURE

After creating a rapport with B. Ed trainees, the investigator gave a general introduction on the problem. They were given with two scales one after another and the investigator helped them with necessary clarifications. The surveyed data then analyzed to determine the relationship and to see whether there is a significant difference between the mean scores.

RESULTS

(Position of table 1)

Table 1 clearly explains the figures of self-esteem and emotional intelligence of B.Ed trainees. They have a mean of 151.5 and a standard deviation of 16.39 in self-esteem. Their mean and standard deviation in emotional intelligence score are 165.29 and 16.51 respectively. Both distributions are positively skewed. Correlation coefficient obtained is 0.78 and is marked. The calculated t-value 11.82 denotes that the correlation is dependable.

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(Position of table 2)

From table 2 it is clear the statistical constants of humanities group B.Ed trainees. Their mean and standard deviation in self-esteem are 151.14 and 16.57 respectively. In the case of emotional intelligence the mean is 165.92 and the standard deviation is 16.75. Correlation coefficient calculated is 0.76, which is substantial correlation. The 't' calculated for the test of significance is 8.10 and is proven significant.

(Position of table 3)

The above table depicts the details of self-esteem and emotional intelligence of science group B.Ed trainees. Mean value is 151.93 and standard deviation is 16.36. Self-esteem distribution is positively skewed (Sk=0.07). In their emotional intelligence the mean is 164.55 and standard deviation is 16.38. The distribution is negatively skewed and is thus interpreted that the number of trainees who scored high is more than the number of trainees who scored low. Correlation coefficient is 0.80 and it is high correlation. It is proven significant (t=8.43).

(Position of table 4)

Look at the table 4, the details of self-esteem and emotional intelligence of married B Ed trainees. Their mean and standard deviation in self-esteem are 152.74 and 15.49 respectively. The distribution is skewed negatively. They have a mean score of 166.19 in their

emotional intelligence; standard deviation is 15.64. Relationship between two variables are marked (r=0.79). It is proven significant at 0.01 level of significance.

(Position of table 5)

Unmarried B.Ed trainees have an average self-esteem. Mean is 149.74 and standard deviation is 17.65. Median value 146.5 denotes that 50 percentages of the cases lie above that number. Mean and standard deviation of trainees in their emotional intelligence are 164.03 and 17.80 respectively. The correlation coefficient obtained is 0.76 and t- value is 7.02. it is significant.

(Position of table 6)

Table 6 explains the figures of self-esteem and emotional intelligence of B.Ed trainees having an age of above 25 years. They have a mean of 154.67and a standard deviation of 15.79 in self-esteem. Their mean and standard deviation in emotional intelligence score are 167.75 and 16.16 respectively. Self-esteem distribution is skewed negatively (Sk= -0.13).emotional intelligence distribution is positively skewed. Correlation coefficient obtained is 0.75 and is marked. The calculated t-value 7.69 denotes that the correlation is highly dependable.

(Position of table 7)

The above table depicts the details of self-esteem and emotional intelligence of below 25 years group B.Ed trainees. Mean value is 148.05 and standard deviation is 16.51. Self-esteem distribution is positively skewed (Sk=0.36). In their emotional intelligence the mean is 162.61 and standard deviation is 16.65. Correlation coefficient is 0.79 and it is marked correlation. It is proven significant (t=8.35).

(Position of table 8)

The above given table explains the figures of critical ratios in terms of self-esteem. CR obtained between the mean scores of humanities and science trainees is 0.23 and is proven not significant. Between married and unmarried trainees CR obtained is 0.84 and is also not significant at any level. CR obtained while comparing the mean scores of trainees based on age is 1.964 and is significant at 0.05 level.

(Position of table 9)

Table 9 shows the calculations of critical ratios in terms of emotional intelligence. CRs 0.395, 0.602, and 1.50 denote that there is no significant difference between the mean scores of trainees based on stream of study, marital status, and age respectively.

DISCUSSION

Chester's (2005) study on emotional intelligence and self-esteem and revealed that there is a good relationship between the students' self-esteem, and emotional intelligence. The results show that there is a good amount of self-esteem and emotional intelligence among B.Ed trainees of Tsunami affected coastal belt of Alappey district. There is a marked correlation between self-esteem and emotional intelligence. Increase in self-esteem makes a corresponding increase in emotional intelligence ('r's = 0.78, 0.76, 0.80, 0.79, 0.76, 0.75, and 0.79.). There is no significant difference in the self-esteem mean scores of B.Ed trainees based on stream of study and marital status. There is significant difference in the self-esteem mean scores B.Ed trainees based on age. That means age play a significant role in self-esteem of B.Ed trainees. Concerning emotional intelligence there is no significant difference is noted between the group of students based on stream of study, marital status, and age(CRs=0.395, 0.602, and 1.50). That is stream of study, marital status, and age play little role in the emotional intelligence of B.Ed trainees.

SUGGESTIONS

Self-esteem and emotional intelligence are related in the case of B.Ed trainees of Tsunami affected coastal belt of Alappey district. From the study it is noted that we must propose certain effective strategies to build proper self-image among B.Ed trainees, which will become a clear mark and a way to emotional intelligence of them. The strategy must be based on cultural aspect of the locale. Practical training in problem solving can be introduced. During practice teaching a new assignment can be given to the B.Ed trainees in order to ensure the enhancement of proper self-esteem among them and there by the development of ideal emotional

maturity. Planning should be there with organization and practical ways for fruitful implementation. Le us wait a short while!!!

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Table: 1
Self-Esteem and Emotional Intelligence- Whole Sample

Variable	*N*	*AM*	*Med*	*Mode*	*SD*	*Sk*	*'r'*	*t-value*	*Remarks*
Self-Esteem	92	151.5	149	149	16.39	0.09	0.78	11.82	Highly Dependable (df=N-2)
Emotional Intelligence	92	165.29	163	156	16.51	0.27			

Table: 2
Self-Esteem and Emotional Intelligence- Humanities Group

Variable	N	AM	Med	Mode	SD	Sk	'r'	t-value	Remarks
Self-Esteem	50	151.14	148	140	16.57	0.10	0.76	8.10	Highly Dependable (df=N-2)
Emotional Intelligence	50	165.92	162.5	156	16.75	0.55			

Table: 3
Self-Esteem and Emotional Intelligence- Science Group

Variable	N	AM	Med	Mode	SD	Sk	'r'	t-value	Remarks
Self-Esteem	42	151.93	149.5	163	16.36	0.07	0.80	8.43	Highly Dependable (df=N-2)
Emotional Intelligence	42	164.55	165	175	16.38	-0.09			

Table: 4
Self-Esteem and Emotional Intelligence- Married Group

Variable	N	AM	Med	Mode	SD	Sk	'r'	t-value	Remarks
Self-Esteem	54	152.74	150.5	141	15.49	-0.19	0.79	9.29	Highly Dependable (df=N-2)
Emotional Intelligence	54	166.19	166.5	156	15.64	0.28			

Table: 5
Self-Esteem and Emotional Intelligence- Unmarried Group

Variable	N	AM	Med	Mode	SD	Sk	'r'	t-value	Remarks
Self-Esteem	38	149.74	146.5	135	17.65	0.44	0.76	7.02	Highly Dependable (df=N-2)
Emotional Intelligence	38	164.03	159.5	147	17.80	0.32			

Table: 6
Self-Esteem and Emotional Intelligence- Above 25 years Group

Variable	N	AM	Med	Mode	SD	Sk	'r'	t-value	Remarks
Self-Esteem	48	154.67	156.5	149	15.79	-0.13	0.75	7.69	Highly Dependable (df=N-2)
Emotional Intelligence	48	167.75	166.5	175	16.16	0.38			

Table: 7
Self-Esteem and Emotional Intelligence- Below 25 years Group

Variable	N	AM	Med	Mode	SD	Sk	'r'	t-value	Remarks
Self-Esteem	44	148.05	146	146	16.51	0.36	0.79	8.35	Highly Dependable (df=N-2)
Emotional Intelligence	44	162.61	159	147	16.65	0.23			

Table: 8
Critical Ratios and their Significance- Self-Esteem

Groups		AM	SD	CR	Significance
Steam of Study	Humanities	151.14	16.57	0.23	p>0.10
	Science	151.93	16.36		
Marital Status	Married	152.74	15.49	0.84	p>0.10
	Unmarried	149.74	17.65		
Age	Above 25 years	154.67	15.79	1.964	P<0.05
	Below 25 years	148.05	16.51		

Table: 9
Critical Ratios and their Significance- Emotional Intelligence

Groups		AM	SD	CR	Significance
Steam of Study	Humanities	165.92	16.75	0.395	p>0.10
	Science	164.55	16.38		
Marital Status	Married	166.19	15.64	0.602	p>0.10
	Unmarried	164.03	17.80		
Age	Above 25 years	167.75	16.16	1.50	p>0.10
	Below 25 years	162.61	16.65		