The Influence of a Child's Emotional Intelligence on their Self-Esteem Centered on OO-Gu, Ulsan City

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Abstract
This study hopes to find out the influence of a child's emotional intelligence on their communication skills. For this study, a survey was conducted on 201 children from childhood education institutions in the city of Ulsan, and their professors conducted the rating of self-esteem and communication skills. The data was analyzed using the SPSS WIN 18.0 program to conduct the frequency analysis, t-test and one-way analysis of variance, correlation analysis, multiple regression analysis, etc., and the empirical analysis was tested at a significance level of 5%. The research results showed, first, that the difference in emotional intelligence according to a child's general characteristics was significant. Second, the difference in self-esteem according to a child's general characteristics was significant according to gender, age, and birth order. Third, there showed to be a high positive correlation between a child's emotional intelligence and self-esteem. The results of this study are expected to become fundamental academic data and proposition of direction for the healthy and positive development of self-esteem and emotional intelligence for children.

Keywords: Infant, A Child's General Characteristics, Emotional Intelligence, Self-Esteem

1. Introduction
1.1 Research Necessity
There is a need for the infants who will become the leaders of the globalization, informatization, and diversification generation to have not only a variety of knowledge, but also the ability to adjust well to social life and swiftly maneuver through various situations and changes. Also, the development of a child's emotional intelligence is critical in order to raise these developing children into healthy intellectuals that the society needs, and as an area related to the ability to appropriately control and understand their own and others' emotions, it plays an incredibly important role in societal life[1]. Consequently, there have been many recent studies on the emotional intelligence of infants, which is the ability to be considerate of others and to appropriately control one's own emotions, and educational interest is likewise on the rise.
Hence, this study has contemplated advanced research regarding a child's emotional intelligence as well as the related variables of a child's emotional intelligence.
Emotional intelligence can be understood as the basic ability to cognitively integrate and control emotions, and solve problems socially, cognitively, and emotionally, and can be said to be a necessity in a person's psychological and social

adaption and success. With infancy being the time in which the ability to understand, express, and control emotions rapidly increases, the emotional experiences of infancy are stored in the brain's amygdala complex and later have an influence in development[2]. Also, the emotional intelligence of infancy has been said to increase cognitive ability, and to allow the display of different harmoniously synthesized abilities[3]. Therefore, because the ability for a child to recognize their emotional state and control it, and thereby understand and sympathize with others and respond appropriately, is necessary in order for the formation of positive human relationships, the observation of variables related to emotional intelligence is incredibly important[4].
Out of the variables related to emotional intelligence, an observation of advanced research regarding a child's self-esteem states that self-esteem is a child's perception of their own rights, that they are valuable, capable, a being that can love and be loved by others, and respect of their own individuality[5]. Furthermore, self-esteem is the core of psychological health for infants, and because a child's evaluation of themselves influences their whole life, a child's self-esteem can be said to be a factor that determines all of their actions[6].
Though there have been a variety of researches conducted regarding a child's emotional intelligence and self-esteem in this way, there is still insufficient research concerning the kind of influence that emotional intelligence has on self-esteem with children as the subjects. Therefore, this study hopes to observe the differences and correlations between the general characteristic factors among the emotional intelligence and self-esteem of infants, and to make a detailed and systematic analysis of the predicting variables that influence a child's emotional intelligence sub factors and self-esteem sub factors.

1.2 Research Purpose
The detailed problems regarding the purpose of this study is as follows.

Research Problem 1.
The difference in a child's emotional intelligence depending on their general characteristics.

Research Problem 2.
The difference in a child's self-esteem depending on their general characteristics.

Research Problem 3.
The influence that a child's emotional intelligence has on their self-esteem.

2. Research Method
2.1 Research Subjects
For this study, a survey was conducted on the childhood teachers of childhood education institutions in the city of Ulsan from May 1 to May 30, 2015. Cohen's sample extraction formula according to the statistical power analysis program, G*Power 3.1, was used for the sample size of the research subjects. And with a 5% significance level, 95% statistical power, and an effect size set as the medium index of 0.15, the minimum sampling number was calculated to be 129 people. Thus, a total of 220 surveys were conducted for this study and, with the removal of 19 questionnaires that were inadequate to use as data, the response results of 201 surveys was used as the analysis data. An observation of the general characteristics of the research subjects showed that 'boys' made up 53.7% and 'girls' made up 46.3% for 'gender'; for age, 15.9% were 'under 3 years old', 21.9% were '4 years old', 34.8% were '5 years old', and 27.4% were 'over 6 years old'. For birth order, most were reported to be 'first' at 59.2%, followed by 'second' at 33.3%, and 'at least third' at 7.5%.

2.2 Research Tools
2.2.1 The Emotional Intelligence of Infants
The emotional intelligence test tool by Salover& Mayer(1996) was adapted by Byung-Rae Lee(1997) and revised and supplemented to be used as a tool in order to find out the emotional intelligence of infants. The contents of each subdivision were composed of a total of 31 questions of self-awareness/expressivity(7 questions), self-control(8 questions), awareness of others(7 questions), control towards others/personal relationships(9 questions), and used a 5-point Likert scale. The reliability of this scale according to Cronbach's α coefficient showed be .84 all round out of the Byung-Rae Lee(1997) study, and the reliability of this study according to Cronbach's α coefficient showed to be .76 for self-awareness/expressivity, .87 for self-control, .89 for awareness of others, .83 for control towards others/personal relationships, and .92 all round.

2.2.2 The Self-Esteem of Infants
The 'Behavioral Rating Scale of Presented Self-Esteem for Young Children' developed by Haltwanger was adapted by Hyun-Mi Choi and Dong-Joo Shin and revised and supplemented to be used as a tool for teachers in order to find out the self-esteem of infants. The contents and questions of each subdivision were composed of a total of 19 questions of independence(7 questions), academic achievement(5 questions), and sociality/emotionality(7 questions), and used a 4-point Likert scale where a higher score represented a higher self-esteem. The reliability of this scale according to Cronbach's α coefficient showed be .84 all round out of the Hyun-Mi Choi and Dong-Joo Shin study, and the reliability of this study according to Cronbach's α coefficient showed to be .87 for independence, .80 for academic achievement, .82 for sociality/emotionality, and .92 all round.

2.3 Data Analysis
A frequency analysis was conducted in order to find out the general characteristics of infants, and the reliability of the emotional intelligence and self-esteem of infants was gauged using Cronbach's α coefficient. A t-test and one-way analysis of variance was conducted in order to find out the difference between a child's emotional intelligence and self-esteem depending on their general characteristics, and through Scheffe's multiple range test a significant difference was tested at p<.05. A correlation analysis and multiple regression analysis were conducted in order to find out the influence that a child's emotional intelligence has on their self-esteem. The empirical analysis of this study was all tested at a significance level of 5%, and the statistical processing was analyzed using the SPSS WIN 18.0 program.

3. Research Results and Interpretation
3.1 The General Characteristics of Infants
An observation of the general characteristics of infants is as shown in <Graph 1>.
For gender, 53.7% were 'boys' and 46.3% were 'girls'; for age, 15.9% were 'under 3', 21.9% were '4 years old', 34.8% were '5 years old', and 27.4% were 'over 6 years old'. For birth order, most were reported to be 'first' at 59.2%, followed by 'second' at 33.3%, and 'at least third' at 7.5%.

<Graph 1> The General Characteristics of Infants

Classification		Frequency (N)	Percentage (%)
Gender	Boy	108	53.7
	Girl	93	46.3
Age	Under 3 Years Old	32	15.9
	4 Years Old	44	21.9
	5 Years Old	70	34.8
	Over 6 Years Old	55	27.4
Birth Order	First	119	59.2
	Second	67	33.3
	At Least Third	15	7.5
Total		201	100.0

3.2 The Emotional Intelligence of Infants
An observation of the emotional intelligence of infants is as shown in <Graph 2>.
With the total average for the emotional intelligence of infants being 3.61, emotional intelligence showed to be highest in the order of 'self-awareness/expressivity'(M=3.84), followed by 'control towards others/personal relationships'(M=3.77), then 'awareness of others'(M=3.59), and then 'self-control'(M=3.24).

<Graph 2> The Emotional Intelligence of Infants

Classification		N	Minimum Value	Maximum Value	Average	Standard Deviation
Emotional Intelligence	Self-Awareness/ Expressivity	201	2.00	5.00	3.84	.55
	Self-Control	201	1.00	4.75	3.24	.76
	Awareness of Others	201	1.00	5.00	3.59	.72
	Control Towards Others/Personal Relationships	201	1.33	5.00	3.77	.63
Emotional Intelligence		201	1.71	4.81	3.61	.51

3.3 The Self-Esteem of Infants

An observation of the self-esteem of infants is as shown in <Graph 3>.

With the total average for the self-esteem of infants being 3.14, self-esteem showed to be highest in the order of 'independence'(M=3.46), followed by 'sociality/emotionality'(M=2.97), then 'academic achievement'(M=2.91).

<Graph 3> The Self-Esteem of Infants

Classification		N	Minimum Value	Maximum Value	Average	Standard Deviation
The Self-Esteem of Infants	Independence	201	1.57	4.57	3.46	.59
	Academic Achievement	201	1.00	4.00	2.91	.59
	Sociality/ Emotionality	201	1.14	4.00	2.97	.52
The Self-Esteem of Infants		201	1.32	4.11	3.14	.50

3.4 Hypotheses Test

Research Problem 1. The difference in a child's emotional intelligence depending on their general characteristics.

An observation of the difference in a child's emotional intelligence depending on their general characteristics is as shown in <Graph 4>.

The overall difference in the emotional intelligence of infants was significant depending on gender and age; in detail, the difference in self-awareness/expressivity was significant depending on age; the difference in self-control was significant depending on gender; the difference in awareness of others was significant depending on gender and age; and the difference in control towards others/personal relationships was significant depending on gender and age.

The overall emotional intelligence of infants showed a higher emotional intelligence in 'girls'(M=3.71) than in 'boys'(M=3.52)(t=-2.838, p<.01) for 'gender'; for age, emotional intelligence from highest to lowest was '5 years old'(M=3.74), followed by '4 years old'(M=3.70), then 'over 6 years old'(M=3.63), then 'under 3 years old'(M=3.14), with 'under 3 years old' ranking the lowest(F=13.453, p<.001).

In detail, the self-awareness/expressivity of infants under the age of 3 was the lowest for emotional intelligence(F=11.065, p<.001), and the self-control of girls showed to be higher than that of boys(t=-2.693, p<.01) for gender. The awareness of others was higher for girls(t=-2.347, p<.05), and the awareness of others of infants under the age of 3 was the lowest(F=12.576, p<.001). The control towards others/personal relationships was higher for girls(t=-2.135, p<.05), and was the lowest for infants under the age of 3 (F=18.859, p<.001).

<Graph 4> The Difference in a Child's Emotional Intelligence Depending on Their General Characteristics

Classification		N	Emotional Intelligence								Total	
			Self-Awareness/ Expressivity		Self-Control		Awareness of Others		Control Towards Others/ Personal Relationships			
			M	SD	M	SD	M	SD	M	SD	M	SD
Gender	Boy	108	3.81	.61	3.10	.74	3.48	.80	3.68	.74	3.52	.56
	Girl	93	3.88	.48	3.39	.75	3.71	.61	3.86	.45	3.71	.41
t(p)			-.937 (.350)		-2.693** (.008)		-2.347* (.020)		-2.135* (.034)		-2.838** (.005)	
Age	Under 3 Years Old (a)	32	3.40	.74	3.13	.76	2.92	.81	3.12	.69	3.14	.48
	4 Years Old (b)	44	4.08	.59	3.22	.93	3.70	.99	3.84	.75	3.70	.66
	5 Years Old (c)	70	3.87	.37	3.36	.64	3.72	.42	4.00	.40	3.74	.31
	Over 6 Years Old (d)	55	3.87	.44	3.16	.74	3.71	.49	3.78	.46	3.63	.42
F(p)/ Scheffe			11.065*** (.000) b,c,d>a		1.002 (.393)		12.576*** (.000) c,d,b>a		18.859*** (.000) c,b,d>a		13.453*** (.000) c,b,d>a	
Birth Order	First	119	3.83	.57	3.18	.70	3.54	.76	3.71	.66	3.56	.52
	At Least Second	82	3.86	.53	3.31	.84	3.66	.67	3.85	.58	3.67	.48
t(p)			-.459 (.647)		-1.154 (.250)		-1.097 (.274)		-1.594 (.113)		-1.507 (.133)	

*p<.05, **p<.01, ***p<.001

Research Problem 2.

The difference in a child's self-esteem depending on their general characteristics.

An observation of the difference in a child's self-esteem depending on their general characteristics is as shown in <Graph 5>.

The overall difference in the self-esteem of infants was significant depending on gender, age, and birth order; in detail, the difference in independence was significant depending on age; the difference in academic achievement was significant depending on gender and age; and the difference in sociality/emotionality was significant depending on gender, age, and birth order.

The overall self-esteem of infants showed a higher self-esteem in 'girls'(M=3.23) than in 'boys'(M=3.06)(t=-2.360, p<.05) for 'gender'; for age, self-esteem from highest to lowest was '5 years old'(M=3.27), followed by 'over 6 years old'(M=3.23), then '4 years old'(M=3.12), then 'under 3 years old'(M=2.73), with 'under 3 years old' ranking the lowest(F=10.785, p<.001); for birth order, self-esteem was higher for infants who were 'at least second'(M=3.23) than those who were 'first'(M=3.08)(t=-2.108, p<.05).

In detail, the independence of infants under the age of 3 was the lowest for self-esteem(F=4.051, p<.01). The academic achievement of girls showed to be higher than that of boys(t=-

2.532, p<.05), and infants under the age of 3 was the lowest(F=19.665, p<.001). The sociality/emotionality of girls was higher than that of boys(t=-2.640, p<.01), was the lowest for infants under the age of 3(F=7.755, p<.001), and was higher for infants with a birth order of at least second than that of first(t=-2.027, p<.05).

<Graph 5> The Difference in a Child's Self-Esteem Depending on Their General Characteristics

Classification		N	The Self-Esteem of Infants						Total	
			Independence		Academic Achievement		Sociality/Emotionality			
			M	SD	M	SD	M	SD	M	SD
Gender	Boys	108	3.42	.59	2.81	.60	2.88	.57	3.06	.52
	Girls	93	3.52	.59	3.02	.56	3.08	.45	3.23	.45
t(p)			-1.244(.215)		-2.532*(.012)		-2.640**(.009)		-2.360*(.019)	
Age	Under 3 Years Old (a)	32	3.14	.49	2.31	.53	2.61	.51	2.73	.45
	4 Years Old (b)	44	3.48	.71	2.82	.61	2.96	.67	3.12	.61
	5 Years Old (c)	70	3.53	.55	3.10	.47	3.12	.42	3.27	.41
	Over 6 Years Old (d)	55	3.55	.54	3.09	.51	3.00	.43	3.23	.41
F(p)/ Scheffe			4.051**(.008) d,c,b>b,a		19.665***(.000) c,d,b>a		7.755***(.000) c,d,b>a		10.785***(.000) c,d,b>a	
Birth Order	First	119	3.41	.59	2.85	.62	2.91	.53	3.08	.51
	At Least Second	82	3.55	.59	3.00	.53	3.06	.51	3.23	.48
t(p)			-1.674(.096)		-1.873(.063)		-2.027*(.044)		-2.108*(.036)	

*p<.05, **p<.01, ***p<.001

Research Problem 3.
The influence that a child's emotional intelligence has on their self-esteem.
An observation of the correlation between a child's emotional intelligence and self-esteem is as shown in <Graph 6>.
The self-esteem of infants showed a high positive correlation to emotional intelligence in the order of 'control towards others/personal relationships'(r=.716, p<.001), followed by 'awareness of others'(r=.623, p<.001), then 'self-awareness/expressivity'(r=.484, p<.001), then 'self-control'(r=.281, p<.001). In detail, though the sub factors 'academic achievement', 'sociality/emotionality', and 'emotional intelligence' of self-esteem all had a significant positive correlation, 'independence' was not significant to the sub factor 'self-control' of emotional intelligence according to the significance level of 5%.

<Graph 6> The Correlation Between A Child's Emotional Intelligence and Self-Esteem

Classification		Emotional Intelligence					The Self-Esteem of Infants			
		Self-Awareness	Self-Control	Awareness of Others	Control Towards Other	Total	Independence	Academic Achievement	Emotionality	Total
Emotional Intelligence	Self-Awareness/ Expressivity	1								
	Self-Control	.052	1							
	Awareness of Others	.592***	.350***	1						
	Control Towards Others/Personal Relationship	.555***	.337***	.728***	1					
Emotional Intelligence		.659***	.635***	.867***	.863***	1				
Self-Esteem	Independence	.380**	.082	.431**	.559***	.467**	1			
	Academic Achievement	.407**	.303***	.583**	.597***	.622**	.626***	1		
	Sociality/Emotionality	.491**	.386***	.650**	.735***	.746**	.667***	.675**	1	
	The Self-Esteem of Infants	.484**	.281***	.623**	.716***	.688**	.891***	.848**	.890**	1

***p<.001

An observation of the influence of a child's emotional intelligence on their self-esteem is as shown in <Graph 7>.

The result of conducting a multiple regression analysis in order to find out the influence of a child's emotional intelligence on their self-esteem showed, with R^2=0.540, to be explaining a regression model with 54.0% of the total variations. The Variable Inflation Factor(VIF) and tolerance were observed in order to diagnose the multicollinearity amongst the variables, and there is generally observed to be a problem of multicollinearity if the Variable Inflation Factor is higher than 10 or the tolerance is smaller than 0.1. The VIF values of all the variables in this analysis were below 10, and the tolerance showed to be larger than 0.1, revealing that no problem of multicollinearity had occurred. The result of a variance analysis of the model showed that the estimated model was relevant(F=57.412, p<.001), and showed to have a significant influence on the emotional intelligence of infants in the order of 'control of others/personal relationships'(ß=.530, p<.001) followed by 'awareness of others'(ß=.174, p<.05). Thus, it revealed that the higher the child's 'control towards others/personal relationships' and 'awareness of others', the higher their self-esteem.

<Graph 7> The Influence of a Child's Emotional Intelligence on Their Self-Esteem

Classification		B	Standard Error	ß	t	p	VIF
(Constant)		.753	.199		3.783***	.000	
Emotional Intelligence	Self-Awareness/ Expressivity	.076	.057	.085	1.332	.184	1.723
	Self-Control	.024	.035	.037	.680	.497	1.231
	Awareness of Others	.120	.053	.174	2.263*	.025	2.527
	Control Towards Others/Personal Relationships	.420	.058	.530	7.184***	.000	2.317
R^2= .540, adj R^2= .530, F = 57.412***							

*p<.05, ***p<.001

An observation of the influence of a child's emotional intelligence on the sub factors of their self-esteem is as shown in <Graph 8>.

The result of conducting a multiple regression analysis in order to find out the influence of a child's emotional intelligence on their 'independence' showed, with R^2=0.331, to be explaining a regression model with 33.1% of the total variations, and the estimated model showed to be relevant(F=24.190, p<.001). The sub factor 'control towards others/personal relationships'(ß=.525, p<.001) was the only one to have a significant influence on 'independence', meaning that the higher the child's 'control towards others/personal relationships', the higher their 'independence'.

The result of conducting a multiple regression analysis in order to find out the influence of a child's emotional intelligence on their 'academic achievement' showed, with R^2=0.411, to be explaining a regression model with 41.1% of the total variations, and the estimated model showed to be relevant(F=34.153, p<.001). From highest to lowest, the sub factors 'control towards others/personal relationships'(ß=.338, p<.001) and 'awareness of others'(ß=.275, p<.01) showed to have a significant influence on 'academic achievement', meaning that the higher the child's 'control towards others/personal relationships' and 'awareness of others', the higher their 'academic achievement'.

The result of conducting a multiple regression analysis in order to find out the influence of a child's emotional intelligence on their 'sociality/emotionality' showed, with R^2=0.590, to be explaining a regression model with 59.0% of the total variations, and the estimated model showed to be relevant(F=70.455, p<.001). From highest to lowest, the sub factors 'control towards others/personal relationships'(ß=.503, p<.001), followed by 'awareness of others'(ß=.170, p<.05), then 'self-control'(ß=.152, p<.01) showed to have a significant influence on 'sociality/emotionality', meaning that the higher the child's 'control towards others/personal relationships', 'awareness of others', and 'self-control', the higher their 'academic achievement'.

<Graph 8> The Influence of a Child's Emotional Intelligence on the Sub Factors of Their Communication Skills

Classification		Dependent Variable : Independence		Dependent Variable : Academic Achievement		Dependent Variable : Sociality/ Emotionality	
		B	ß	B	ß	B	ß
(Constant)		1.481		.467		.229	
Emotional Intelligence	Self-Awareness/ Expressivity	.069	.065	.056	.052	.098	.104
	Self-Control	-.090	-.116	.070	.090	.105	.152**
	Awareness of Others	.042	.052	.225	.275**	.123	.170*
	Control Towards Others/ Personal Relationships	.493	.525***	.317	.338***	.420	.503***
R^2		.331		.411		.590	
adj R^2		.317		.399		.581	
F		24.190***		34.153***		70.455***	

*p<.05, **p<.01, ***p<.001

4. Discussion and Conclusion
This study looked into what kind of influence a child's emotional ripligence has on their self-esteem.

First, an observation of the difference in a child's overall emotional intelligence was significant depending on their gender and age; and, in detail, there was a significant difference in 'self-awareness/expressivity' depending on age, in 'self-control' depending on gender, in 'awareness of others' depending on gender and age, and in 'control towards others/personal relationships' depending on gender and age. This result showed that the emotional intelligence of infants showed a significant difference depending on the child's age and gender, and partially corresponds to the result that, out of the sub factors of emotional intelligence, the subdivisions 'consideration and awareness of others' emotions' and 'personal relationship skills' showed significance depending on the child's gender[7]. Also, it supports the research results that show that if the girls score higher than the boys and the subdivisions depending on gender are individually observed, girls score significantly higher than boys in 'use of own emotions', 'consideration and awareness of others' emotions', and 'control of emotions and restraint of impulses'[8]. From this it can be observed that the social environment in which males are traditionally discouraged from easily revealing their feelings or emotions, and that expects abundant emotional expressions and a subtle and sophisticated control of emotionsfrom females, has made an influence when it comes to emotional expression.

Second, an observation of the difference in a child's overall self-esteem depending on their gender, age, and birth order showed a significant difference; and, in detail, there was a significant difference in 'independence' depending on age, in 'academic achievement' depending on gender and age, and in 'sociality/emotionality' depending on gender, age, and birth order. This result meaningfully corresponds with the result that showed that a child's self-esteem showed a significant difference depending on age, and that 5-year-old infants showed a higher self-esteem than that of 4-year-old infants[9]. Also, it is in the same vein as the result that showed that there was a difference in a child's overall self-esteem depending on age, that 5-year-old infants showed a higher self-esteem than that of other ages, and that girls showed a higher score in the sub factor 'cognitive self-esteem' of self-esteem than boys did[10]. From this we can conclude that infants that are older have a higher self-esteem than younger infants because they have more of an abundance of social experiences and have more issues they are able to solve on their own.

Third, the self-esteem of infants showed to have a high positive correlation to emotional intelligence from highest to lowest in order of 'control towards others/personal relationships'($r=.716$, $p<.001$), followed by 'awareness of others'($r=.623$, $p<.001$), then 'self-awareness/expressivity'($r=.484$, $p<.001$), then 'self-control'($r=.281$, $p<.001$). In detail, although the sub factors 'academic achievement' and 'sociality/emotionality' of self-esteem both showed to have a significant positive correlation with emotional intelligence, the correlation between 'independence' and the sub factor 'self-control' of emotional intelligence showed to be insignificant according to the significance level of 5%. This result meaningfully corresponds with the result that showed that the relationship between the sub factors of self-esteem and the sub factors of emotional intelligence all had a significant positive correlation,

and that the sub factor 'control towards others' of emotional intelligence had the highest correlation to self-esteem[9]. Also, it is in the same vein as the research result that showed that the correlation between a child's emotional intelligence and self-concept had a statistically significant positive correlation, and that out of the sub factors of emotional intelligence, a child's self-concept showed the highest correlation to the sub factor 'awareness of others'[11].

Consequently, this study has identified that a child's emotional intelligence is correlated to their self-esteem, and that it is an important predicting variable of influence. Therefore, because emotional intelligence and self-esteem are important factors in the socialization process of infants, an education environment in which infants can acquire an age-appropriate variety of increase in emotional experiences and ability to express emotions must be provided by forming a desirable environment within the home and childhood education institutions.

Through the results of this study, the following is proposed.

First, the overall emotional intelligence of infants showed a significant difference depending on gender and age; and, in detail, there was a significant difference in 'self-awareness/expressivity' depending on age, in 'self-control' depending on gender, in 'awareness of others' depending on gender and age, and in 'control towards others/personal relationships' depending on gender and age. Therefore, in order for the development of self-esteem in infants, continuous and systematic education is required from parents and childhood education institutions.

Second, the overall self-esteem of infants showed a significant difference depending on gender, age, and birth order; and, in detail,there was a significant difference in 'independence' depending on age, in 'academic achievement' depending on gender and age, and in 'sociality/emotionality' depending on gender, age, and birth order. Therefore, the development of an effective program is required in order to enhance the self-esteem of infants, and parents and teachers must show greater interest in the self-esteem of infants for the sake of their mental health as well as social emotional development.

In the future, out of the factors that influence the emotional intelligence and self-esteem of infants, studies that search for and analyze various related variables, such as the childhood education factors, family factors, and the teacher and child's relationship factors, is needed.

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