

Social, Emotional, And Adversity Quotient Impacting Pre-Teen Students Self-Esteem

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ABSTRACT

Self-esteem is an essential component of self-awareness. It occupies a key place in the structure of pre-teen individuals because it is related to mental health and the definition of life goals. Pre-teens with self-esteem feel liked, accepted, and confident. They're proud of what they can do and think good things about themselves. Pre-tenders with low self-esteem criticize themselves and doubt they can do things well. They feel they're not as good as other kids and think of the times they fail rather than when they succeed. Self-esteem helps kids do better at school, at home, and with friends. Pre-teens with low self-esteem feel unsure of themselves. If they think others won't accept them, they may not join in. They may let others treat them poorly and have a hard time standing up for themselves. They may give up easily or not try at all. Pre-teen students with low self-esteem find it hard to cope when they make a mistake, lose, or fail. So they may not do as well as they could. In the short term, these children often experience loneliness, low self-esteem, and social anxiety. Long-term consequences include poor academic performance, school dropout, juvenile delinquency, criminal behavior, and mental health problems, particularly externalizing ones, in adolescence and adulthood. School is a great place for children to learn to socialize, rationalize their feelings, and boost their academic prowess, but school cannot teach children everything they need to know, especially when it comes to social and emotional quotient. The Adversity Quotient (AQ) is an innate ability that enables people to turn their adverse situations into life-changing advantages. Determining students and their influence on other factors that affect achievement is likely to provide greater understanding and better prediction of academic achievement. Much research has been carried out on this

concept without focussing on its combined impacts with student-teacher psychological factors on academic achievement among pre-teen students.

INTRODUCTION:

The pre-teen stage represents a pivotal period of development characterized by significant changes in social, emotional, and cognitive domains. One crucial aspect of this developmental phase is the formation of self-esteem, which plays a fundamental role in shaping a pre-teen's sense of worth, confidence, and overall well-being. Central to the construction of self-esteem are the individual's social-emotional competencies and their capacity to navigate adversity, both of which are strongly influenced by various contextual factors, including parenting practices. Research has consistently demonstrated the profound impact of social-emotional and adversity quotient on the self-esteem of pre-teen students. The ability to form and maintain positive relationships, regulate emotions effectively, and confront challenges with resilience directly contributes to the development of a healthy self-concept during this formative period. Conversely, difficulties in managing emotions, navigating social interactions, and coping with adversity can significantly compromise a pre-teen's self-esteem, potentially leading to negative outcomes such as low self-worth, self-doubt, and heightened vulnerability to mental health challenges. While the significance of social-emotional development and resilience about self-esteem has been widely recognized, the specific mechanisms by which these factors operate within the context of pre-adolescent experiences remain an area of ongoing inquiry. Moreover, understanding the influence of parenting on the social-emotional and adversity quotient of pre-teen students, and subsequently on their self-esteem, is crucial for informing targeted interventions and support systems aimed at promoting positive psychosocial outcomes during this critical developmental juncture. This study seeks to delve into the intricate interplay between social-emotional competencies, adversity quotient, and self-esteem among pre-teen students, with a particular focus on the mediating role of parenting. By examining how different dimensions of social-emotional functioning and resilience contribute to the development of self-esteem in pre-adolescents, and how parenting practices shape these factors, this research aims to provide valuable insights for educators, mental health professionals, and policymakers working to support the holistic well-being of pre-teen students. Through a

comprehensive review of existing literature and empirical evidence, this study endeavors to shed light on the complex dynamics underpinning self-esteem formation in pre-adolescents within the broader framework of social-emotional development and resilience. By elucidating these dynamics, the research aims to contribute to the development of targeted interventions and parental guidance strategies aimed at nurturing the social-emotional well-being and resilience of pre-teen students, thereby fostering a positive and robust sense of self-esteem during this critical period of growth and identity formation. Conversely, low self-control is assumed to be at the heart of many societal problems, including obesity, substance abuse, criminality, impulsive buying, and procrastination (Baumeister & Heatherton, 1996; Gottfredson & Hirschi, 1990; Patton, Stanford, & Barratt, 1995; Vohs & Faber, 2007).[(de Ridder et al., 2012)] To Maslow, a satisfaction of self-esteem needs generates feelings and attitudes of self-confidence, self-worth, capacity and the feeling of being useful and necessary in the world.[(D'Mello et al., 2018)]

LITERATURE REVIEW

The critical aspects of social-emotional development throughout the preschool period include children's ability to build positive social ties with adults and their peers, understand other people's feelings, control their own feelings and behaviors, and regulate their feelings (Denham et al., 2003; Izard et al., 2001).[(Yoleri, 2014)] Self-esteem refers to the amount of value people give to themselves (Baumeister, Campbell, Krueger, Vohs, 2003). Clemes and Bean (1990) assert that one of the principal factors impinging upon students' performance in school is the level of their self-esteem (Asakereh & Yousofi, 2018). Emotional quotient has been defined as the ability to adaptively recognize, understand, manage, and harness emotions both in self and others and to use emotion to facilitate cognitive processing. It is a skill, that involves three processes that are perception, (or the ability to recognize our emotions consciously), understanding (integrating what we feel in our thoughts), and regulation (leading and managing it effectively both positive and negative emotions). Self-esteem is appreciating one's worth, and importance and having the character to be accountable for oneself and to act responsibly towards others. It doesn't mean seeing oneself as the greatest person in the world but it refers to how we feel about or how we value ourselves. The literature revealed that higher emotional quotient is typically associated with positive moods and higher self-esteem because emotionally intelligent persons can maintain positive mental states due to their capability to

manage their emotions efficiently. When a person can accept his/ her weaknesses and faults and simultaneously recognize his/ her strengths and positive qualities, the person will experience strong self-worth and high self-esteem. Schutte et al., (2002) provide proof in support of the correlation between emotional quotient and self-esteem. Social quotient, also known as social quotient, encompasses an individual's ability to navigate social interactions effectively. Research has consistently shown a strong link between social skills and self-esteem in pre-teens. Children who demonstrate high social competence tend to have more positive self-perceptions and experience better social support, contributing to an enhanced sense of self-worth (Brackett et al., 2011; Laible, Carlo, & Roesch, 2004). According to attachment theory, children begin to construct rudimentary models of the self (and others) in response to the availability and sensitivity of caregivers in toddlerhood and these representations are reworked across the lifespan (Bowlby, 1982; Bretherton, 1991). Thus, if caregivers have been sensitive and available to the child, a child constructs a model of the self as worthy and deserving of love. In contrast, if parents have failed to be sensitive and accessible, a child constructs models of the self as unworthy and undeserving of love. [(Yolery, 2014)]. Furthermore, peer relationships significantly impact pre-teen self-esteem. Positive peer interactions provide a sense of belonging and acceptance, fostering a positive self-image (Ladd & Troop-Gordon, 2003). On the other hand, social rejection or bullying can have detrimental effects on self-esteem, emphasizing the need for interventions that promote a positive social environment (Hawker & Boulton, 2000). Emotional quotient involves the ability to recognize, understand, and manage one's own emotions and those of others. Pre-teens with higher emotional quotient tend to exhibit better emotional regulation, coping mechanisms, and interpersonal skills, which contribute to elevated self-esteem (Brackett & Mayer, 2003; Salovey & Mayer, 1990). Research suggests that emotional quotient is a key predictor of self-esteem development during pre-adolescence (Denham et al., 2012). The ability to express and manage emotions effectively enables pre-teens to navigate challenges and build resilience, positively impacting their overall self-esteem (Denham, Bassett, & Wyatt, 2007). Adversity quotient refers to an individual's ability to persevere and thrive in the face of adversity. Pre-teens with a higher adversity quotient are more likely to view challenges as opportunities for growth, leading to increased resilience and self-esteem (Stoltz, 1997). Studies have highlighted the importance of cultivating a growth mindset and teaching pre-teens adaptive coping strategies to enhance their adversity quotient (Dweck, 2006; Seligman, Reivich, Jaycox, & Gillham, 1995). The ability to

overcome setbacks and learn from failures positively influences self-esteem by fostering a sense of competence and mastery (Eccles & Roeser, 2011). The gender-specific age trajectories of self-esteem are likely the result of distinct culture-specific, agegraded mechanisms, which are not necessarily related to the mechanisms that lead to the absolute gender differences in self-esteem. Research and theorizing on gender and age differences in self-esteem have played a prominent role in psychology over the past 20 years. (Bleidorn et al., 2016) Students who are lower in self-esteem seem to possess higher self-handicapping tendencies. Individual who has low level of self-esteem tends to elicit response to protect oneself from the consequences of failure. (Keng Cheng, 2015) Intelligence, whose central feature is the “ability to learn, reason, and solve problems” (Gottfredson, 2004, p. 35), is the best-documented predictor of standardized achievement test scores (Barton, Dielman, & Cattell, 1972; Brody, 1997; Deary, Strand, Smith, & Fernandes, 2007; Gagné & St Père, 2002; Gottfredson, 2004; Neisser et al., 1996). Correlations between IQ and standardized achievement test scores are usually interpreted as evidence that smarter students learn faster. ([Yoleri, 2014]) Psychology is one of the potential factors to be successful in physical education learning at universities. However, it is still unknown that among self-esteem, adversity quotient, and self-handicapping has more correlation with achievement goals. ([Yoleri, 2014]) Self-esteem that is contingent on the performance of a behaviour itself has a controlling rather than informational function. In this respect, contingent self-esteem is more akin to controlling rather than autonomously motivational orientations. Noncontingent self-esteem, on the other hand, is not dependent upon performance of the behaviour; rather, it is an enhanced sense of self-worth as a result of performing the behaviour for autonomous reasons. ([Hein & Hagger, 2007])

NEED OF THE STUDY

A study on the impact of social, emotional, and adversity quotient on pre-teen students' self-esteem is crucial for understanding and addressing critical aspects of their developmental journey. Studying self-esteem is important for several reasons as it has significant implications for individual well-being, mental health, and interpersonal relationships. Here are some reasons why studying self-esteem is valuable:

Psychological Well-being:

Positive Mental Health: High self-esteem is often associated with positive mental health outcomes. Individuals with a

positive self-image tend to experience less stress, anxiety, and depression.

Resilience: People with higher self-esteem often demonstrate greater resilience in the face of challenges. They are better equipped to cope with setbacks and bounce back from failures.

Interpersonal Relationships:

Quality Relationships: Self-esteem influences how individuals perceive themselves about others. People with higher self-esteem often engage in healthier and more satisfying relationships.

Communication Skills: Those with positive self-esteem may exhibit better communication skills, assertiveness, and the ability to express their needs and boundaries effectively.

Achievement and Success:

Motivation: Self-esteem can affect an individual's motivation to pursue and achieve goals. Higher self-esteem is often linked to greater motivation and a willingness to take on challenges.

Academic and Career Success: Individuals with positive self-esteem may be more likely to persist in the face of obstacles, leading to better academic and career outcomes.

Behavior and Decision-Making:

Risk-Taking Behavior: Low self-esteem can be associated with risky behaviors, as individuals may seek external validation or engage in destructive habits to cope with negative feelings about themselves.

Healthy Decision-Making: Studying self-esteem helps understand how individuals make decisions and choices, influencing areas such as health behaviors and lifestyle choices.

Mental Health Interventions:

Therapeutic Approaches: Understanding self-esteem is crucial for mental health professionals in designing effective therapeutic interventions. Addressing self-esteem issues is often a key component of psychological treatment.

Education and Parenting:

Effective Teaching: Educators benefit from understanding how self-esteem influences learning. Tailoring teaching methods to boost students' self-esteem can positively impact academic performance.

Parenting Strategies: Parents who are aware of the importance of self-esteem can adopt strategies that nurture a positive self-image in their children, fostering healthy development.

Cultural and Social Implications:

Cultural Variations: The study of self-esteem allows for the exploration of cultural variations in self-perception and how societal factors contribute to individual self-worth.

Social Dynamics: Understanding self-esteem contributes to insights into social dynamics, such as how societal expectations and norms influence individuals' self-perception.

In summary, studying self-esteem is crucial for gaining insights into human behavior, well-being, and the factors that contribute to a fulfilling and successful life. It has practical applications in various fields, including psychology, education, healthcare, and interpersonal relationships.

AIMS OF THE STUDY

The study of self-esteem aims to understand and explore the psychological concept of self-esteem, which refers to an individual's overall evaluation of their worth and value. Researchers aim to investigate the factors that influence self-esteem, such as social interactions, personal achievements, and cultural influences. Additionally, the study of self-esteem aims to examine the consequences of having high or low self-esteem on various aspects of an individual's life, including mental health, relationships, academic performance, and overall well-being.

OBJECTIVES

1. Build self-esteem by developing a positive and healthy sense of self-worth and confidence.
2. To recognize and value one's abilities, qualities, and achievements, as well as having a realistic and positive view of oneself.
3. To improve mental and emotional well-being, increased resilience, better relationships, and a greater ability to cope with challenges and setbacks.
4. To investigate and identify the factors that influence self-esteem, such as social, familial, cultural, and environmental variables.
5. To analyze the impact of body image on self-esteem, considering how individuals perceive and relate to their physical appearance.

VARIABLES OF THE STUDY

Dependent variables :Social, Emotional, And Adversity Quotient

Independent variables : Self-Esteem ,Gender, Age.

CONCEPTUAL DEFINITION:

Self-Esteem: Self-esteem is a psychological concept that refers to an individual's overall evaluation and perception of their own worth, value, and competence.

Social Quotient (SQ): Social Quotient, or SQ, refers to an individual's capacity to understand, navigate, and effectively engage in social interactions.

Emotional Quotient (EQ): Emotional Quotient, or EQ, is a measure of an individual's emotional quotient and their ability to recognize, understand, manage, and effectively use emotions in themselves and others.

Adversity Quotient (AQ): Adversity Quotient, or AQ, denotes an individual's resilience and capacity to navigate challenges, setbacks, and adversities in life.

These conceptual definitions aim to provide a foundational understanding of each quotient, highlighting the key attributes and skills associated with Social Quotient, Emotional Quotient, and Adversity Quotient in the context of personal and interpersonal development.

OPERATIONAL DEFINITION:

Self-Esteem:

Self-esteem is operationally defined as a quantifiable measure of an individual's subjective evaluation of their own worth, value, and capabilities. It is assessed through standardized self-report instruments, such as Likert scales or validated questionnaires, which capture perceptions related to self-worth, self-acceptance, and confidence.

Social Quotient (SQ):

Operational Definition: Social Quotient is operationally defined as the quantitative measure of an individual's social skills, interactions, and effectiveness in various social settings. It is assessed through standardized tests and observational methods that evaluate communication abilities, teamwork, conflict resolution, and the establishment of meaningful relationships.

Emotional Quotient (EQ):

Operational Definition: Emotional Quotient is operationally defined as a numerical indicator of an individual's emotional quotient.

Adversity Quotient (AQ):

Operational Definition: Adversity Quotient is operationally defined as a quantifiable measure of an individual's resilience and ability to cope with adversity.

These operational definitions provide a clear and measurable framework for assessing and quantifying the Social Quotient, Emotional Quotient, and Adversity Quotient, enabling researchers to conduct empirical studies and gather data on these constructs in a systematic and standardized manner.

DESIGN OF THE STUDY

Age: 10-12 years, gender – Male and Female

The sample size for the present study will be approximately 150 pre-teen students.

Tool for the study:

Self-made questionnaire for students.

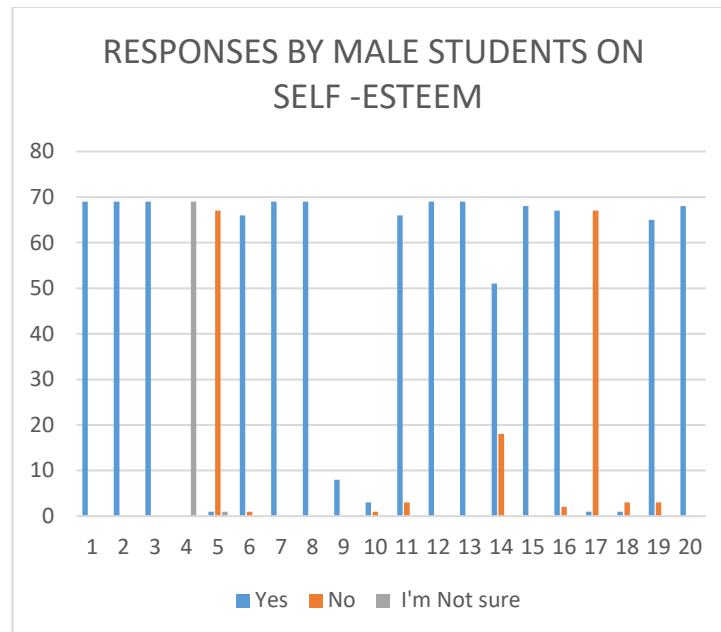


Fig.1

Pre-teen male students demonstrate generally positive self-perception, expressing confidence in appearance, academic abilities, and group interactions, but occasional self-doubt and anxiety in social situations, indicating a nuanced and multifaceted self-esteem..

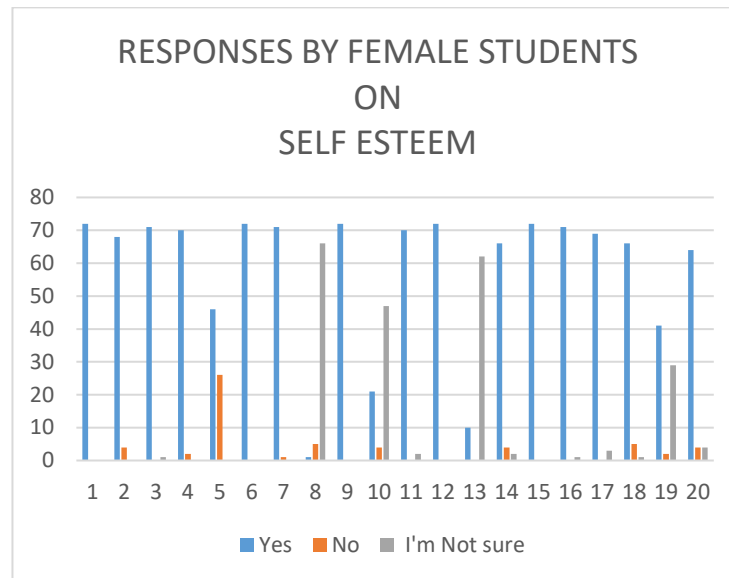


Fig.2:

The pre-teen female participant demonstrates a predominantly positive self-view, expressing confidence in appearance, academic prowess, and group interactions. Yet, occasional instances of self-doubt and unease in social settings suggest a nuanced and diverse self-esteem, leaning towards self-consciousness and shyness typical of this developmental stage. Moreover, the observable hesitancy and uncertainty in responses regarding self-acceptance and satisfaction reflect the intricate and evolving nature of self-esteem in pre-teen students.

INFERENCES:

The study follows a survey research design wherein data is collected through a self-made questionnaire of 150 students. The data is analyzed and evaluated based on self-esteem. Out of 150 students, 141 students have attempted the response. The survey outcomes underscore the intricate interplay of social, emotional, and adversity quotients in shaping the self-esteem of pre-teen students. Positive responses indicate potential sources of strength and resilience, while negative responses highlight areas that may require additional support. The presence of uncertainties suggests a need for further exploration and targeted interventions to foster a more comprehensive understanding of the factors influencing pre-teen self-esteem. Overall, the findings emphasize the importance of holistic approaches in addressing the diverse and evolving needs of pre-teen students for their social and emotional well-being.

DELIMITATIONS ON BUILDING SELF-ESTEEM IN PRE -TEEN STUDENTS.

1 Focusing on a specific type of intervention, such as workshops or counseling, allows for an in-depth analysis of its effectiveness in building self-esteem. However, the study may not explore the potential synergies or unique benefits of combining multiple intervention strategies.

2. Relying primarily on self-report measures acknowledges the potential for social desirability bias. While valuable for capturing individual perspectives, it may not fully grasp the multifaceted nature of self-esteem, and incorporating objective measures or observations could provide a more comprehensive understanding.

3. Limiting the exploration of external factors, such as family dynamics and socioeconomic status, to primarily focus on the chosen intervention provides clarity. However, recognizing these factors as potential influencers, even if not extensively studied, emphasizes the need for future research to consider broader contextual elements.

4. The decision to not include an extended follow-up period acknowledges the study's constraints. However, recognizing this limitation underscores the importance of future research to delve into the sustainability and lasting impact of self-esteem-building efforts over an extended period.

5. While the study may not comprehensively explore cultural variations in the impact of the self-esteem intervention, recognizing this limitation highlights the necessity for future research to incorporate diverse cultural perspectives. Acknowledging the potential influence of cultural nuances underscores the need for broader cross-cultural investigations in subsequent studies.

LIMITATIONS ON BUILDING SELF – ESTEEM IN PRE – TEEN STUDENTS.

1. The study may be limited by a relatively small sample size, reducing the statistical power and generalizability of the findings to a broader population of pre-teen students.

2. The research may primarily focus on short-term outcomes of the self-esteem building intervention, limiting the ability to draw conclusions about the sustained effects over an extended period.

3. Participants who choose to engage in the self-esteem intervention may differ from those who do not participate, introducing potential self-selection bias that could affect the study's internal validity.

4. The study may explore a specific type of intervention for building self-esteem, limiting the examination of alternative approaches that could yield different outcomes.

5. The study may not comprehensively account for external factors, such as family dynamics or community influences, which could play a significant role in shaping pre-teen students' self-esteem.

Conclusion:

One of the most important characteristics learning environments is readiness for self-directed and independent learning. It's necessary learners have a high degree of self-organization and self-discipline to enter the educational environment. For this reason it is essential to investigate the factors influencing on the self-directed learning readiness of learners to improve learning programs. Learning is a purposeful process and usually is determined through behavioral activities related to information-seeking and learner consciously accepts responsibility for decisions relating to the objectives and activities. [(Saeid & Eslaminejad, 2016)]. The intricate web of social, emotional, and adversity factors uncovered in this exploration highlights the paramount importance of a comprehensive understanding when it comes to nurturing self-esteem in pre-teen students. Focused on the age range of 10 to 12, the study illuminated both the challenges and opportunities inherent in this critical developmental phase. While acknowledging the significance of targeted interventions like workshops and counseling in bolstering self-esteem, the study's delimitations underscore the need for a nuanced interpretation. The geographic specificity, while providing valuable local insights, calls for caution in extending findings to diverse cultural or regional contexts. The study's limitations, encompassing a potentially small sample size, short-term focus, and reliance on self-report measures, signal the necessity for careful result interpretation. Recognizing the multifaceted nature of self-esteem, the exclusive emphasis on a single intervention approach prompts consideration of potential synergies from diverse strategies. Contextual specificity echoes throughout the findings, emphasizing that the roots of this study lie in the chosen educational setting. Acknowledging external factors like family dynamics and community influences as potential influencers of self-esteem underlines avenues for future exploration. Navigating these complexities underscores that effective self-esteem building in pre-teens demands a holistic grasp of the interplay between social, emotional, and adversity factors. This study serves as a springboard for future research, advocating for a broader exploration of interventions, long-term effects, and cultural variations. Ultimately, these findings contribute significantly to the ongoing discourse on the holistic development of pre-teens, aiming to create environments that empower them in successfully navigate the challenges of this crucial transitional period. The implications

extend beyond academia, offering valuable insights for educators, parents, and policymakers striving to create supportive environments conducive to the optimal development of pre-teen students.

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