

EMOTIONAL INTELLIGENCE AND EMPATHY AS CORRELATE OF SELF-ESTEEM AMONG ADOLESCENTS IN AWKA, ANAMBRA STATE

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Abstract

The study examines emotional intelligence and empathy as correlate of self-esteem among adolescents in Anambra State. Two research questions and two hypotheses guided the study. Descriptive survey research design was used for the study. The study adopted correlational research design. The study was carried out in Anambra state. The population of this study comprised 2520 200 level undergraduate students of Nnamdi Azikiwe University (UNIZIK) Awka and Chukwuemeka Odumegwu Ojukwu University (COOU), Igbariam. The sample of this study comprised 300 respondents which includes 180 from UNIZIK and 120 from COOU. Stratified random sampling technique was used to draw the sample size. Three instruments were used for data collection. The first is Emotional Intelligence Scale, Empathy scale and Self-Esteem scale. Reliability of the instruments were establish through Cronbach Alpha Reliability Coefficient. The result gave values of 0.81 and 0.80 respectively. The data collected were analysed using Pearson Product Moment Correlation Coefficient (PPMCC) for the research questions, and t-test of significance of correlation was used to test for the hypotheses at .05 level of significance. The study reveals that there is a significant relationship between emotional intelligence and self-esteem of adolescents of undergraduates of public universities in Anambra state. There is a significant relationship between empathy and self-esteem of adolescents of undergraduates in public universities in Anambra state. The study concludes that emotional intelligence and empathy positively and significantly correlated with self esteem of adolescent students in Nnamdi Azikiwe University (UNIZIK) Awka and Chukwuemeka Odumegwu Ojukwu University (COOU), Igbariam. The study recommends among others that public universities should focus on emotional intelligence as part of the standard secondary school curriculum could lead to a variety of positive self esteem outcomes of adolescents of undergraduates of public universities in Anambra state. Increasing emotional intelligence may not only facilitate the learning process and improve self esteem of adolescents, but could also enhance the probability of better personal and social adaptation in general.

Keywords: Emotional Intelligence, Empathy and Self-Esteem

Introduction

Emotional Intelligence during adolescence is therefore crucial not only in avoiding problems in the adolescent himself but also for his future development (Huebner et al., 2013). Within positive or Emotional Intelligence, there appears to be some agreement on the importance of both self-esteem and well-being of adolescence (Alfaro et al., 2015). Researchers and psychologists have been attempting to understand the role of emotions; what causes them, what their purpose is and what their consequences are. Salovey and Mayer in Davis (2014) defines emotional intelligence as a form of 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 thoughts and actions. Emotional intelligence (EI) is a multi-faceted construct that consists of our ability to perceive, monitor, regulate and use emotions (Pan, Wang, Wang, Hitchman, Wang & Chen 2014). The concept, emotional intelligence has been given many definitions and explanations. It was introduced in 1990 by Mayer and Salovey (2005) and to them, it is the capacity to process emotional information accurately and effectively, including the ability to monitor one’s own and others’ feelings and emotions, discriminate among them and use this information to guide one’s thinking and actions. Emotional intelligence has also been defined as the ability to correctly understand, evaluate and communicate emotions (Mayer & Salovey 2005). Emotional intelligence includes cognition, perception, expression of emotion, emotional facilitation, understanding emotion, management and regulation of emotion in order to improve and develop.

Emotional intelligence (Mayer, Caruso & Salovey 2009). It is now obvious that majority of the conceptualizations of this construct, address one or more of the following basic components: The ability to be aware of and express emotion; the ability to be aware of others’ feelings; the ability to manage and regulate emotions; the ability to realistically and flexibly cope with the immediate situation; and the ability to generate positive affect in order to be sufficiently self-motivated to achieve personal goals (Bar-On, Tranel, Denburg & Bechara 2003). Theoretically, Emotional intelligence refers essentially to the cooperative combination of intelligence and emotion (Ciarrochi, Chan & Caputi 2000). Emotional intelligence connects with several cutting-edge areas of psychological science, such as the neuroscience of emotion, self-regulation theory, studies of meta-cognition, and the search for human abilities beyond ‘traditional’ academic intelligence (Zeidner, Mathews & Roberts, 2004).

Empathy is currently defined from a multidimensional perspective, emphasizing the person’s capacity for responding to others, taking into account both cognitive and affective aspects, and highlighting the importance of the capacity to discriminate between one’s own self and that of others. Empathy includes emotional responses and vicarious experiences, in other words, the capacity for distinguishing others’ affective states and the ability to take both a cognitive and affective perspective with regard to others. Empathy is typically associated with emotional intelligence, because it relates to an individual connecting their personal experiences with those of others. Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another’s position (Bellet & Michael, 1991). Definitions of empathy encompass a broad range of emotional states. Types of empathy include cognitive empathy, emotional (or affective) empathy, and somatic empathy (Read, 2019). Empathy definitions encompass a broad range of phenomena, including caring for other people and having a desire to help them; experiencing emotions that match another person’s emotions; discerning what another person is thinking or feeling; and making

less distinct the differences between the self and the other (Dietrich 2017). Having empathy can include having the understanding that there are many factors that go into decision making and cognitive thought processes. Past experiences have an influence on the decision making of today. Understanding this allows a person to have empathy for individuals who sometimes make illogical decisions to a problem that most individuals would respond with an obvious response. Broken homes, childhood trauma, lack of parenting and many other factors can influence the connections in the brain which a person uses to make decisions in the future (Roth-Hanania, Davidov & Zahn-Waxler, 2011).

Since empathy involves understanding the emotional states of other people, the way it is characterized is derived from the way emotions themselves are characterized. If, for example, emotions are taken to be centrally characterized by bodily feelings, then grasping the bodily feelings of another will be central to empathy. On the other hand, if emotions are more centrally characterized by a combination of beliefs and desires, then grasping these beliefs and desires will be more essential to empathy (Happiness 2010). The ability to imagine oneself as another person is a sophisticated imaginative process. However, the basic capacity to recognize emotions is probably innate and may be achieved unconsciously. Yet it can be trained and achieved with various degrees of intensity or accuracy (O'Malley, 2019).

Empathy necessarily has a "more or less" quality. The paradigm case of an empathic interaction, however, involves a person communicating an accurate recognition of the significance of another person's ongoing intentional actions, associated emotional states, and personal characteristics in a manner that the recognized person can tolerate. Recognitions that are both accurate and tolerable are central features of empathy (Schwartz 2013). The human capacity to recognize the bodily feelings of another is related to one's imitative capacities, and seems to be grounded in an innate capacity to associate the bodily movements and facial expressions one sees in another with the proprioceptive feelings of producing those corresponding movements or expressions oneself (Meltzoff & Decety 2013). Humans seem to make the same immediate connection between the tone of voice and other vocal expressions and inner feeling. The term "empathy" is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling (Lamm, Batson & Daniel 2017). Contemporary researchers often differentiate between two types of empathy: "Affective empathy" refers to the sensations and feelings we get in response to others' emotions; this can include mirroring what that person is feeling, or just feeling stressed when we detect another's fear or anxiety. "Cognitive empathy," sometimes called "perspective taking," refers to our ability to identify and understand other people's emotions. Studies suggest that people with autism spectrum disorders have a hard time empathizing.

Empathy seems to have deep roots in our brains and bodies and in our evolutionary history. Elementary forms of empathy have been observed in our primate relatives, in adolescents, and even in animal. Empathy has been associated with two different pathways in the brain, and scientists have speculated that some aspects of empathy can be traced to mirror neurons, cells in the brain that fire when we observe someone else perform an action in much the same way that they would fire if we performed that action ourselves (Bora, Gökçen & Veznedaroglu, 2008). Research has also uncovered evidence of a genetic basis to empathy, though studies suggest that people can enhance (or restrict) their natural empathic abilities. Having empathy doesn't necessarily mean we'll want to help someone in need, though it's often a vital first step toward compassionate action. Goleman (2018) defined emotional intelligence as the array of

skills and characteristics that drive leadership performance. Studies have shown that people with high emotional intelligence have greater mental health, job performance, and leadership skills although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct. For example, Goleman(2018) indicated that emotional intelligence accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise. Cavazotte, Moreno, Hickmann, (2012). Markers of emotional intelligence and methods of developing it have become more widely coveted in the past decade by individuals seeking to become more effective leaders. In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence

Self-esteem is one of the strongest research topics in psychology (Gebauer, Riketta, Broemer & Maio, 2008). Redenbach cited in Naderi, Abdullah, Aizan, Sharir and Kumar (2009) noted that research has documented the important role high self- esteem plays in academic achievement, social and personal responsibility. For people of all ages, the development of full human potential is enhanced through high self esteem. High self esteem can begin to develop when the acceptance of all individuals and their personal and group contributions are recognized and applauded, especially in a multi-culturally diverse world.

Scholars have defined self-esteem according to their understanding. Malbi and Reasoner (2011) noted that self –esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living. Simply put, self –esteem is essentially one’s felling of self-competence and self-worth. According to Galbraith et al. (2011) self- esteem is a feeling that guides individuals’ behaviour. It is a driving force behind motivation. In the words of Wiggins (2017) self-esteem is the ability of an individual to deal with different challenges of life. It is the feeling of being worthy to do something extra ordinary, to enjoy the right and the ability to do hard work. Amini (2014) explains that self-esteem is the overall self-evaluation in a positive way. It is the belief that one has to be competent and worthy enough to achieve something in life. Simply speaking, it is a feeling of self-competence and self-worth. According to Woolfolk, (2015) self-esteem is the worth or value that individuals attach to their self-assessments.

Self-esteem is seen to be shaped both by the degree of discrepancy between a person’s goals and the accomplishments, and by the degree of emotional support perceived from parents and peers. Self-esteem would also develop out of a person’s experience with success and failure. This would mean that if a person succeeds in a certain task and gets a positive feedback from the others about the performance, he or she would develop a greater self-esteem. However, when the discrepancy is large, this person will see himself or herself as failing to live up to the own goals or values and thus result in a lower self-esteem. It is this global evaluation of one’s own worth that is usually referred to as self-esteem (Tam & Fatimah Yusoooff, 2009).

Self-esteem is a fundamental part of a person’s experience and quality of life (Crocker & Wolfe, 2011). A positive self-evaluation is a vital predictor of one’s general well-being and degree of adaptation to the social context, as well as a powerful factor in protecting against psycho-social risks in adolescence (Forzi & Not, 2013). In other words, a negative self evaluation of a person will be seen to cause psycho-social risks in adolescence. Naderi, Abdullah, Aizan, Sharir & Kumar (2009) found that the development of full human potential is enhanced through high self esteem for people of all ages. Self –esteem is also a vital factor

that affects the level of proficiency in all fields of endeavour. Therefore, self-esteem in a person plays an important role in improving a person's competency and proficiency which eventually can development the person to his or her full human potential.

Self-esteem construct is recognized today to be a major factor in learning outcomes of adolescents'. Lawrence cited in Naderi, Abdullah, Aizan, Sharir & Kumar (2009) asserted that research has consistently shown a positive correlation between how people value themselves and the level of their academic attainments. Those who feel confident, generally achieve more, while those who lack confidence in themselves achieve less. Students usually have no problem in talking to the tutor about their literacy difficulties. Once they have learned to trust their tutor, they will often bring up other problems of a more personal nature. This is not to suggest that tutors become counselors, but they prepare to listen to students who may wish to confide in them. Whilst the majority of students are likely to have low self-esteem as a result of feeling inadequate over not being able to read, write or spell like most others, they may in addition have low self-esteem as a result of others experiences, probably beginning in childhood.

Anthony, Wood and Holmes (2007) argued that adolescent with high self-esteem have comparatively high academic achievements than students with low self-esteem. Self-esteem affects all aspects of the life of an individual, such as, job success, school achievement, social development and professional development. However, there is a close relationship between self-esteem and level of educational attainment of learners. For .example, in one their studies Maruyama et al (2008) have found that students who generally feel confident show better performance. The degree of relationship of the students is conditioned by the level of self-esteem either positively or negatively. Positive high self-esteem enables students to develop positive relationship with peers, teachers and even with a common man. Low self-self-esteem breeds in students feelings of deficiency and inability. Such students feel rejected which dangerously affects the performance of the students in the process of education (Supple, 2011). High level of self-esteem facilitates the students to achieve the goals of life whatever, because it develops in an individual coping skills, confident and feelings of worthiness. Grantham and Ford (2013) elaborated that students with high self-esteem set higher goals in life and strive to achieve them with determination, commitment and steadfastness. Such students do not lose hope even in the face of failures. Because, such students have never ceasing belief and the will to attain the goal and they achieve it ultimately.

According to Plug, Louw, Gouws and Meyer (1991), an adolescent is a person in the developmental stage, which spans from puberty up to and including adulthood. As far as age is concerned, adolescence occurs, in the case of girls, approximately between the ages of 12 and 18 years, and in boys between 13 and 21 years of age. According to Pipher (1994), adolescence is a stage when intense pre-occupation with the self occurs and many kinds of development happen – physical, emotional, intellectual, academic, social and spiritual – and not necessarily in any kind of order. In an attempt to cope with the developmental changes that are occurring, as well as to move forward in his quest for autonomy and a personal identity, the adolescent slowly begins to relate differently to his family and friends, gradually abandoning the security of childhood and slowly achieving independence from parents (Myers 1996).

According to Sadock and Sadock (2003) adolescence is commonly divided into three periods: early (ages 11 to 14), middle (ages 14 to 17), and late (ages 17 to 20). Sadock (2003) also states that some persons may have a period of extended adolescence into their late 20's before full

adult independence. For the purposes of this study, the adolescents that have been targeted are between the ages of 14 and 18 years of age. The adolescent at this stage is forming a sense of self-identity and has to make a lot of choices. Risk taking behaviour in adolescence is a common phenomenon in most cultures. In adolescents it can involve substance abuse (alcohol, smoking and drug abuse), promiscuous sexual activity and accident-prone behaviour (Sadock, 2003). The adolescent boys taking part in this research project all had disciplinary hearings for risk taking behaviour. In the next paragraph, the layout of the research programme will be discussed.

Adolescence is the time when a person acquires the ability to think further than the present, envision its implication and the future, also grasp the complexity of relationships. They encounter new experiences; unfamiliar situations often result in new and possibly intense positive and negative emotional reactions (Karibeeran & Shefali, 2019). Adolescence is a complex period in which the individual is subject to profound emotional, physical, and psychological changes (Bucchianeri et al., 2013; Normandin et al., 2015). It is, therefore, a sensitive period in the development of mental disorders (Sharp & Wall, 2017). The relationships between self-esteem and academic achievement have received much attention. Some researchers investigated the relationship between self esteem and adolescence and found that high self esteem facilitates adolescence. Only a limited correlation was revealed between self-esteem and adolescence (Pullmann & Allik, 2008). Several recent studies have attempted to investigate the direct relationship between self-esteem and adolescence. Pullmann and Allik, (2008) ascertain that low self esteem does not necessarily signal a poor adolescence achievement. Their result shows that low (not high) general self esteem is a significant predictor of adolescence performance. Marsh and O'Mara (2008) suggested that prior self-esteem has small positive effect on adolescence.

Naderi, Abdullah, Aizan, Sharir and Kumar (2009) studied self esteem, empathy and adolescence the finding indicates no relationship between self esteem and empathy and adolescence. Zeinvand (2006) found no significant relationship between self esteem and empathy and adolescence Achievement is a fundamental aspect of everyday life, affecting people's work, interpersonal relationships, sense of being, and leisure (Struthers, Menec, Schonwetter and Perry cited in Naderi, Abdullah, Aizan, Sharir and Kumar, 2009). The quintessential achievement-oriented domain in education, particularly for college students, includes high performance on tests, passing courses, and completing degrees.

Statement of the Problem

Negative relationships and problem behaviors among adolescents in Nigeria are reflection of lack of emotional intelligence, empathy and self-esteem. The problems of adolescents' restiveness, violence, and insurgency may be reduced through emotional intelligence, empathy and self-esteem and exhibition of personality characteristics such as cardinal, central and secondary traits. Several studies have found that emotional intelligence empathy and self-esteem can have a significant relationship with adolescents' behavior. Some scholar found out that higher emotional intelligence and empathy can predictor adolescents' self-esteem. Others reported that people higher in emotional intelligence empathy and self-esteem are more likely to use an adaptive defense style and thus exhibit healthier psychological adaptation of adolescents. It has also been found that higher levels of EI are associated with an increased empathy of adolescents' self-esteem in Nigeria, some study found out that higher emotional intelligence correlated significantly with empathy and adolescents self-esteem, while others found that those scoring high in emotional intelligence, empathy and self-esteem also show

increased positive interpersonal relationships among adolescents. Lower emotional intelligence, empathy and self-esteem has been significantly associated with violent and trouble prone behaviors among college students, higher use of illegal drugs and alcohol, as well as increased participation in deviant behaviors.

Research have shown how vulnerable adolescents are at the risk of some emotional empathy and self-esteem; for example, 850,000 adolescents have been diagnosed with mental health problem, around in every 12 adolescents people deliberately exercise self-harm and have a diagnosable mental health problem. Nearly 80,000 adolescents suffer severe depression, 45% of adolescents in care have a mental health disorder. Edobor & Ebiye found that lack of emotional intelligence empathy and self-esteem is a significant predictor of negative behaviours among adolescents which includes bullying, truancy, aggressiveness, fighting, and drug addictions which are detrimental to their mental wellbeing. With these enormous challenges confronted by adolescents, the need for training emotional intelligence to have empathy and self-esteem of adolescents. Many experimental studies provide evidence that training will significantly and positively influence the level of emotional intelligence and empathy on self-esteem on adolescents but very few studies are done on adolescent population. In view of this inconclusiveness and disparity in research findings, this study is hypothesized to examine the influence of emotional intelligence and empathy on self esteem of adolescents (high and low self esteem. From most of the literature-review, it was found that no research has been done using such intervention approach of emotional intelligence empathy and self-esteem on adolescents particularly, in Nigeria. Thus this study may fill the gap.

Purpose of Study

The study aimed to examining the relationship between emotional intelligence and empathy as correlate of self-esteem among adolescents. But more specifically, this study is interested in:

1. To determine the relationship between emotional intelligence and self-esteem of adolescents'
2. To examine the relationship between empathy on self-esteem of adolescents
3. To investigate the relationship between emotional intelligence and empathy on self-esteem of adolescents

Research Questions

1. What is the relationship between emotional intelligence and self-esteem of adolescents
2. What is the relationship between empathy and self-esteem of adolescents
3. What is the relationship between emotional intelligence, empathy and self-esteem of adolescents

Hypotheses

1. There is no significant difference between emotional intelligence and self-esteem of adolescents'.
2. There is no significant difference between empathy on self-esteem of adolescents
3. There is no relationship between emotional intelligence and empathy on self-esteem of adolescents

METHOD

The study adopted correlational research design. A correlational design seeks to establish the degree of relationship that exists between two or more variables. The rationale for adopting

this is to ascertain the relationship between emotional intelligence empathy and self-esteem on adolescents in Anambra state. The study was carried out in Anambra state. Anambra state is one of the five states in South-East geo-political zone of Nigeria. The population of this study comprised 200 level General Studies' undergraduate students of Nnamdi Azikiwe University (UNIZIK) Awka and Chukwuemeka Odumegwu Ojukwu University (COOU), Igbariam. These universities are owned by Federal and State government respectively. The total population of UNIZIK 200 level students in General Studies is 1400 (source: Unizik GS office), and that of Chukwuemeka Odumegwu Ojukwu University COOU is 1120 students (source: COOU GS office). Hence the population of the study is 2520 students. The sample of this study comprised 300 respondents which includes 180 from UNIZIK and 120 from COOU. Stratified random sampling technique was used to draw the sample size. Stratification was used based on gender. Three instruments were used for data collection. The first is Emotional Intelligence Scale (EIS) developed by Este and Herbert 1985. The instrument was adapted by the researcher. The instrument is made up of two sections; A and B. Section A sought for personal information of the respondents. Section B contained 20 items that elicited information on emotional intelligence rating of the respondents. The items were placed on 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The range of the scores were weighted as 4,3,2 and 1. The second was Empathy Scale (ES) developed by Schwerzes and Jerusalem (1992). It was adapted by the researcher. The scale contained 10 items which elicited information on empathy of the respondents. The items were placed on a 4-point scale. The ranges of the scores were weight as 4,3,2 and 1. The center validity of the instruments was established. In order to establish the reliability of the instruments, were trial-tested on a representative sample of 40 undergraduates randomly selected from public Universities in Enugu state, 20 students from Enugu State University of Science and Technology and 20 from University of Nigeria, Enugu Campus. Enugu state was chosen for reliability because both were the same educational system. The scores obtained were collected to determine the internal consistency of the items. This was done using Cronbach Alpha Reliability Coefficient. The result gave values of 0.81 and 0.80 respectively. The instruments were considered reliable and therefore used for the study. The data collected were analysed using Pearson Product Moment Correlation Coefficient (PPMCC) for the research questions, and t-test of significance of correlation was used to test for the hypotheses at .05 level of significance.

RESULT

Research Question 1: What is the relationship between emotional intelligence and self-esteem of adolescents in Anambra State?

Table 1: Coefficient (r) on the relationship between emotional intelligence and self-esteem of adolescents among undergraduates

Variation	N	coefficient(r)	r ²	remarks
Emotional Intelligence	300	.758		strong positive relationship
Self-Esteem of Adolescents	300	.574		

Result in Table 1 showed the relationship between emotional intelligence and self-esteem of adolescents among adolescents of public universities. The coefficient(r) of .758 indicated a strong positive relationship between emotional intelligence and self-esteem of adolescents ($r=0.758$, $N=300$). The coefficient of determination ($r^2=0.574$) for self-esteem of adolescents revealed 57.4% of total variability in self-esteem of adolescents of undergraduates in public universities in Anambra state can be explained by emotional intelligence.

Research Question 2: What is the relationship between empathy and self-esteem of adolescents in Anambra State ?

Table 2: Coefficient (r) on the relationship between empathy and self-esteem of adolescents among undergraduates

Variation	N	coefficient(r)	r ²	remarks
Empathy	300	.453		strong positive relationship
Self-Esteem of Adolescents	300	.574	.673	

Table 2 showed that coefficient (r) of empathy and self-esteem of adolescents ($r=0.673$) had a strong positive relationship. The coefficient of determination ($r^2=0.453$) indicated that 45.3% of total variability in and self-esteem of adolescents of undergraduates in public universities in Anambra state can be explained by empathy.

Testing of Hypotheses: What is the relationship between emotional intelligence and self-esteem of adolescents in Anambra State

Hypothesis 1

There is no significant relationship between emotional intelligence and self-esteem of adolescents in public universities in Anambra state.

Table 6: Test of significance of correlation of emotional intelligence and self-esteem of adolescents among undergraduates

Variation	N	coefficient(r)	r ²	p-value	remarks
Emotional Intelligence	300	.758	.574	.017	significant
Self-Esteem of Adolescents 300					

Table 6 showed that p-value of .017 is less than .05 alpha level, this means that the null hypothesis of significant relationship between emotional intelligence and self-esteem of adolescents was rejected ($r_{300} = .758$). $p = .017$, $p < .05$. Hence, there is a significant relationship between emotional intelligence and self-esteem of adolescents of undergraduates of public universities in Anambra state.

Hypothesis 2

There is no significant relationship between empathy and self-esteem of adolescents in public universities in Anambra state.

Table 7: Test of significance of correlation empathy and self-esteem of adolescents among undergraduates.

Variation	N	coefficient(r)	r ²	p-value	remarks
Empathy	300	.673	.453	.023	significant
Self-Esteem of Adolescents 300					

Result presented in Table 7 revealed that p-value of .023 is less than .05 alpha level, which means that the null hypothesis of no significant relationship between empathy and self-esteem of adolescents was rejected ($r_{300} = .673$), $p = .023$, $p < .05$. Therefore, there is a significant relationship between empathy and self-esteem of adolescents of undergraduates in public universities in Anambra state.

Findings

1. There is a significant relationship between emotional intelligence and self-esteem of adolescents of undergraduates of public universities in Anambra state.
2. There is a significant relationship between empathy and self-esteem of adolescents of undergraduates in public universities in Anambra state.

Conclusion

The findings of the present investigation suggested that emotional intelligence and self esteem adolescents of undergraduates are positively and significantly correlated. There is a significant relationship between empathy and self-esteem of adolescents of undergraduates in public universities in Anambra state. Therefore the study concludes that emotional intelligence and empathy positively and significantly correlated with self esteem of adolescents students in

Nnamdi Azikiwe University (UNIZIK) Awka and Chukwuemeka Odumegwu Ojukwu University (COOU), Igbariam.

Recommendations

Based on the findings of this study, the researcher deems it fit to make the following recommendations.

1. Public universities should focus on emotional intelligence as part of the standard secondary school curriculum could lead to a variety of positive self esteem outcomes of adolescents of undergraduates of public universities in Anambra state. Increasing emotional intelligence may not only facilitate the learning process and improve self esteem of adolescents, but could also enhance the probability of better personal and social adaptation in general.
2. Teachers should lay emphasis on emotional intelligence on self-esteem as the path to success to enhance of adolescents students' determination and disabuse their minds of the idea of luck, fate or powerful others as determinants of their success
3. Parents need to encourage emotional intelligence self-esteem and independence in their children so as to foster in them (children) an internal belief that they can control their own affairs.

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