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RESEARCH ARTICLE

**Plan and Administer an Intervention to Enhance Self Esteem and Emotional Intelligence among Indian and Foreign Students.**

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**Abstract**

Study is an important part of life and the task of efficient learning process depends on factors such as Emotional Intelligence and Self Esteem . The concept of Emotional Intelligence has become a very interesting topic of psychological research in recent years. Emotional intelligence is still not completely understood, but the important thing is that Emotions play a very critical role in the overall quality of personal and professional lives. The importance of self esteem for the foundation of existence cannot be underestimated . Every individual needs to have Self Esteem, quite simply because it affects every aspect of one's life. Self Esteem is the source of Mental Health and it is the Idea that People have about themselves.

The purpose of the present research was to assess plan and administer an Intervention to Enhance students with low Self Esteem and low Emotional Intelligence. Sample consisted of 400 students . 200 Men and 200 Women .The age range of 20 to 35 years from different Ph.D , M.Phil and MA courses . The sample was drawn from education institutes such as Osmania University ( OU ) , English and Foreign Language University ( E F L U ) , Hyderabad Central University (HCU) and Jawaharlal Nehru Technological University ( JNTU ) - India . The number of 32 foreign countries studied and compared with Indian students in this research . Tools used in the present study to collect data were 1- Self Esteem Inventory – M Rosenberg (1965) and 2- Emotional Intelligence Inventory - N Shutte (1998). Later the data was analyzed by using ANOVA , Independent t , Mean Score , Standard Deviation and Pearson Correlation .

The results indicate that Self Esteem was strongly positive and significantly correlated to Emotional Intelligence. The out come of the data analysis and the interpretation of results shows that the P value : 0.00 in level of 0.01 . Hence the obtained value of r between Self Esteem and Emotional Intelligence was 0.436 which is strongly positive and significant . Results showed that Foreign students showed higher self esteem as compared to Indian students in this study. Results presented that there was no significant differences between Indian and Foreign students with respect to total score of Emotional Intelligence but it was found that Foreign students showed higher Emotional Intelligence as compared to Indian students in two Dimensions of Emotional Intelligence 1- Other's Emotion ( Understanding and recognizing other people's emotion ) and 2- Optimism ( A mental attitude or world view that interprets situations and events as being best ). Further it was showed that there was no significant differences between Boys and Girls with respect to Self Esteem . It was concluded from this study that there was no differences between Girls and Boys with respect to Emotional Intelligence

Concluded based on the findings of this study that Emotional intelligence and Self Esteem can enhance by intervention methods used in this research . The findings from this study further suggested that training methods as regards to intervention program included to: 1-Thought Stopping Technique 2-Assertiveness and Self Confidence Method and 3- Progressive Muscle Relaxation Technique were Effective to improve six Dimensions of Emotional Intelligence included to:1-Other's Emotions 2-Own Emotions 3-Emotional Regulation 4-Social Skills 5-Utilization of Emotions and 6-Optimism and also Enhancing Self Esteem after intervention among Students was observed .

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## INTRODUCTION

Cultural and political interest in people's Emotional well-being encourages the idea that education should play a prominent role in fostering students' Emotional Intelligence, Self Esteem and self-awareness. This resonates increasingly with a broader therapeutic ethos that supporters claim promotes better personal relationships and democratic processes.

**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. There are many possible definitions of Emotional Intelligence, and many definitions can be found on the Internet. Many of these definitions stem from the popularizations of Emotional Intelligence found in the popular press and in popular books. A clear and scientifically useful definition of Emotional Intelligence, however, is recognizable because it takes the terms emotion and intelligence seriously.

That is, the meaning of Emotional Intelligence has something specific to do with the intelligent intersection of the emotions and thoughts. Emotional Intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional Intelligence is what more than 90% of the world population are lacking. The label "Emotional Intelligence" is a misnomer, and emotion itself is a grossly misunderstood concept.

[1] 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 [1].

Emotional Intelligence is the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth .

Emotional Intelligence focuses on a number of "inner-side" personal characteristics including understanding, motivation, goal setting ability, confidence, innovation, flexibility and achievement drive. These qualities are vital to individual self development according to [2] Emotional Intelligence also emphasizes on a number of "outer-side" personal characteristics including energizing others, effective leadership, building partnerships, networking, cooperation, wielding influence and developing others. These qualities are critical to individuals to becoming competent in social interaction [2].

On the other hand **Self Esteem ( SE) is a personal judgment of worthiness [3].**

Self Esteem is appreciating one's own worth and importance and having the character to be accountable for oneself and to act responsibly towards others [4].

Self Esteem is a term in psychology to reflect a person's overall evaluation or appraisal of own worth. Self Esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. "The self-concept is what people think about the self, Self Esteem, and the positive or negative evaluation of the self. A person's self-concept consists of the beliefs one has about oneself, one's self-perception, or, as [5] , expresses it, "the picture of oneself". [6] described self-concept as totally perception which people hold about themselves . It is not the "facts" about one-self but rather what one believes to be true about one-self [7].

Early researchers used self-concept as a descriptive construct, [8]. Recent theories adapted Self Esteem with more evaluative statements [9].

Self Esteem is a central concept that is related to academic achievement, social functioning and psychopathology of children and adolescents. With respect to academic achievement, various studies indicate that children with low Self Esteem are less successful at school [10]. With regard to social functioning, research demonstrated that children with low Self Esteem are usually less accepted by their peers ([11]. Finally, many studies have shown that low Self Esteem is related to child psychopathology, including anxiety [12] , depression [9] and eating pathology [13].

## I. METHODOLOGY

The Investigator carried out the enquiry on “ Emotional Intelligence & Self Esteem among Indian and Foreign Students - A Comparative Study. “A part from the Nationality and Gender variables” . The other variables that were included in the present study are : Age , Educational Qualification , Marital Status , Level of Sociability , Birth Order , Religion and Socioeconomic Status . The present chapter covers a detailed explanation of the methodology used in this research work .

Various assets like research design , objectives , hypotheses , sample selection , research tools and an account of quantitative and qualitative techniques used for analyzing the data have been elaborated. Data were collected from Osmania University ( OU ) , English and Foreign Language University ( E F L U ) , Hyderabad Central University ( HCU ) and Jawaharlal Nehru Technological University ( JNTU ) keeping in mind the inclusion criteria .

The students were selected based on Gender , Educational Qualification and their Age range ( 20-35 ) After getting consent from the participants , explain about the study the assessment pre -test questionnaires of Self Esteem , Emotional Intelligence and Demographic variables were given to them . They were instructed to respond all the questionnaires. The research design consisted of a Pre - Test , an Intervention and post – test **Sampled data analyzed by :t-test .Measures of central tendency ( mean differences .Measures of variability ( SD ) .ANOVA .TUKEY HSD (Multiple Comparisons ) .Descriptive statistic analyses and correlation used to interpret the data .**

## II. REULSTS

- **Correlation Between Self Esteem and Emotional Intelligence**

**Table 1.1.3**

**The Correlation between Self Esteem and Emotional Intelligence**

Self Esteem	Emotional Intelligence	
	Pearson Correlation	0.43**
	Sig. (2-tailed)	0.00
	N	400

\*\* Correlation is significant at the 0.01 level (2-tailed).

From above table it can be concluded that Self Esteem was strongly positive and significantly correlated to Emotional Intelligence. The outcome of the data analysis and the interpretation of results shows that the P value : 0.00 in level of 0.01 . Hence the obtained value of r between Self Esteem and Emotional Intelligence was 0.436 which is strongly positive and significant .

- **Hypotheses**

**Hypothesis 1.1.3 There is no differences between Indian and Foreign students in Self Esteem : is rejected .**

**Table 1.2.3**  
**Independent t test for Self Esteem of Indian and Foreign students**

	Nationality	N	Mean	Sd	Mean Difference	t	df	Sig. (2-tailed)
Self Esteem	Indian	200	18.88	3.63	1.02	2.611	398	.009
	Foreign	200	19.91	4.19				

**Findings:**

Therefore there is significant differences between Indian and Foreign students with respect to Self Esteem hence the Foreign students showed higher Self Esteem as compared to Indian students .

**Hypothesis 1.2.3 There is no difference between Indian and Foreign Students in Emotional Intelligence : is rejected .**

**Table 1.3.3**  
**Independent t test for Emotional Intelligence of Indian and Foreign students**

	Nationality	N	Mean	Sd	Mean Difference	t	df	Sig. (2-tailed)
Emotional Intelligence	Indian	200	125.72	14.49	1.14	0.83	397	0.43
	Foreign	200	126.86	12.93				

**Findings :**

**Hence Foreign students showed higher Emotional Intelligence in two dimensions of Emotional Intelligence 1- Other's Emotion ( dimension Understanding and Recognizing Other People s Emotion and 2- ( Optimism ) A mental [attitude](#) or [world view](#) that interprets situations and events as being best ) as compared to Indian students.** But there were no observed significant differences in total score of Emotional Intelligence between Indian and Foreign students.

**Hypothesis 1.3.3 Boys will have a higher Self Esteem than Girls ; is rejected .**

**Table 1.4.3**  
**Independent t test between Boys and Girls with respect to Self Esteem**

	Gender	N	Mean	Sd	Mean Difference	t	df	Sig. (2-tailed)
Self Esteem	Boys	200	19.45	3.45	0.11	.290	398	0.07
	Girls	200	19.34	4.40				

**Findings;**

Hence there were no significant differences between boys and girls with respect to Self Esteem .

**Hypothesis 1.4.3 Girls will have a higher Emotional Intelligence than Boys : is rejected .**

**Table 1.5.3**

**Independent t test between Boys and Girls with respect to Emotional Intelligence**

	Gender	N	Mean	Sd	Mean Difference	t	df	Sig. (2-tailed)
<b>Emotional Intelligence</b>	<b>Male</b>	200	125.04	14.25	2.47	1.80	398	.072
	<b>Female</b>	200	127.51	13.08				

**Findings :**

The study didn't show any significant differences between girls and boys with respect to Emotional Intelligence .

Hypothesis 1.5.3 There will be Positive Effect of Intervention in Enhancing the Self Esteem and Emotional Intelligence in Indian and Foreign Students : is accepted .

**Table 1.6.3**

**Description of all variables ( BEFORE AND AFTER ) with respect to Mean**

		N	Mean	Std. Deviation	Std. Error
<b>Total Self Esteem</b>	<b>Experimental Before</b>	23	12.0435	1.46095	.30463
	<b>Experimental After</b>	23	15.2174	1.08530	.22630
	<b>Control Before</b>	24	12.0417	1.12208	.22904
	<b>Control After</b>	24	12.1667	1.12932	.23052
	<b>Total</b>	94	12.8511	1.80178	.18584
<b>Emotional Intelligence</b>	<b>Experimental Before</b>	23	117.3913	5.43339	1.13294
	<b>Experimental After</b>	23	127.4783	5.43448	1.13317
	<b>Control Before</b>	24	117.1667	5.23921	1.06945
	<b>Control After</b>	24	117.0417	5.90121	1.20458
	<b>Total</b>	94	119.7128	7.00940	.72296
<b>Other's Emotion</b>	<b>Experimental Before</b>	23	24.6522	1.46501	.30548
	<b>Experimental After</b>	23	26.2174	1.41282	.29459
	<b>Control Before</b>	24	24.5833	1.41165	.28815
	<b>Control After</b>	24	24.5833	1.44212	.29437
	<b>Total</b>	94	25.0000	1.57262	.16220
<b>Own Emotion</b>	<b>Experimental Before</b>	23	16.5217	1.34400	.28024
	<b>Experimental After</b>	23	18.1304	1.74002	.36282
	<b>Control Before</b>	24	16.4167	1.47196	.30046
	<b>Control After</b>	24	16.4583	1.41357	.28854
	<b>Total</b>	94	16.8723	1.64110	.16927
<b>Emotional Regulation</b>	<b>Experimental Before</b>	23	16.5217	1.59173	.33190
	<b>Experimental After</b>	23	19.3478	2.12365	.44281
	<b>Control Before</b>	24	16.5000	1.53226	.31277
	<b>Control After</b>	24	16.3333	1.99274	.40677
	<b>Total</b>	94	17.1596	2.19140	.22603

<b>Social Skills</b>	Experimental Before	23	18.2174	1.78266	.37171
	Experimental After	23	19.3913	1.64425	.34285
	Control Before	24	18.0833	1.44212	.29437
	Control After	24	18.1250	1.62354	.33140
	Total	94	18.4468	1.68878	.17418
<b>Optimism</b>	Experimental Before	23	15.7826	1.16605	.24314
	Experimental After	23	17.1739	1.23038	.25655
	Control Before	24	15.7917	1.28466	.26223
	Control After	24	15.8750	1.19100	.24311
	Total	94	16.1489	1.33568	.13776
<b>Utilization Emotion</b>	Experimental Before	23	25.6957	2.51242	.52388
	Experimental After	23	27.5652	1.23679	.25789
	Control Before	24	25.7917	2.68618	.54831
	Control After	24	25.6667	2.54809	.52013
	Total	94	26.1702	2.42584	.25021

Table 1.7.3

One way ANOVA in Enhancing Self Esteem , Emotional Intelligence and Six dimensions of Emotional Intelligence with respect to Intervention

		Sum of Squares	df	Mean Square	F	Sig.
<b>Total Self Esteem</b>	Between Groups	170.754	3	56.918	39.056	<b>.000</b>
	Within Groups	131.161	90	1.457		
	Total	301.915	93			
<b>Emotional Intelligence</b>	Between Groups	1837.736	3	612.579	20.184	<b>.000</b>
	Within Groups	2731.509	90	30.350		
	Total	4569.245	93			
<b>Other's Emotion</b>	Between Groups	45.203	3	15.068	7.338	<b>.000</b>
	Within Groups	184.797	90	2.053		
	Total	230.000	93			
<b>Own Emotion</b>	Between Groups	48.329	3	16.110	7.173	<b>.000</b>
	Within Groups	202.139	90	2.246		
	Total	250.468	93			
<b>Emotional Regulation</b>	Between Groups	146.317	3	48.772	14.618	<b>.000</b>
	Within Groups	300.290	90	3.337		
	Total	446.606	93			
<b>Social Skills</b>	Between Groups	27.384	3	9.128a	3.454	<b>.020</b>
	Within Groups	237.850	90	2.643		
	Total	265.234	93			
<b>Optimism</b>	Between Groups	32.114	3	10.705	7.200	<b>.000</b>
	Within Groups	133.801	90	1.487		
	Total	165.915	93			
<b>Utilization Emotion</b>	Between Groups	59.463	3	19.821	3.657	<b>.015</b>
	Within Groups	487.813	90	5.420		
	Total	547.277	93			

## Post Hoc Tests

## Multiple Comparisons

Table 1.8.3

TUKEY HSD , Multiple Comparisons Between Experimental and Control Groups with respect to Self Esteem , Emotional Intelligence and Six Dimensions of Emotional Intelligence

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Sig.
<b>Total Self Esteem</b>	Experimental Before	Experimental After	3.17391*	.000
		Control Before	.00181	1.000
		Control After	.12319	.985
	Experimental After	Experimental Before	3.17391*	.000
		Control Before	3.17572*	.000
		Control After	3.05072*	.000
	Control Before	Experimental Before	.00181	1.000
		Experimental After	3.17572*	.000
		Control After	.12500	.984
	Control After	Experimental Before	.12319	.985
		Experimental After	3.05072*	.000
		Control Before	.12500	.984
<b>Emotional Intelligence</b>	Experimental Before	Experimental After	10.08696*	.000
		Control Before	.22464	.999
		Control After	.34964	.996
	Experimental After	Experimental Before	10.08696*	.000
		Control Before	10.31159*	.000
		Control After	10.43659*	.000
	Control Before	Experimental Before	.22464	.999
		Experimental After	10.31159*	.000
		Control After	.12500	1.000
	Control After	Experimental Before	.34964	.996
		Experimental After	10.43659*	.000
		Control Before	.12500	1.000
<b>Other's Emotion</b>	Experimental Before	Experimental After	1.56522*	.002
		Control Before	.06884	.998
		Control After	.06884	.998
	Experimental After	Experimental Before	1.56522*	.002
		Control Before	1.63406*	.001
		Control After	1.63406*	.001
	Control Before	Experimental Before	.06884	.998
		Experimental After	1.63406*	.001
		Control After	.00000	1.000
	Control After	Experimental Before	.06884	.998
		Experimental After	1.63406*	.001

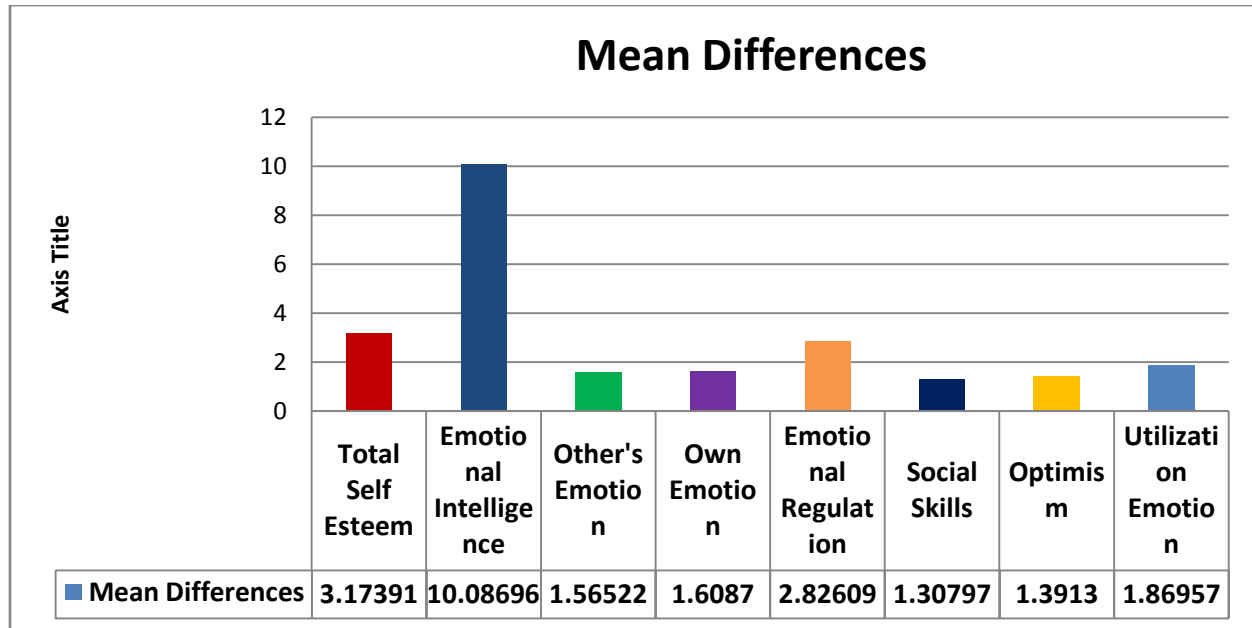
	Control Before		.00000	1.000
<b>Own Emotion</b>	<b>Experimental Before</b>	Experimental After	1.60870*	.003
		Control Before	.10507	.995
	Control After		.06341	.999
	<b>Experimental After</b>	Experimental Before	1.60870*	.003
		Control Before	1.71377*	.001
		Control After	1.67210*	.001
	<b>Control Before</b>	Experimental Before	.10507	.995
		Experimental After	1.71377*	.001
		Control After	.04167	1.000
	<b>Control After</b>	Experimental Before	.06341	.999
		Experimental After	1.67210*	.001
		Control Before	.04167	1.000
<b>Emotional Regulation</b>	<b>Experimental Before</b>	Experimental After	2.82609*	.000
		Control Before	.02174	1.000
	Control After		.18841	.985
	<b>Experimental After</b>	Experimental Before	2.82609*	.000
		Control Before	2.84783*	.000
		Control After	3.01449*	.000
	<b>Control Before</b>	Experimental Before	.02174	1.000
		Experimental After	2.84783*	.000
		Control After	.16667	.989
	<b>Control After</b>	Experimental Before	.18841	.985
		Experimental After	3.01449*	.000
		Control Before	.16667	.989
<b>Social Skills</b>	<b>Experimental Before</b>	Experimental After	1.17391	.075
		Control Before	.13406	.992
	Control After		.09239	.997
	<b>Experimental After</b>	Experimental Before	1.17391	.075
		Control Before	1.30797*	.035
		Control After	1.26630*	.044
	<b>Control Before</b>	Experimental Before	.13406	.992
		Experimental After	1.30797*	.035
		Control After	.04167	1.000
	<b>Control After</b>	Experimental Before	.09239	.997
		Experimental After	1.26630*	.044
		Control Before	.04167	1.000
<b>Optimism</b>	<b>Experimental Before</b>	Experimental After	1.39130*	.001
		Control Before	.00906	1.000
	Control After		.09239	.994
	<b>Experimental After</b>	Experimental Before	1.39130*	.001
		Control Before	1.38225*	.001
		Control After	1.29891*	.002
	<b>Control Before</b>	Experimental Before	.00906	1.000
		Experimental After	1.38225*	.001
		Control After	.08333	.995
	<b>Control After</b>	Experimental Before	.09239	.994

		Experimental After	1.29891*	.002
		Control Before	.08333	.995
<b>Utilization Emotion</b>	<b>Experimental Before</b>	Experimental After	1.86957*	.038
		Control Before	.09601	.999
		Control After	.02899	1.000
	<b>Experimental After</b>	Experimental Before	1.86957*	.038
		Control Before	1.77355	.051
		Control After	1.89855*	.032
	<b>Control Before</b>	Experimental Before	.09601	.999
		Experimental After	1.77355	.051
		Control After	.12500	.998
	<b>Control After</b>	Experimental Before	.02899	1.000
		Experimental After	1.89855*	.032
		Control Before	.12500	.998

\*. The mean difference is significant at the 0.05 level.

### Graph 1.1.3

Mean Differences Between Total Self Esteem . Emotional Intelligence and Six Dimensions of Emotional Intelligence with respect to Experimental Groups After Intervention



#### Findings :

Citing the obtained results , it was concluded that there were **Positive Effect of Intervention in Enhancing the Self Esteem and Emotional Intelligence** and also **Six Dimensions of Emotional Intelligence** included to **Others Emotion , Own Emotion , Emotional Regulation , Social Skills , Optimism and Utilization Emotion** . The effect of intervention was strongly positive in this hypothesis but in only two **Dimensions of Emotional Intelligence ( Social Skills and Utilization Emotion )** the effect of intervention was a bit lower than other **Dimensions** despite the significant differences .

### III. DISCUSSION

1) **One of the major objectives of the present study** was to assess the Self Esteem among Indian and Foreign Students . The results revealed significant differences between Indian and Foreign students in Self Esteem . This maybe attributed to highly competitive nature of the present study and Foreign might have put more amount of efforts toward developing Self Esteem. On the other hand it might be because of differences in milieu and quality of life which influenced on Indian students.

This differences between Indian and Foreign students can be explained by a multifactorial reason that can be investigated in the future researches .This finding is consistent with findings of earlier studies . [14] presented the study on Race and self-esteem: Meta-analyses comparing Whites, Blacks, Hispanics, Asians, and Indians .

2) The second hypothesis that there is no difference between Indian and Foreign Students in Emotional Intelligence was analyzed . The results clearly indicates that there is no statistically significant differences between Indian and Foreign students in total score of Emotional Intelligence but there is significantly differences between Indian and Foreign students in two dimensions of Emotional Intelligence that included to : **1- Other's Emotion and 2- ( Optimism )** . Not exist any research on particular part on Emotional Intelligence among Indian and Foreign students but [15] **examined the relationship among dimensions of Emotional Intelligence as predictor variables of organizational citizenship behaviour among Indian** .

finding of the present study and that of the earlier research confirm that Indian students showed low Emotional Intelligence in those dimension of Emotional Intelligence that was expressed ( other's emotion . own emotion and social skills ) .

3) The third objective in this study was assigned to **identify Gender difference with respect to Self Esteem. results stated that there is no significant differences between Boys and Girls students in Self Esteem** . Many studies report no significant differences in self-esteem between Boys and Girls. **Results presented in showed a non significant differences between Boys and Girls in this research .Not exist any research on particular part on Indian and Foreign students but** the study conducted by [16] ,indicated the Difference in Women's and Men's Self-Esteem in Youth and Early adulthood . ” [17] presented that parents, teachers and counselors may overlook

self-esteem problems in male adolescents and young men because of the widespread belief that men have higher self-esteem than women have. The other finding are further in conformity with research Presented by [18] Relationship of Self Esteem and social anxiety: A comparative study between male and female.

This puts them at greater risk for anxiety and self-esteem issues. The results revealed that there was indeed a difference between the [anxiety](#) in the boys and girls, but there were no differences between level of Self Esteem among boys and girls in this study . Future work should address how these minimal differences in self-esteem carry forward and impact adult psychological well-being in this population [18].

The other consonance finding with this study is conducted [19] , researchers have found that, contrary to popular belief, there is no significant difference in women and men's self-esteem . On the other [20] conducted the study which is contradicts with the previous findings . In their research two analyses were conducted to examine gender differences in global self-esteem. The 2 analyses provide evidence that males score higher on standard measures of global self-esteem than females and this finding is not consonance with present finding .

**This also maybe attributed to highly competitive nature of the present study. And Boys might have put more amount of efforts toward developing Self Esteem as compared to Gils .**

**4) The fourth objective in this study was assigned to identify Gender difference with respect to Emotional Intelligence . The results clearly showed that there is no statistically significant between Boys and Girls in Emotional Intelligence .**

**Not exist any research on particular part on Indian and Foreign students in Emotional Intelligence [21]** indicated the study on Emotional Intelligence among male and female. The research sample was comprised of one hundred and sixty subjects who were categorized in two groups.. They were eighty males and eighty females from the students of Islamic azad university in karaj , Iran . Gender difference on Emotional Quotient Inventory reveals that there is no differences between Males and Females .

Finding of the present study and that of the earlier research confirm that there is no differences between boys and girls with respect to Emotional Intelligence . But [22] presented the antithetical findings with respect to gender and Emotional Intelligence . Researchers conducted a study on Relationship Between Gender and Emotional Intelligence . The results found that girls are higher than boys in Emotional Intelligence, but high Emotional Intelligence in boys is a better predictor for achievement .

More telling is the fact Girls have higher Emotional Intelligence than boys . Citing this finding, [23] studied on 150 students of Xth class from different Government Schools in Chandigarh for assessment of gender differences in Emotional Intelligence. The data was collected through standardized "Emotional Intelligence Test". The findings revealed that majority of boys, girls and the total sample had good followed by low Emotional Intelligence. Girls were found to have higher Emotional Intelligence than that of boys .

The different in results can be **attributed to highly competitive nature of the study. And girls might have put more amount of efforts toward developing Emotional Intelligence as compared to boys .** Another reason could be the difference is society which sample is collected from that , in present study sample is collected from 33 countries who live in Hyderabad - India but in the other research which found opponent result , sample gathered from only Indian adolescence in Chandigarh - India. The other reason might be because of age differences. The age range in present study was 20 to 35 but the age range in opponent research finding was only Adolescence

**5) The last objective in this study was to assess plan and administer an Intervention to Enhance students with low Self Esteem and low Emotional Intelligence . The results indicated revealed that there was Positive Effect of Intervention in Enhancing the Self Esteem and Emotional Intelligence and also Six Dimensions of Emotional Intelligence included to Others Emotion , Own Emotion , Emotional Regulation , Social Skills , Optimism and Utilization Emotion .**

**No exist any research on particular part in Self Esteem and Emotional Intelligence consisted of six Dimensions but [24] and [25] studied that how emotional intelligence improve through the utilization of training interventions. The results is in consonance with the findings of present study .**

In the [24] study, 448 undergraduate students took part in an interpersonal skills program conducted over a fourteen-week period. The results of this study showed that teams with the lowest average emotional intelligence significantly improved their emotional intelligence over the training period. Further the study conducted by [25] consisted of 120 retail managers from one retail chain.

The results of the [25] study provides evidence to support that emotional intelligence can be improved through training interventions . On the other hand [26] conducted the study which is contradicts with the previous findings . In their study the effect of aerobic exercise intervention on enhancing self-esteem in women was conducted but the result revealed that self-esteem did not change significantly during Pre- to post-test analyses .

The contradiction between current study and this finding can be because of differences between intervention methods which was broader and psychological in present study but the intervention method in [26] was physically . Also there was no gender differences in Segal's study while the gender was considered in current study.

#### IV. MAJOR FINDINGS

**The findings of the study are presented under the following headlines :**

- 1) The outcome of the ( P value : 0.00 ) in (level of 0.01 ) and the obtained value of ( r : 0.436 ) showed that Emotional Intelligence and Self Esteem were strongly and positively correlated and significant.
- 2) It was found that Foreign students showed higher Self Esteem as compared to Indian students in this study.
- 3) results presented that there was no significant differences between Indian and Foreign students with respect to total score of Emotional Intelligence but it was found that Foreign students showed higher Emotional Intelligence as compared to Indian students in two dimensions of Emotional Intelligence in this study , 1- Other's Emotion and 2- Optimism .
- 4) There was no significant differences between boys and girls with respect to Self Esteem .
- 5) It can be concluded from this study that there was no differences between girls and boys with respect to Emotional Intelligence .
- 6) Concluded based on the findings of this study that Emotional Intelligence and Self Esteem can enhance by Intervention methods used in this research . The findings from this study further suggested that training methods as regards to Intervention program included to : 1-Thought Stopping Technique 2-Assertiveness and Self Confidence Method and 3- Progressive Muscle Relaxation Technique were effective to improve Six dimensions of Emotional Intelligence included to Others Emotion , Own Emotion , Emotional Regulation , Social Skills , Optimism and Utilization Emotion .

#### V. CONCLUSION

**It was concluded from the study** that Emotional Intelligence and Self Esteem were strongly and positively correlated and significant.

**Concluded based on the findings of this study that** Foreign students showed higher Self Esteem as compared to Indian students .

Results also indicated that **Foreign students showed higher Emotional Intelligence only in two dimensions of Emotional Intelligence** 1- Other's Emotion ( Understanding and Recognizing Other People s Emotion ) and 2- Optimism ( A mental attitude or world view that interprets situations and events as being best ) **as compared to Indian students**. The results differences in Emotional Intelligence and Self Esteem between Indian and Foreign students concluded in this study were may be because of several factors outcomes of the life qualitative environment and also cultural differences . And there was no differenced between Indian and Foreign students in total mean score of Emotional Intelligence in this study .

The study found that **there were no significant differences between boys and girls with respect to Self Esteem .**

The present study illustrates that there were no differences between girls and boys with respect to Emotional Intelligence .

Concluded based on the findings of this study that Emotional Intelligence and Self Esteem can enhance by Intervention methods used in this research . The findings from this study further suggested that training methods as regards to Intervention program included to :

1-Thought Stopping Technique ,

2-Assertiveness and Self Confidence Method and

3- Progressive Muscle Relaxation Technique - Jacobson ( 1939 )

were effective to improve six dimensions of Emotional Intelligence included to Others Emotion , Own Emotion , Emotional Regulation , Social Skills , Optimism and Utilization Emotion .

## VI. IMPLICATION

1-There are several implications for the results of this study. Firstly, this study provides evidence that improvements in Emotional Intelligence and Self Esteem can be achieved through specific training Interventions .These findings contribute to the current Intervention training efficacy debate. This has important implications for understanding of Emotional Intelligence and Self Esteem.

**2-It can be concluded from the study that there is strongly positive correlation between Emotional Intelligence and Self Esteem and these factors can impact each other positively . Hence the future researchers can consider this findings for the future studies .**

**3-The finding of the present study also project the need to introduce certain relevant Intervention programs to the child and adolescence . These programs would facilitate to maintain good Self Esteem and Emotional Intelligence and mental health.**

## VII. RECOMMENDATION

1- Future study should have greater consideration in assessing the social cultural factors influencing Emotional Intelligence and Self Esteem .

2- On the basis of the findings measures can be taken to study elderly as regards to Self Esteem and Emotional Intelligence.

3-The investigative study focused exclusively on four main universities in Hyderabad ; thus there is a need future study to be directed toward other universities or even industrial companies and Behavioural Sciences organizations. Hence application of this research should take different places. By conducting this research in various locations , more reliable results would be garnered and Indian students across geographic locations would be targeted.

4-Future researches need to ask the question as to whether or not the role of parents , schools , life styles , childhood milestone on Reinforcement and/or debilitation of Self Esteem and Emotional Intelligence.

5-Media can be used to develop the necessary of Emotional Intelligence and Self Esteem by putting up audio/video training programs on the basic tenets.

6- It would be interesting to make comparative study on Emotional Intelligence and Self Esteem between urban and rural students.

7- Needs to ask the role of quality of life on Self Esteem and Emotional Intelligence in the future studies . .

8- Fields of study such as philosophy, sociology, political science, anthropology, and zoology might have perspectives on Emotional Intelligence that would increase the utility of the construct across fields, and suggest additional approaches to developing emotional-intelligence.

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