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Relationship between Emotional Intelligence and Self-Confidence among Senior Secondary Students

Abstract

The purpose of this study was to study the relationship between emotional intelligence and self-confidence among senior secondary students. The study was conducted to a sample of 100 senior secondary students. Emotional intelligence scale prepared by Hyde, Pethe and Dhar and self-confidence inventory by Rekha Gupta was used to collect data. The results of the study revealed that there is a positive significant relationship between emotional intelligence and self-confidence among senior secondary students.

Keywords: Emotional intelligence, Self-Confidence.

Introduction

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions".

Characteristics of Emotional Intelligence

Self-Awareness

People with high EI are usually very self-aware. They understand their emotions, and because of this, they do not let their feelings rule them. They are confident – because they trust their intuition and do not let their emotions get out of control.

Self-Regulation

This is the ability to control emotions and impulses. People who self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, and integrity.

Motivation

People with a high degree of EI are usually motivated. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do.

Empathy

This is perhaps the second-most important element of EI. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others.

Self-confidence refers to an individual's ability to act effectively in a situation to overcome obstacles and to get things to go all right. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity. The self is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitude pertaining to his worth. Self-Confidence is a positive attitude of oneself towards one's self-concept. It is an attribute of perceived self. Self-Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. Self-Confidence is the conviction that one is generally capable of producing desired results.

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Increase in self-confidence helps to develop innate qualities of self-worthy and competency by the reinforcement. Self-confidence is related with success. A confident attitude, a belief and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-confidence grows with success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence to be utmost on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment. The term Self-confidence is used to refer to individuals' judgment about themselves. Children with overall high self-concept are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers. Children with low Self-confidence tend to be apprehensive about voicing unpopular or unusual ideas and avoid attractive attention. The nature of Self-confidence is to analyze 'himself' and this analysis helps the children in his development emotional maturity and achievement.

Aim

The aim of the present study was to find out the relationship between emotional intelligence and self-confidence among senior secondary students.

Objectives

1. To study the relationship between Emotional Intelligence and Self-confidence among senior secondary students.
2. To study the relationship between Emotional Intelligence and Self-confidence among male senior secondary students.
3. To study the relationship between Emotional intelligence and Self-confidence among female senior secondary students.

Hypothesis

1. There is no significant relationship between Emotional Intelligence and Self-confidence among senior secondary students.
2. There is no significant relationship between Emotional Intelligence and Self-confidence among male senior secondary students.
3. There is no significant relationship between Emotional Intelligence and Self-confidence among femalesenior secondary students.

Sample

The study was conducted on senior secondary school students. The sample size was 100 students: 50 boys and 50girls. The students were selected from co-educational schools of jaipur city.

Tools Used

1. Emotional Intelligence scale by Anukool Hyde, Sanjay Pethe and Upindher Dhar.
2. Self –Confidence inventory by Rekha Gupta.

Statistical Analysis

Product moment correlation was used.

Results and Discussion

Table 1: Correlation between Emotional intelligence and self-confidence among senior secondary students.

N	R-value
100	.27**

**Significant at.01 level

Observation of table 1 shows that the value of coefficient of correlation between emotional intelligence and self- confidence among senior secondary students is .27 which is significant at .01 level.Thus null hypothesis stands rejected. It means that there ispositive significantrelationship between Emotional intelligence and self- confidence among senior secondary students.

Table 2 :Correlation between Emotional intelligence and self-confidence among male senior secondary students.

N	R-value
50	.39**

**Significant at.01 level

Observation of table 2 shows that the value of coefficient of correlation between emotional intelligence and self-confidence among male senior secondary students is .39, which is significant at .01 level.Thusnull hypothesis stands rejected. It means that there is positive significant relationship between Emotional intelligence and self confidence among male senior secondary students.

Table3: Correlation between Emotional intelligence and self-confidence among femalesenior secondary students.

N	R-value
50	.41**

**Significant at.01 level

Observation of table 3 shows that the value of coefficient of correlation between emotional intelligence and self-confidence among female senior secondary students is.41 which is significant at .01 level.Thus null hypothesis stands rejected. It means that there is positive significant relationship between Emotional intelligence and self confidence among female senior secondary students.

Conclusion

On the basis of the findings of the study it can be concluded that among senior secondary students, Emotional intelligence is positively related to self confidence.The relationship between Emotional intelligence and self confidence among male senior secondary students.is also positive .Similarly Emotional intelligence and self confidence among female senior secondary students.is also positive. Thus, the findings of the study implies that emotional intelligence is closely related to self-confidence in senior secondary students

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