



The Influence of type of School on Self-Esteem and Emotional Intelligence among Young Adults

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ABSTRACT

Self-esteem and emotional intelligence are two important key features that serve as the foundation for one's personality development. Self-esteem refers to one's ability to introspect one's value and emotional intelligence refers to understanding emotions of both self and others. The educational environment at the early stages of life plays a crucial role in shaping these psychological factors leading to betterment in the holistic development of the child. The current study analyzed the influence of the type of school (single-sex and co-educational) on the self-esteem and emotional

intelligence of young adults (18-24 years). A sample of 114 individuals was taken and divided into two groups. Group 1 included people from single-sex schools (all-girls or all-boys schools), and the second group included people from co-educational schools. The Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) and the Rosenberg Self-Esteem Scale were used to assess the variables. Correlation and t-test methods were employed to assess the relationship between the variables within each group and between the two groups. Further research was analyzed to determine which group exhibited higher scores on each variable and to ascertain whether an individual's personality is influenced by their schooling environment.

Keywords: Emotional Intelligence, Self Esteem, School Students

INTRODUCTION

School is one of the most influential periods of an individual's life, which not only provides education but also encompasses the holistic development of an individual, including their psychological well-being and personality traits as education acts as a medium of awareness, success, and self-preservation and provides us a way for social conduct and strength. One's school environment plays a major role in building the foundation for various characteristics such as intelligence, behavioral patterns, self-efficacy, and emotional intelligence. Schools serve as the crucible where children not only acquire academic knowledge but also undergo critical socio-emotional learning experiences. Within the diverse landscape of education, the type of schooling be it public, private, homeschooling, or alternative education exerts a profound impact on how individuals perceive themselves and navigate their emotions as the differing environments of schools have a wide range of impacts on the adult life of the being.

The personality of children is primarily influenced by the environment they get in school, the friends they make, and the way they interact with others in school. In order to shape attitudes, behaviours, and interpersonal interactions, self-esteem; which can be defined as a person's total assessment of their value and abilities is essential. Like emotional intelligence, emotional intelligence is the capacity to identify, comprehend, and control one's own emotions as well as those of others. It allows for successful negotiation, settlement of disputes, and personal development.

India possesses the quality to provide a wide range of educational environments to its population.

The main categorization is done as follows:

- ***Co-educational Schools:*** These are educational institutions that enroll both male and female students, providing them with equal opportunities for learning and social interaction. In co-educational schools, students of both genders attend classes together, participate in extracurricular activities, and collaborate on various academic and social projects. This type of schooling promotes gender equality, fosters diverse perspectives, and prepares students for interactions in real-world settings where both genders coexist.
- ***Single-sex schools:*** These are educational institutions that enroll only one gender in a particular institution or may have another building or timing schedule for the opposite gender. For example - all-girls school and all boy's school.

Each type of school has a unique set of benefits, including a coeducational school setting has the following benefits:

- **Socialisation:** By providing opportunities for children to interact and form connections with classmates of different genders, coeducational institutions help them develop their social skills, empathy, and respect for diversity.
- **Equitable Viewpoints:** Students who study with peers of the other gender are exposed to a range of opinions and experiences, which broadens their perspective on the world and advances gender equality.
- **Cooperation:** Students learn teamwork and cooperation in coeducational settings, which equips them for future academic and professional contexts where gender-neutral collaboration is crucial.
- **All-Inclusive Learning Environment:** Students can take use of each other's experiences and strengths in a dynamic learning environment that is fostered by coeducational schools, which provide a diverse range of perspectives and abilities.
- **Decreased Gender Stereotypes:** By questioning established gender conventions and prejudices, coeducational environments foster inclusivity and give students the freedom to follow their passions and goals without being limited by their gender.

Among the benefits of a single-sex school are:

1. **Customised Learning Environment:** Schools that only accept students of one gender can modify their curriculum and learning preferences of each gender. By considering the

preferences and strengths unique to each gender, this individualized approach has the potential to improve academic achievement and engagement.

2. ***Enhanced Self-assurance and Involvement:*** In a single-sex classroom, some students might find it simpler to express themselves and take part in extracurricular activities, leadership positions, and class discussions. Increased confidence and self-esteem are frequently the results of this increased comfort level.
3. ***Personalised Attention:*** Teachers can concentrate on meeting the unique learning requirements and preferences of either boys or girls in single-sex classrooms. This helps students reach their full academic and social potential by enabling more individualised attention and support.
4. ***Possibilities for Leadership Development:*** Schools catering exclusively to boys' or girls' interests and strengths may offer customised leadership programmes. Students can acquire crucial leadership abilities and self-assurance in a nurturing and motivating setting.
5. ***Increased Attention to Gender-Specific Issues:*** Single-sex schools should pay more attention to addressing gender-specific issues, encouraging candid conversations and programmes about gender equality, body image, and social-emotional learning that speak to the experiences and perspectives of their students.

Because of these differences in advantages and environments, the child's development will be impacted differently by each style of school.

Pandey (2020) researched the effects of a New Delhi single-sex convent school on young Indian women's sexual identities, social behaviors, and self-perception. The linkages between Indian patriarchy and the long-standing oppression of Indian women's identities have informed this approach. According to a study, single-sex schools present themselves as organizations that promote and support women. In the Indian context, they assert that their main goal is to raise a generation of strong, independent women who do not have to follow the rules that their mothers had to follow. The authors add that this will enable young women to become emotionally stable and self-assured in society, particularly those who come from minority backgrounds.

Additionally, some types of schools solely provide elementary instruction, while others provide both elementary and secondary education inside the same building. The growth of a child would be impacted by both types of schools in different ways.

The school environment fosters the development of our social and emotional intelligence, which in turn helps us maintain fulfilling relationships and improves our capacity to adjust to a variety of adult circumstances.

Birknerova (2011) because this field of social psychology has never been fully investigated, it concentrates on the problems related to the development of social and emotional intelligence in educational settings. In addition, the author investigated the correlations between respondents' ages and social and emotional intelligence as well as the distinctions between gender and position in an organisation. The results found that emotionally intelligent instructors and pupils were more forceful and capable of making better decisions, making them better suited to deal with challenging situations at the moment.

Self Esteem

Self esteem is the foundation of one's emotional well being , it helps in defining our self worth and abilities which shapes our mindset , behavior and interactions. It refers to how we value and perceive ourselves. The concept of self esteem was first described by William James in 1890. One's overall evaluation of their own worth or value is called their self-esteem. People with "low" to "high" self-esteem are represented on a continuum. In severe circumstances, those with low self-esteem actively despise and believe they are unworthy. Strong believers in their own intrinsic value as unique individuals, those with high self-esteem find fulfilment in themselves (Jordan , 2020).

Vidyardhi et al. (2020) declared that “self-esteem is a measure of the value that people place on their skills and opinions, and it describes the level of regard or respect that people feel for themselves”. Self-esteem facilitates the cessation of self-judgments. It is about assisting the person in changing their self-perception and self-emotion. People who have a strong sense of self-worth are better able to handle the pressures of situational and maturational crises. Positivity or high self-esteem stems from a sense of ability to adapt to the demands of changing oneself, one's family, and one's society. Consequently, a study was carried out to evaluate the self-esteem of teenage girls attending coeducational and single-sex schools. The results indicated that the girls attending the coeducational school had a stronger sense of self-worth.

Need to build high Self Esteem

Self-esteem is the recognition of one's own abilities, and developing it calls for self-awareness and persistent work. Early development of a positive sense of self-worth is essential, especially for teenagers. It is widely believed that in order to defend their rights, adolescents need to be aggressive and have a high sense of self-worth. Since adolescence is the most sensitive and

consequential stage of a person's life, a solid foundation must be established. Since adolescents spend a large portion of their life in schools, schools are crucial in laying that foundation.

Reddy et al. (2015) claimed that students' education and academic performance can be significantly impacted by their emotional intelligence (EI) and self-esteem (SE). It is important for students to develop these traits during the therapeutic process so they can comprehend their emotional relationships and self-judgment of worthiness. It was determined that kids with poor self-esteem had a harder time in school since self-esteem is a key concept that affects kids' academic performance, social skills, and psychopathology. Thus, anxiety during adolescence might be caused by low self-esteem.

Emotional Intelligence

The ability to regulate both our own and those around us is referred to as emotional intelligence. It includes identifying, managing, applying, and understanding emotions. It is defined as the ability to identify one's own emotions as well as those of others. Emotional intelligence is defined as “a type of social intelligence that comprises the ability to recognise, understand, and regulate one's own emotions as well as those of others,” Salovey and Mayer (1990) popularised this concept.

Mare and Usman (2019) seek to ascertain how a student's motivation, self-concept, and home and educational environments affect the development of their emotional intelligence. Using standardized psychometric instruments, they gathered the 200 respondents that made up the sample. The findings demonstrated a strong association between the self-concept, motivation,

school environment, and family environment on the development of emotional intelligence learners; hence, all the variables are related to and correlated with one another.

It lessens stress, enhances general wellbeing, and fosters stronger relationships. Making thoughtful decisions and solving problems together are made easier by emotional intelligence.

Emotional intelligence, sometimes referred to as emotional quotient, is the capacity to perceive, comprehend, express, regulate, analyse, and utilise emotions in order to interact with people in a positive and productive way. Therefore, having the ability to both express and understand emotions is crucial for one's development.

METHODOLOGY

Aim

To study the influence of type of school on self esteem and emotional intelligence of young adults.

Sample

A total of 114 individuals participated from across Delhi in the study, aged from 18-24 years.

Hypothesis

- There will be a significant positive correlation between self-esteem and emotional intelligence amongst young adults.
- Individuals from co-educational schools will be having higher levels of self-esteem and emotional intelligence as compared to individuals from single-sex schools.

Measures

- **Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF):** It is a 30-item form that was developed by Petrides (2001) using the TEIQue-FF, with two items from each of the 15 aspects of the TEIQue. The scale is a global trait EI scale with 15 items that are written positively and 15 negatively that are taken from the full version. On a 7 points Likert scale, where 1 represents fully disagreeing, 7 represents completely agreeing, responses are marked. On the trait EI continuum, a respondent's location increases with increasing score. Effectiveness and validity of the TEIQue-SF were demonstrated at both the factor and global levels.
- **Rosenberg's Self-Esteem Scale:** A 10-item self-esteem scale is used in social science studies to measure self-esteem. It was developed by Morris Rosenberg in 1965, and psychiatry, mental health, and psychology all heavily utilise it. The Likert scale has four points: strongly disagree, strongly agree, and neither. A higher number denotes a higher level of self-esteem. The total score ranges from 10 to 40. The scale has been tested for validity and reliability in several languages, and the findings have typically shown that the scale is helpful. Reliability scores for the RSES were strong; internal consistency was 0.77 and the minimum coefficient of repeatability was at least 0.90, according to M. Rosenberg (1965) and a personal correspondence dated April 22, 1987.

PROCEDURE

The participants were required to sign a consent form before the data collection process began. Rosenberg's Self-Esteem Scale and the Trait Emotional Intelligence Questionnaire - Short Form

(TEIQue-SF) were then employed. Questionnaires were being distributed in the message box along with several volunteer opportunities in order to connect with people in the 18–24 age range from different backgrounds. After being informed of the goal of the research in addition to what they've been given the collection of questionnaires including study explanations, confidentiality concerns, the topic researcher's contact details, and study scales

Following the data collecting process, each scale was scored, total scores were determined for each subject, and the mean and standard deviation were computed for each scale. After that, via correlation was found to exist between each variable. Upon the completion of the analysis, the formation of the summary and conclusion.

RESULT

Table 1

Mean, median and standard deviation of variables selfesteem and emotional intelligence

	Emotional intelligence	Self-Esteem
No. of items	114	114
Mean	137	19.2
Median	134	19
Standard Deviation	20.5	4.31

Table 2*Correlation of emotional intelligence and self esteem*

	Emotional intelligence	Self Esteem
Emotional intelligence	—	
Self Esteem	0.605 ***	—
<i>Note. * $p < .05$, ** $p < .01$, *** $p < .001$</i>		

Table 2 shows that self-esteem is positively correlated with emotional intelligence ($r=0.605$, $p<.001$). Thus, if self-esteem increases emotional intelligence also increases and vice versa.

Table 3*Independent sample T-test of self-esteem and emotional intelligence*

		Statistic	df	p
Emotional Intelligence	Student's t	-2.70	112	0.008
Self-Esteem	Student's t	-2.02	112	0.046
<i>Note. $H_a \mu_1 \neq \mu_2$</i>				

This table presents the results of independent samples t-tests comparing two groups on measures of emotional intelligence and self-esteem.

Table 4

Mean, median, Standard deviation of self esteem and emotional intelligence amongst single-sex and co-educational school environments

	Group	N	Mean	Median	SD	SE
Emotional Intelligence	Single-sex school	57	130.4	126.0	20.57	2.725
	Co-educational school	57	140.6	137.0	19.83	2.627
Self-Esteem	Single- sex school	57	18.2	18.0	4.08	0.540
	Co-educational school	57	19.8	20.0	4.35	0.576

DISCUSSION OF RESULTS

A sample of 114 young adults (57 from single-sex schools and 57 from co-educational schools) was used to study the impact of different school types on the self-esteem and emotional intelligence of individuals between the ages of 18 and 24. After the data were analysed and interpreted, the following conclusions were reached: the mean of emotional intelligence (137) was higher than the mean of self-esteem (19.2); the standard deviation of emotional intelligence was 20.5 and the self-esteem was 4.31 in the overall sample. Table 2 displays the whole sample's association between emotional intelligence and self-esteem. The findings indicate a positive correlation ($r=0.605$, $p<.001$) between emotional intelligence and self-esteem. As a result, when self-esteem rises, so does emotional intelligence, and vice versa.

In Table 3, an independent sample T-test on self-esteem and emotional intelligence is presented; the emotional intelligence p-value is 0.008. There is -2.70 degrees of freedom in a t-statistic with 112 degrees. The alternative hypothesis is approved and the null hypothesis is rejected since the p-value is less than the conventional significance criterion of 0.05. This implies a considerable difference in the emotional intelligence of the two groups. About one's own value: T-statistic is -2.02, p-value is 0.046, and there are 112 degrees of freedom. Since the alternative is accepted and the p-value is less than 0.05, we once again reject the null hypothesis. This suggests a considerable difference in the two groups' self-esteem levels.

The t-tests thus showed difference in both emotional intelligence and self-esteem between the two research groups. The mean, median, and standard deviation of students' emotional intelligence and self-esteem in both groups from coeducational and single-sex classrooms are discussed in Table 4. the average (mean) self-esteem and emotional intelligence scores for each group. The coeducational school group has a mean emotional intelligence score of 140.6, while the single-sex school group has a mean score of 130.4. The mean score for self-esteem is 18.2 for the single-sex school group and 19.8 for the coeducational school group.

Haider et al. (2019) investigated the relationship between students' self-esteem and emotional intelligence in secondary school by utilizing demographic variables such as gender, grade, and family socioeconomic situation. The results showed that emotional intelligence and self-esteem have a significant and favorable relationship. The t-test results showed that the self-esteem and emotional intelligence ratings of males and girls differ significantly.

When a dataset is sorted from lowest to highest value, the midway value is known as the median. The coeducational school group has a median emotional intelligence score of 137.0, while the single-sex group has a median score of 126.0. The coeducational school group has a median score of 20.0, whereas the single-sex school group has a median score of 18.0 for self-esteem. It calculates the scores' dispersion, or spread, around the mean. The coeducational school group has a standard deviation of 19.83 for emotional intelligence, while the single-sex school group has a standard deviation of 20.57. The coeducational school group has a standard deviation of 4.35 for self-esteem, while the single-sex school group has a standard deviation of 4.08. Overall, the table summarises the variability (standard deviation, standard error) and central tendency (mean, median) of the emotional intelligence and self-esteem scores for each group.

Khandelwal and Gaur (2017) carried out a study on 60 kids, 30 of whom came from coeducational schools and the other 30 from single-sex schools. The findings indicate that teenage pupils attending coeducational schools had a more positive self-image than those attending single-sex institutions. After the many dimensions were examined, it was discovered that the girls from coeducational schools excelled in the social and intellectual domains, while the guys from coeducational schools excelled in the aesthetic and character domains.

Therefore, both the hypothesis was proven correct as self esteem is positively correlated with emotional intelligence and individuals from co-educational school environments have higher rates of emotional intelligence and self esteem.

CONCLUSION

The research was conducted to study the influence of this type of school on self esteem and emotional intelligence amongst young adults , age ranging from 18-24 years from the Delhi NCR area. By using standardized psychometric tools namely , Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) and Rosenberg's Self-Esteem Scale . scores were obtained and then data was interpreted and analyzed. In the results it was concluded that hypothesis 1 of self esteem being positively correlated with emotional intelligence is proven correct with $r=0.605$ and $p<0.001$.

To prove the second hypothesis T-test method was used and it was concluded that in co-educational school groups both emotional intelligence(p value = 0.008) and self esteem(p value = 0.046) were higher with slight differences in the mean value in comparison to individuals from single-sex schools environment.

Thus, co-educational school groups tend to have higher mean scores in both emotional intelligence and self-esteem compared to single sex school groups. Additionally, co-educational school groups show less variability in emotional intelligence scores but slightly more variability in self-esteem scores compared to single-sex school groups. These conclusions are obtained with the help of t-test , correlation and descriptive methods.

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