SELF ESTEEM AND ITS RELATIONSHIP TO LIFE SATISFACTION AND EMOTIONAL INTELLIGENCE: AN EXPLORATORY STUDY AMONGST SECONDARY

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ABSTRACT

This research was planned to ascertain to explore the relationship of self esteem towards life satisfaction and emotional Intelligence amongst secondary school teachers of Mathura district (U.P.). The research employed normative survey method and convenience sampling technique for the purpose of investigation. The investigator used for measuring self-esteem, emotional intelligence and life satisfaction, Rosenberg Self-esteem Scale by Rosenberg (1965), Emotional Intelligence Scale by Hyde and Pethe (2001) and Life Satisfaction Scale by Alam and Srivastava (2002) respectively. This research employed Pearson Product Moment Correlation Coefficient to obtain the results. The research revealed that there is statistical significant and positive relationship of self esteem with life satisfaction and emotional intelligence amongst secondary school teachers of Mathura district (U.P.), India.

KEYWORDS: Self Esteem, Life Satisfaction, Emotional Intelligence Normative Survey

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INTRODUCTION

Education is measured to be the mainly influential mechanism for bringing about the preferred changes in the public. In any liberated Nation, education is stimulating with the twin accountability of securing the country's conventional ethnicity, initiating vigorous social change and expanding rejuvenation. The excellence of any country relies upon the quality of its citizens. The excellence of the citizens in a significant sense dependent on the worth of their education. The excellence of their education depends upon excellence of their teacher educators and the excellence of educators relies tremendously upon the excellence of their individual education, together that segment which before comes after their access into their vocation. A educator is a important constituent of school supervision that lies at the most significant tip in the educational procedure. It is educator who is most powerful as far as the excellence of education is alarmed. Educators change perpetuity, they can by no means inform when their pressure stops. An educator position is tremendously significant in determining, altering the behavior, tastes, etiquette and the temperament of the pupil. Educators vigorously distribute the accountability for reimplementing a societal regulates the ethics and conventional beliefs, which are life form battered by the rush of new thoughts and practices. Educators are the spine of the social order. They are forever anxious with mental, physical and spiritual development of the children who are good quality citizen and prospective leaders of prospective future. Tomorrow's homeland will relies upon the kind of society taught and learned nowadays in temples of knowledge. Consequently, it is essential to stay mentally hale and hearty. On the other hand, if the educators

are subjected to extreme pressure and sprain, they cannot uphold their mental equilibrium. If not dealt critically, educators' self-esteem and emotional intelligence, the main correlates, might persuade their life satisfaction, unfavorably.

Self Esteem

The fundamental notion of theory of self-esteem is that each person has an internal value. These internal principles make them experience, they are noteworthy, as individuals, one frequently seek to advance that value. It is associated to the ego and natives with low self-esteem asserted to be distress from a low standard multipart. In common word, natives with modest self-esteem usually sense their existence commendable, even as those with little self-esteem sense they are fewer creditable of good quality life. Rosenberg (1965) define that the "self is constituted of two elements identity indicating cognitive variables and self-esteem means affective variables". The cognitive variable includes perception and interpretation of sense. Rosenberg described self-esteem as the subjective life of the human being, sentiments, conduct and in principal view of the human being.

Life Satisfaction

Life satisfaction is well thought-out as a vital variable in younger, grown-up as well as aged persons. Quite a few explorers have considered the factors of life satisfaction. Positive associations have constantly been given among life satisfaction, socio economic position, professed sufficiency of income and seeming health position. It is normally described as the extent to which persons evaluates the superiority of their lives positively and it be able to be balanced with contentment. Life satisfaction is the final objective that all individual beings are determined to attain. The life satisfaction is notion that can denote lots of diverse belongings to diverse persons. Life satisfaction is generally regarded to as pleasure approaching from the accomplishment of a requirement or desires and as such is the reason or wealth of pleasure.

Emotional Intelligence

A major psychological conception which occupied the intellect of educators is recognized as emotional intelligence. The source of emotional intelligence has been evolved from social intelligence. In the year 1920, Thronike was one who introduced the word emotional intelligence. The outline of emotional intelligence was arrive into radiance through Gardner theory of multiple intelligence in the year 1983. This theory is separated into two factors (i) intra-intelligence and (ii) intra-personal intelligence. In the vicinity of scholastic the expression emotional intelligence arrive into subsistence by the job of Wayne (1985) and said it includes connecting creativeness to terror, hurt and wish and provides supervision on how to transmit to them in emotionally intellectual habits. Salovey and Mayer (1990) defined it as the "ability to monitor one own and others feelings and emotions, to discriminate among them and to use this information to guide one thinking and action".

OBJECTIVES

- To study relationship of self-esteem with life satisfaction and emotional intelligence amongst married secondary school teachers.

HYPOTHESIS

There will be no significant difference in relationship of self esteem with life satisfaction and emotional intelligence amongst married secondary school teachers.

DELIMITATIONS OF RESEARCH

- The current research is delimited to Mathura district of Uttar Pradesh.
- The study is confined to married secondary school teachers of Mathura district, Uttar Pradesh.

Selection of Sample:

The sample for the research constituted of 200 married feminine secondary school educators from governments and private secondary schools from Mathura district (U.P.) selected through convenience sampling technique.

Research Instrument

For assessing the variables like self-esteem, emotional intelligence and life satisfaction, Rosenberg Self-esteem Scale by Rosenberg (1965), Emotional Intelligence Scale by Hyde and Pethe (2001) and Life Satisfaction Scale by Alam and Srivastava (2002) were utilized in that order.

Statistical Techniques

Pearson Product Moment Coefficient of correlation was useful to discover the correlation amongst secondary school teachers with respect to self-esteem, emotional intelligence and life satisfaction.

RESULTS AND DISCUSSIONS

The Pearson product moment coefficients of correlation were computed to confirm the anticipated hypothesis. Matrix of Correlation in the Table-1 was produced which exhibits intercorrelation amongst the anticipated variables.

Table 1: Matrix of Correlation Exhibiting Relationship between Self Esteem, Emotional Intelligence and Life Satisfaction

Variables	Mean	Standard Deviation	Self Esteem	Emotional Intelligence	Life Satisfaction
Self Esteem	17.32	6.13	1		
Emotional Intelligence	126.73	28.68	0.24**	1.0	
Life Satisfaction	38.50	7.83	0.50**	0.73**	1.0

****P<.01 significance level**

The correlation matrix in the table 1 denotes that life satisfaction and self-esteem scores are positively interrelated ($r = 0.50$). The hypothesis reveals that life satisfaction would be positively correlated with self-esteem was assisted by the interpreted results. There was originated to be positive association amongst self-esteem and emotional intelligence scores ($r = 0.24$). It is obvious that with the enhance in scores of self esteem there is additional percentage increase in emotional intelligence.

In perspective of self-esteem, all educators with high life satisfaction stated that they perform without help and presume their accountability. In comparison of educators who occupies low life satisfaction reported that they sense that additional educators do not value them and feel powerless and easily influenced by others. In relation to emotional intelligence, all teachers who have high life satisfaction asserted they convey their sentiment liberally and do not change their judgment, they also stated they are not conquered by pessimistic emotions, meanwhile who have low life satisfaction stated that they usually do not take accountability for their individual feelings but hold responsible on others. They also

asserted that they forever blame others for their have possession of feelings and now and then they diminish their own sentiments.

CONCLUSIONS

On culmination of the conclusion, it may perhaps be culminated that there is positive corelationship amongst self-esteem and emotional intelligence, and self-esteem was also positively correlated to life satisfaction. On contrary, there is significant positive corelationship was originate amongst emotional intelligence and life satisfaction.

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