



INTERACTION EFFECT OF SEX, SELF-CONCEPT AND SELF-ESTEEM ON EMOTIONAL INTELLIGENCE AMONG SCHEDULED CASTE TEACHER TRAINEES

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Abstract

The present study has been carried out to assess the interaction effect of sex, self-concept and self-esteem on Emotional Intelligence on a sample of 125 scheduled caste teacher trainees both male (67) and female (58) by applying a (2x2x2) three ways factorial design. The data has been collected with the help of Self-Concept Questionnaire (Saraswat, 1984), Self-Esteem Inventory (Part-1) (Prasad and Thakur, 1977) and Emotional Intelligence Scale (Kumar, 2000). It has been revealed that the main effect of self-esteem is found to be significant whereas the main effects of sex and self-concept as well as the various interaction are found to be non significant. However, the present study suggests about educational implication for the community.

Keywords: Emotional Intelligence, Self-concept, Self-esteem, Teacher Trainees.



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Introduction

Smith(2007) defined in the Illustrated Dictionary of Psychology self as a symbol-using individual who can reflect upon his/her own behaviour, self-concept as the composite of ideas, feelings and attitude people have about themselves for some theorists, self-concept is synonymous with the self, and self-esteem as a person's evaluation of his/her self-concept. Therefore, the terms used in the research article self-concept and self-

esteem is synonymous with the self. Self-concept is a unit of learning, therefore, as the determinant of Emotional Intelligence so there is need to measure and study self-concept and self-esteem for all round development of the personality of the individuals. Saraswat (1984) mentioned several synonymous terms with self-concept among them are 'self-image', the 'Ego', 'self-understanding', 'self-perception' and 'phenomenal self'. Rogers (1951) defined it as "An organized configuration of perception of the self which are admissible to awareness. It is compared of such element as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated experiences and objects, and the goals and ideas which are perceived as having positive or negative valence." Singh(2004) defined it as an " individual's perception of self and a psychological construct that is more complex than implied or assumed by most educators, for an in-depth review of the term."

According to Illustrated Dictionary of Psychology (2007) defined self-esteem as 'a person's evaluation of his/her self-concept' and College Dictionary (2003) defined it as 'a proper regard for the dignity of one's character'.

The term 'Emotional Intelligence' was initially traced back to the theory of intelligence propounded by Thorndike(1920) and made comment in Harper's Magazine about the possibility of a form of intelligence that he termed 'social intelligence' which differed from academic intelligence (Mathews etal, 2002). But the term was coined in 1990 by Peter Salovey, a Yale Psychologist, and John Mayer, of the University of New Hampshire, published the seminal article 'Emotional Intelligence' and defined emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action". The term became popular by Goleman (1995) with book 'Emotional Intelligence: why it can matter more than IQ' and Working with Emotional Intelligence' in 1998.As pointed out by Goleman (1995, 1998), emotional intelligence as a "a learned skill that a better predictor of life success than intellectual attainment or technical ability", and "emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and our relationships".

It may be, in author's view, defined as "the ability of learner/taught/child/individual/student to recognize and regulate cognitive and non-cognitive factors, behaviors, competencies, and skills in self and others."

NCERT (2000) has observed that curriculum has to provide learning experience which will improve individual's thoughts, feelings and actions. Education for promoting emotional intelligence will help in improving the level of success, self-esteem and well being of a person. A lot of research work has been able to find out the dominant factors of emotional intelligence. Sex is the one of the factors of emotional intelligence. Various researchers Pandey (2000), Kumar (2001), Tiwari (2001), Pandey (2002), Chauhan and Bhattnagar (2003), Deolal (2003) studied how sex is associated with emotional intelligence. Another factor which is closely related to emotional intelligence is the self-concept. Salvador (2012) and Sharma and Bandhana (2012) shows that emotional intelligence influences the self-concept. Schutte et al (2002) who found a relationship between emotional intelligence and self-concept. Self-esteem is psychological wellbeing and the most important factor in determining emotional intelligence. Sala (2001)'s study which have shown that difference between high-level administrators and low –level administrators in their self-estimate of EQ competencies. Authors such as Schutte, Malouff, Simunck, McKenley and Hollander (2002) found a positive relationship between emotional intelligence and self-esteem.

A survey of research evidences indicates that sex, self-concept, and self-esteem are closely associated with emotional intelligence. Most of the studies reported above have been conducted on school students and others but very limited attempt has been made to enhance emotional intelligence among teacher trainees in general and scheduled caste teacher trainees in particular. So that it is necessary to undertake a study for identifying the factors such as sex, self-concept, and self-esteem that are responsible for the emotional intelligence among scheduled caste teacher trainees. The present paper is an effort to find out the factors of emotional intelligence. Since emotional problems are felt by different sexes, different levels of self-concept and different levels of self-esteem. Therefore, the investigator has decided to conduct a study to the effect of sex, self-concept and self-esteem on emotional intelligence among scheduled caste teacher trainees.

The study may be considered as a significant from the point of view that emotionally low intelligent teacher trainees may be influenced by their less self-concept and less self-esteem. They constitute a group of teacher trainees who are unknown till this day. The study may bring out a fact that such a group of teacher trainees does exist. Similarly, the study may bring to the light on the existence of the group of teacher trainees who are emotionally high intelligent. This may be considered as one of the contribution of the study.

Objectives of the Study

The following objectives have been undertaken for the study;

- To study how sex differentiate on emotional intelligence among Scheduled Caste Teacher Trainees.
- To study the effect of self-concept on emotional intelligence among Scheduled Caste Teacher Trainees.
- To study the effect of self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees.
- To study the combined effect of sex and self-concept on emotional intelligence among Scheduled Caste Teacher Trainees.
- To study the combined effect of self-concept and self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees.
- To study the combined effect of sex and self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees.
- To find out the triple interaction effect of sex, self-concept and self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees.

Basic Assumption

- The Self-Concept Questionnaire can measure self-concept of Scheduled Caste Teacher Trainees
- The Self-Esteem Inventory (Part-1) can measure self-esteem of Scheduled Caste Teacher Trainees.
- The Emotional Intelligence Scale can give information regarding emotional intelligence of Scheduled Caste Teacher Trainees

Hypotheses

To achieve the above mentioned objectives, the following hypotheses have been formulated for the present study:

- There is significant difference between male and female Scheduled Caste Teacher Trainees in relation to their emotional intelligence.
- There is significant effect of self-concept on emotional intelligence among Scheduled Caste Teacher Trainees
- There is significant effect of self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees
- Sex and self-concept interact significantly in relation to emotional intelligence among Scheduled Caste Teacher Trainees.
- Self-concept and self-esteem interact significantly in relation to emotional intelligence among Scheduled Caste Teacher Trainees.
- Sex and self-esteem interact significantly in relation to emotional intelligence among Scheduled Caste Teacher Trainees.
- Sex, self-concept and self-esteem interact significantly in relation to emotional intelligence among Scheduled Caste Teacher Trainees.

Operational Definitions

Self-Concept

Saraswat and Gaur (1981) defined, “The self-concept is the individual’s way of looking at himself. It also signifies his way of thinking, feeling and behaving.”

Operationally, Self-concept may be defined as, “The score obtained by the Scheduled Caste Teacher Trainees on Self-Concept Questionnaire by Saraswat (1984).

Self-Esteem

Singh (2004) defined “Self-esteem is an individual’s assessment of his/her own personal worth or competence.”

Operationally, in the present study, Self-esteem may be defined as “The score obtained by the Scheduled Caste Teacher Trainees on Self-Esteem Inventory (Part1) developed by Prasad and Thakur (1977).

Emotional Intelligence

Salovey and Mayer (1990) defined “Emotional intelligence as a form of social

intelligence that involves the ability to monitor one’s own others feeling and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.

Operationally, Emotional Intelligence may be defined as “The score obtained by the Scheduled Caste Teacher Trainees on Emotional Intelligence Scale by Kumar (2000).”

Delimitation of the Study

Keeping in view the limitation of time, resources and energy, the investigation has been delimited both qualitatively and quantitatively as under:

Only 125 Scheduled Caste Teacher Trainees both sexes – male and female belonging to Sitapur District have been considered for the study.

Methodology

Sample

The sample of the present study consists of 125 male and female Scheduled Caste Teacher Trainees who have been selected randomly belonging to Sitapur District (U.P.).

Table – 1: Detail of the Sample

Sex / Self Concept / Self-Esteem	A ₁		A ₂		Total
	C ₁	C ₂	C ₁	C ₂	
B₁	20	14	17	12	63
B₂	15	18	13	16	62
Total	35	32	30	28	125

- A₁ = Male
- A₂ = Female
- B₁ = High Self-Concept
- B₂ = Low Self-Concept
- C₁ = High Self –Esteem
- C₂ = Low Self –Esteem

Psychometric Instruments

- **Emotional Intelligence Scale** developed by Kumar (2000) has been used in the present study to measure Emotional Intelligence of Scheduled Caste Teacher

Trainees. It contains 44 items and encompassing four dimensions of emotional intelligence namely-recognizing emotions (self), recognizing emotions (others), understanding emotions and using emotions. Each dimension contains eleven items. Each item is provided with five alternatives. The highest score on the EIS is 220 and the lowest score is 44. The EIS has a split half reliability of 0.92, a test-retest reliability of 0.83 and a Kuder Richardson reliability of 0.81 with construct, content and face validity.

- **Self – Concept Questionnaire** developed by Saraswat (1984) has been selected for the study to assess self – concept of the Scheduled Caste Teacher Trainees. It contains 48 items and covering six dimensions of self-concept namely-physical, social, temperamental, educational, moral and intellectual. Each dimension contains eight items. Each item is provided with five alternatives. The highest score on the SCQ is 240 and the lowest score is 48. The SCQ has a test-retest reliability of 0.91 with construct and content validity.
- **Self-Esteem Inventory I** developed by Prasad and Thakur (1977) has been used for assessing self-esteem of the Scheduled Caste Teacher Trainees. It contains 30 items in which 17 are socially desirable and 13 are socially undesirable items. Each item has seven point answer scale from completely true to completely false. The items which are socially desirable got seven score for answering completely true and for answering completely false. The scoring was reversed for socially undesirable items. The highest and lowest scores on SEI-1 are 210 and 30 respectively.

Procedure

The tests have been administered and scored as direction given in the manuals.

Data Organization

Table-1 describes certain modes which are helpful in the analysis of gathered data and offering interpretation. The gathered data has been organized by the researcher in order to make them meaningful in the following way:

Firstly, data is divided into two parts on the basis of sex. Thus the total number of male and female trainees is 67 and 58 respectively.

Secondly, median has been calculated from the scores of self – concept and on that basis the data has been divided into two sub groups. The calculated median value for

self – concept score is 119, hence, scores 119 and above 119 have been placed in the group of trainees having high self – concept and the scores 118 and below 118 have been treated as the group of trainees having low self – concept. Thus, the total number of trainees having high self-concept is 63 and that of trainees having low self-concept is 62. Thirdly, median has been calculated from the scores of self-esteem and on that basis the data is divided into two subgroups. The calculated median value for self-esteem is 115, hence scores 115 and the above 115 have been placed in the group of trainees having high self-esteem and the scores 114 and below 114 have been treated as trainees having low self-esteem. Thus, the total number of trainees having high self-esteem is 65 and that of trainees having low self-esteem is 60.

Statistical Techniques

The independent variables are sex, self-concept and self –esteem and the dependent variable is emotional intelligence. Each of the independent variables has been differed in two ways. Hence a Three Way Analysis of Variance (2x2x2) has been used to analyze the independent and interactive effects of independent variables on the dependent variable. The present study investigates the interactions among different levels of sex, self-concept and self- esteem which involved the comparison of more than two means. If ANOVA yields significant ‘F’- Ratio, the ‘t’ test has been used in order to test the significance of the difference between the means of the two groups.

Analysis of Data

Table – 2: Cell (N, Means and SDs)

	A ₁ (Male)		A ₂ (Female)	
	C ₁	C ₂	C ₁	C ₂
B₁	20 (168.15, 30.06)	14 (150.71, 26.65)	17 (162.88, 28.11)	12 (137.5, 33.22)
B₂	15 (165.4, 17.74)	18 (142.56, 25.09)	13 (153.69, 20.44)	16 (136.94, 26.55)
Total	35 (166.77, 23.9)	32 (146.64, 25.87)	30 (158.29, 24.28)	28 (137.22, 29.89)

Table – 3: Summary of ANOVA (2x2x2) of Sex, Self-Concept and Self-Esteem on Emotional Intelligence

	Source of Variation	Sum of Square	df	Mean Square	F-Ratio	Level of Significant
A	SEX	2299.83	1	2299.83	2.32	NS
B	SELF-CONCEPT	2024.01	1	2024.01	2.04	NS
C	SELF-ESTEEM	14150.02	1	14150.02	14.29	0.01
AxB	SEX x SELF-CONCEPT	-32.78	1	-32.78	-0.03	NS
BxC	CONCEPT x SELF-ESTEEM	-1168.33	1	-1168.33	-1.18	NS
AxC	SEX x SELF-ESTEEM	-52.25	1	-52.25	-0.05	NS
AxB xC	SEX x SELF-CONCEPTx SELF-ESTEEM	390.51	1	390.51	0.39	NS
	Between Treatment	17611.01	7	2515.86		
	Within Treatment	115809.92	117	989.83		
	Total	133420.93	124			

From the Table 3, it is clear that the main effect of self –esteem has been found to be significant at .01 level of significance, while the main effects of sex and self-concept as well as the various interactions have been found to be non-significant. In order to test the levels of self-esteem at which the significant difference occurs, the ‘t’- test has been used.

Table – 4: ‘t’ – Ratio for the Different Levels of Self –Esteem

Levels of Self-Esteem	N	Mean	S.D.	S.Ed	t Value	Level of Significant
High	65	125.98	15.76	2.79	7.64	0.01
Low	60	104.63	15.47			

The Table -4 points out that high level self-esteem group differ significantly with low level self-esteem group whereas the difference between high and low self –esteem groups are found significant.

Table – 5: Mean E I Scores of the Different Levels of Self –Esteem

Levels of Self-Esteem	N	Mean	S.D.	S.Ed	t Value	Level of Significant
High	65	162.53	24.09	4.678	4.40	0.01
Low	60	141.93	27.88			

From the Table 5, it is clear that the Scheduled Caste Teacher Trainees having high self-esteem show greater emotional intelligence in comparison to low level self-esteem.

Discussion

An analysis of the results pertaining to hypothesis first, second, fourth, fifth, sixth and seventh indicates the values of F-ratios is (2.32), (2.04),(-0.03),(-1.18),(-0.05) and (0.39) respectively which are not significant. So the first, second, fourth, fifth, sixth and seventh hypotheses are rejected and the value of F- ratio pertaining third hypothesis is 14.29 which is significant at the level of 0.01 .So the third hypothesis that ‘there is significant effect of self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees’ is accepted. Munsawaengsub and other (2009) supporting the findings that the program promotes self-esteem by participating learning process could enhance the emotional intelligence. Authors such as Schutte, Malouff, Simunck, McKenley and Hollander (2002) and Abbas & Junaid-ul-haq (2011) found a positive relationship between emotional intelligence and self-esteem. The first hypothesis which is not significant, found support of findings of Tewari (2001), and Kumar (2001) that gender does not influence on emotional intelligence.

The hypothesis is accepted in case of the main effect of self-esteem and the hypotheses are rejected in cases of main effects of sex, and self-concept as well as the first order and second order interactions. This means that self-esteem has significant effect on emotional intelligence among scheduled caste teacher trainees and sex, self-concept, (sex x self-concept), (self-concept x self-esteem), (sex x self-esteem), as well as (sex x

self-concept x self-esteem) have no significant effect on emotional intelligence among scheduled caste teacher trainees.

Conclusion

On the basis of the above findings, it is concluded that

- There is no significant effect of sex on emotional intelligence among Scheduled Caste Teacher Trainees.
- There is no significant effect of self-concept on emotional intelligence among Scheduled Caste Teacher Trainees.
- There is significant effect of self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees.
- Sex and self-concept do not interact significantly in relation to emotional intelligence among Scheduled Caste Teacher Trainees.
- Self-concept and self-esteem do not interact significantly in relation to emotional intelligence among Scheduled Caste Teacher Trainees.
- Sex and self-esteem do not interact significantly in relation to emotional intelligence among Scheduled Caste Teacher Trainees.
- Sex, self-concept and self-esteem do not interact significantly in relation to emotional intelligence among Scheduled Caste Teacher Trainees.

In brief, it is concluded that the main effect of self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees is found to be significant whereas the main effects of sex and self-concept as well as the various combined interactions of sex and self-concept, self-concept and self-esteem, sex and self-esteem and triple interaction of sex, self-concept and self-esteem on emotional intelligence among Scheduled Caste Teacher Trainees are found to be non-significant.

Educational Implication

Most importantly, the present study suggests that the Scheduled Caste Teacher Trainees would assess their own personal worth or competencies on basis of internal and external evidences for the development of the society. In India, a lot of research works has been done for general category Prospective Teacher Trainees in these areas but for Scheduled Caste Teacher Trainees, little research work has been done. The present study contributes to review of literature in the field of Indian educational system regarding

scheduled caste. The present study also suggests that some of the Scheduled Caste Teacher Trainees possess a high self-esteem and some of them possess a low self-esteem. At the same time, they have a low emotional intelligence. Thus, they will have to make continuously and uninterrupted efforts to develop emotional intelligence through love, sympathy and co-operation. The teacher-educators can regulate positive emotions such as love, sympathy, co-operation, joy and pleasure and can control negative emotions such as anger, anxiety, sadness, disappointments etc. in their students in teaching-learning situation.

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