Study on the Emotional Intelligence and Self-esteem of Infants According to their General Characteristics
- With a focus on O Gu, Ulsan City -

Pil-yeon Kim, Sung-je Cho

Abstract. The purpose of this study was to understand the effects of youths' general characteristics on their emotional intelligence and self-esteem. For this study, 150 youths from youth education institutes located in Ulsan were selected and the assessment of the pertinent youths' emotional intelligence and self-esteem was conducted by their teachers. For the data analysis, the SPSSWIN 18.0 program was used to conduct frequency analysis, t-test, one-way variance analysis, correlation analysis, and multiple regression analysis and the proof analysis was verified at the significance level of 5%. The result of the analysis was as follows. First, it was shown that the difference in youths' emotional intelligence depending on their general characteristics was significant. Second, it was shown that the difference in self-esteem depending their general characteristics showed significance following in the order of sex and date of birth. Third, it was shown that there is a high correlation between youths' emotional intelligence and self-esteem. The results of this study is expected to propose the direction for the healthy and positive development of self-esteem and emotional intelligence and become basic academic data.

Keywords: Youth, youths' general characteristics, emotional intelligence, self-esteem

1 Introduction

1.1 Necessity of Study

Youths, who will become the main characters of the age of globalization, digitalization, and diversification, need not only diversified knowledge but also the ability to adapt well to the society and adapt quickly to various situation and changes. Moreover, the development of youths' emotional intelligence is vital in the process of developing into healthy intellectuals that the society needs; the emotional intelligence mentioned here is closely related to the emotion which allows people to understand, accept, and control the feelings of themselves and others and it plays a very important role in social life[1]. Consequently, the academic society is conducting many studies on the youths' emotional intelligence which refers to the ability to understand others and control their own emotions and the educational interest is increasing.
Accordingly, this study seeks to consider previous studies on the youths’ emotional intelligence and the related variables.

Emotional intelligence is the ability to combine and control emotions and solve problems socially, cognitively, and emotionally which is vital to the psychological and social adaptation and success. Early childhood is a period in which the ability to understand and control emotions increase rapidly and the emotional experiences during early childhood are stored in the amygdala complex of the brain and affects future growth[2]. Accordingly, it is very important to study emotional intelligence and related variables since the ability to recognize and control one's own emotions and understand, sympathize, and react appropriately is vital in the formation of positive human relationships.

Looking at the previous studies on youths' self-esteem, which is one of the related variables of emotional intelligence, shows that self-esteem refers to the perception of seeing oneself as valuable, capable, loving, lovable, respecting one's own personality, and recognizing one's own rights[3]. Also, self-esteem is the key of health for the youth psychologically and since the assessments that the youth feels of themselves affect the entirety of the youths' life, self-esteem could be considered the factor that decides all behaviors[4].

As shown above, although there have been various studies on the emotional intelligence and self-esteem of youths, there is inadequate study on the effect of emotional intelligence following general characteristics on self-esteem. Accordingly, this study seeks to examine the differences and relevance of general characteristic variables between the emotional intelligence and self-esteem of the youth and analyze the effects of sub-factors of emotional intelligence and self-esteem in concretely and systematically.

1.2 Purpose of Study

The specific issues for the purpose of this study is as follows.
Issue 1. Understand the differences in the youths' emotional intelligence following the youths' general characteristics.
Issue 2. Understand the differences in the youths' self-esteem following the youths' general characteristics.
Issue 3. Understand the differences effect of the youths' emotional intelligence on their self-esteem.

2 Method of Study
2.1 Study Tools

2.1.1 Youths' Emotional Intelligence

For this study, the Salover & Mayer (1996) emotional intelligence assessment tool revised and edited by Lee Byung-lae (1997) was used. The Cronbach \( \alpha \) value of the credibility of this criterion was assessed to be .84 overall and the credibility Cronbach \( \alpha \) value in this study was shown to be .94 overall.

2.1.1 Youths' Emotional Intelligence

In order to measure the youths' self-esteem, the 'Behavioral Rating Scale of presented self-esteem for Young Children' criterion developed by Haltwanger and adapted, edited by Choi Hyun-mi and Shin Dong-ju was used. The credibility Cronbach \( \alpha \) value of this criterion was shown to be .84 in Choi Hyun-mi and Shin Dong-ju's study and the credibility Cronbach \( \alpha \) value in this study was shown to be .92 overall.

3 Study Results and Interpretation

3.1 Hypothesis Verification

Issue 1. Understand the differences in emotional intelligence following the youths' general characteristics.

In the general sense, female youth (M=3.71) showed higher emotional intelligence than their male counterparts (M=3.52). It was shown that female youths have stronger self-control than their male counterparts (t=2.693, p<.01). Female youths showed higher level of the ability to recognize others (t=2.347, p<.05), and female youths also showed stronger ability to managing others and having interpersonal relationships.

Issue 2. Examine the differences in youth self-esteem following their general characteristics.

Female youths (M=3.23) showed higher self-esteem than male counterparts (M=3.06) (t=2.360, p<.05) and first-born children (M=3.08) showed high self-esteem than others (M=3.23) (t=2.108, p<.05).

Issue 3. Examine the effects of youths' emotional intelligence on their self-esteem.

The result of examining the correlation between the youths' emotional intelligence and self-esteem is shown in <Chart 1>.

The correlation of self-esteem and variables of emotional intelligence was in the order of managing others, personal relationships (r=.716, p<.001), ability to recognize others (r=.623, p<.001), ability to express self-recognition (r=.484, p<.001), and the
self-control (r = .281, p < .001). In detail, although academic achievement, sociality/ emotionality of self-esteem all had significant correlations with emotional intelligence, independence did not show to be significant in the correlation to the ability to control oneself at the significance level of 5%.

Table 1. Correlation between youths’ emotional intelligence and self-esteem

<table>
<thead>
<tr>
<th>Category</th>
<th>Emotional Intelligence</th>
<th>Self-esteem of Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-</td>
<td>Others</td>
</tr>
<tr>
<td></td>
<td>recognition</td>
<td>Recognition</td>
</tr>
<tr>
<td>Ability to express</td>
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<td></td>
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<tr>
<td>self-Recognition</td>
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<td></td>
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<tr>
<td>Ability to Control Self</td>
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<td>1</td>
</tr>
<tr>
<td>Ability to Recognize Others</td>
<td>.592***</td>
<td>.350***</td>
</tr>
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<td>Managing Others,</td>
<td>.555***</td>
<td>.337***</td>
</tr>
<tr>
<td>Personal Relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
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<td>.635***</td>
</tr>
<tr>
<td>Self-esteem</td>
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<td>.082</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>.407***</td>
<td>.303***</td>
</tr>
<tr>
<td>Sociality/emotionality</td>
<td>.491***</td>
<td>.386***</td>
</tr>
<tr>
<td>Youths’ self-esteem</td>
<td>.484***</td>
<td>.281***</td>
</tr>
</tbody>
</table>

**p < .001

4 Discussion and Conclusion

This study analyzed the effect of youths’ emotional intelligence on self-esteem. First, in the overall emotional intelligence of youths, the differences following sex and age were significant. This result reveals that there is a significant difference in emotional intelligence of youths according to their age and sex and the recognition of others’ emotions, consideration for others, and techniques for interpersonal relationship vary according to sex. [5] partially matched the result. Also, female youths showed high scores than male youths and examining the sub-factors with regards to sex revealed that the result supports the study results concluding that the female youths showed higher ability in the use of emotions, recognition and consideration of
others' emotions, and controlling emotions and impulses[6]. This shows that the social environment that expects males to not easily express their feelings or emotions and females to have a richer emotional expressions and detailed and delicate emotional control is having an effect. Second, the differences according to sex, age, and order of birth in the overall self-esteem of youths are significant. This result matches the result of the study that concluded that youths' self-esteem show significant differences according to age and youths 5 years old showed higher self-esteem than youths 4 years old[7]. Third, it was shown that the self-esteem of youths showed higher correlation in the order of managing others and personal relationships(r=.716, p<.001), ability to recognize others(r=.623, p<.001), ability to express self-recognition (r=.484, p<.001), and the ability to control oneself (r=.291, p<.001). This result matches in meaning the result that the sub-factors of self-esteem and the sub-factors of emotional intelligence all have significant positive correlation and the management of others showed the highest correlation with self-esteem[8].

In conclusion, this study confirmed that the emotional intelligence of youths has a correlation with the youths' self-esteem and that it is an important prediction factor that is influential. Accordingly, the following suggestions are proposed based on the results of this study. First, differences following sex and age were significant in the overall emotional intelligence of the youth. Accordingly, continuous and systematic education from households and youth education institutes are required in order to improve the emotional intelligence of youths. Second, significant differences were shown in the youths' self-esteem according to their sex, age, and order of birth. Accordingly, the development of an effective program is needed to improve the self-esteem of youths and parents and teachers will need to show more interest in the self-esteem of children for the emotional health and social/emotional development of the youth. There is a need to search and analyze various related variables that affect the youths' emotional intelligence and self-esteem such as youth education institute factor, household factor, and the relationship between the youth and teacher.

References