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Research Paper

A Study of Self-Concept of Secondary School Students in Relation to their Emotional Intelligence

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Key Words - Self Concept, Emotional Intelligence etc.

Abstract

The aim of present investigation was to study the Self Concept of secondary school students in relation to their Emotional intelligence. For the purpose of study, a sample of 200 secondary school students (100 males and 100 females) of Sirsa District of Haryana state was chosen. Self-Concept Questionnaire by Dr. R.K. Saraswant (2011) and Mangal Emotional Intelligence Inventory (MEII) by Dr. S.K. Mangal and Mrs. SukhdraMangal (2004) were used to measure self concept and emotional intelligence of secondary school students. The data was analyzed by using Mean, S.D., t-test and Karl Pearson's Product Moment Correlation. The findings of study revealed that there is very low level of positive relationship between self-concept and emotional intelligence of secondary school students. Further results revealed that difference in self-concept of male and female secondary school students is not significant. Self-concept of female students is little bit higher as compared to that of male students. Emotional intelligence of male students is higher as compared to that of female students.

Introduction

It is believed that educational environment has a strong impact in shaping an individual's personality traits like self-concept and emotional intelligence. Academic and social experiences during college have significant direct effects on the development of self-concept (Pascarella et.al, 1987) and emotional intelligence (Caplan et.al, 1992; Cohen, 1999). It is a matter of fact that education provides

typical experiences to students to strengthen their self-concept and emotional intelligence. The development of self-concept and enhancement of self-esteem are now considered to be major outcomes of education (Fontana,1995). The success of an educational programme involves development of emotional intelligence among students (David & Roy,2010). Emotional intelligence has been said to matter twice as much as IQ (Goleman,1998).

Self-concept is the core of an individual's personality. Self-concept is a major determinant of learning and behavior (Burns,1982). Self-concept determines not only who you are but how you think you are capable of becoming, what you think you can do. Self-concept provides a framework that determines how we process information about ourselves, including our motives, emotional states, self evaluations, and abilities. (Klein, Loftus & Burton,1989; Van Hook & Higgins,1988).

Emotional intelligence relates to the competence to understand the self (Gardner,1983); it involves abilities that can be categorized as self awareness, managing emotions, motivation of self, empathy and handling relationships (Goleman,1995). Self awareness refers to the ability to accurately appraise ones emotions, feelings and behaviors. In short it helps in self reflection which facilitates the use of emotional information for making judgments and decisions (George,2000). Thus emotional intelligence definitely influences self-concept.

Self-concept at schools and colleges is affected by the image that other significant persons (teachers, parents, peers) have of the pupil (Burns,1982) and by social comparison with others in the same setting. Different educational environments would therefore be expected to influence an individual's self-concept and emotional intelligence in different ways. The life experiences for the students in different educational systems provide unique opportunity to develop their self-concept and emotional intelligence.

Learner & Kruger (1997) found parental encouragement and expectation to be positively related with adolescents' global self-concepts. Gurubasappa (2009) found that there is a significant main and interaction effect of intelligence and self-concept on academic achievement. Yadav& Sharma (2013) revealed that social self-concept of male students was significantly higher than the social self-concept of female students. Rose &Khokhar (2014) found significant correlation between emotional maturity and self-concept of secondary school students.Jilowa (2016) found that in self-concept, significant values were found in emotional composite,

character composite and total of variables of self-concept between boys and girls of government senior secondary schools and insignificant value were found in intelligence composite, social composite and aesthetic composite between boys and girls of government senior secondary schools.

Gordon & Elizabeth (2008) suggested that leader having high emotional intelligence have better exchange relationship with their subordinates than leaders having low emotional intelligence. Chakraborty (2017) found that academic delay of gratification is positively, moderately and significantly associated with emotional intelligence in student-teacher where their academic volition is held constant. Srivastava and Pathak (2017) found low correlation between emotional intelligence and academic achievement. Bhawalkar and Amalnerker (2018) opined that school must be a key place for schooling and training of emotions for giving a successful individual to society and nation. It is a primary need to make efforts to develop the emotional intelligence of the students especially before and during adolescent period. Nanda (2019) in his study found that undergraduate college students have reasonable level of emotional intelligence with female undergraduate participants ahead of their counterparts in all the dimensions of emotional intelligence. Dhanskotti and Rajendran (2020) in their study revealed that secondary grade students had only moderate level of emotional intelligence. The secondary grade students' gender, type of family and number of siblings at their home have not significantly influenced their emotional intelligence. Talesara (2020) opined that emotional intelligence can be developed through small conscious efforts and regular practice. These efforts make us better prepared for life in the community. Enhanced emotional intelligence helps children learn better and makes them more successful in life.

Emotional intelligence and self-concept are considered vital for success in any field. When emotional intelligence and self-concept work together, we are able to increase the potential among the students. The self-concept is what people think about the self, positive or negative evaluation of the self. Emotional intelligence relates to the competence to understand the self. It involves abilities that can be categorized as self awareness, managing emotions, motivation of self, empathy and handling relationships. Self awareness refers to the ability to accurately appraise ones emotions, feelings and behaviors. In short it helps in self reflection which facilitates the use of emotional information for making judgments and decisions. Thus emotional intelligence definitely influences self-concept. A positive relationship

exists between self-concept and emotional intelligence. So the investigator felt the need to study self-concept of secondary school students in relation to their emotional intelligence.

Objectives of the Study

1. To study and compare the self-concept of secondary school students in relation to their gender.
2. To study and compare the emotional intelligence of secondary school students in relation to their gender.
3. To study the relationship between self-concept and emotional intelligence among secondary school students.

Hypotheses of the Study

- ❖ There will be no significant difference in self-concept of male and female secondary school students.
- ❖ There will be no significant difference in emotional intelligence of male and female secondary school students
- ❖ There will be significant relationship in emotional intelligence and self-concept of secondary school students.

Method

Descriptive research method was followed in the conduct of present study.

Sample

A sample of 200 students (100 males and 100 females) was taken.

Tools

- ❖ Self-concept Questionnaire by Dr. R.K. Saraswant (2011).
- ❖ Mangal Emotional Intelligence Inventory (MEII) by Dr. S.K. Mangal and Mrs. SukhdraMangal (2004).

Statistical Techniques

- ❖ Descriptive statistical such as mean and standard deviation.
- ❖ t-test was used to find out significance of difference between means.
- ❖ Karl Pearson's product moment correlation was used to find out the correlation between self-concept and emotional intelligence.
- ❖ Graphical presentation was made.

Results and Discussion

The results have been interpreted in the light of the hypothesis of the study as below:-

TABLE1. Showing Mean, SD, t-values and Coefficient of Correlation for the variables Self- Concept and Emotional Intelligence

Category	N	Mean	SD	SE _M	SE _D	t-values	Remarks
Self Concept of male Sec. school students	100	174.76	19.463	1.94	2.740	0.4854	Not significant at 0.05 and 0.01 level
Self Concept of female Sec. school students	100	176.09	19.287	1.92			
Emotional Intelligence of male Sec. school students	100	53.82	6.744	0.67	0.876	2.420	Significant at 0.05 level and Not significant at 0.01 level
Emotional Intelligence of female Sec. school students	100	51.7	5.597	0.56			
Variable	N	Coefficient of correlation				Remarks	
Self Concept	200	0.054				Not Significant at 0.05 level and 0.01 level	
Emotional Intelligence							

Table 1 show that the t-ratio between mean scores of self concept of male and female secondary school students is 0.4854. t-value at 198 degree of freedom in order to be significant should be greater than 1.98 and 2.63 at 0.05 and 0.01 level of significance respectively. Calculated t-value of 0.4854 is less than both these values and hence not significant at both levels. So, the hypothesis that “there will be no significant difference in self-concept of male and female secondary school students” is accepted.

Apart from that Table 1 shows that the t-ratio between mean scores of emotional intelligence of male and female secondary school students is 2.420. t-value at 198 degree of freedom in order to be significant should be greater than 1.98 and 2.63 at 0.05 and 0.01 level of significance respectively. Calculated t-value of 2.42 is greater

than 1.98 but less than 2.63. So, it is significant at 0.05 level and not significant at 0.01 level. So, the hypothesis that 'there will be no significant difference in emotional intelligence of male and female secondary school students' is rejected at 0.05 level of significance but accepted at 0.01 level of significance.

Besides that, table 1 shows that the coefficient of correlation between self-concept and emotional intelligence among secondary school students is 0.054 which is positive in nature. r value at 198 degree of freedom in order to be significant should be .138 and .181 at 0.05 level and 0.01 level respectively. The calculated value of r is 0.054, which is less than both of these values and hence not significant at both levels of significance. So, the hypothesis that "there will be significant correlation between emotional intelligence and self-concept of secondary school students" is rejected.

Findings of the Study

On the basis of analysis of data, the conclusion of the study is as following-

1. It is found that the difference in self-concept of male and female secondary school students is not significant. Self-concept of female students is little bit higher as compared to that of male students.
2. It is found that the difference in emotional intelligence of male and female secondary school students is significant at 0.05 level of significance but not significant at 0.01 level of significance. Emotional intelligence of male students is higher as compared to that of female students.
3. It is found that there is very low level of positive relationship between self-concept and emotional intelligence of secondary school students.

Educational Implications

1. Provision of opportunities by teachers, parents and community play a significant role in development of self-concept among secondary school students.
2. The emotional intelligence is impressing variable which definitely improves the self-concept of individuals.
3. The knowledge of self-concept is very essential among secondary school students. Teachers should have good understanding of self-concept so they can make the best use to know the students with high self-concept make better use of their intellectual potential.

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