

## SELF CONCEPT AS A CORRELATE OF EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

### ABSTRACT

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*The present study was carried out to see the self-concept as a correlate of emotional intelligence among adolescents. Out of 200 adolescents, 100 adolescents were males and 100 adolescents were females. Self-concept questionnaire by Dr. Raj Kumar Saraswat and Emotional intelligence test by Dr. Sheetla Prasad were used for collecting data. Co-efficient of correlation and T-ratio have been calculated. The findings are 1) There is no significant mean difference between Self-concept of male and female students of Ferozepur District. 2) There is no significant mean difference between Emotional intelligence of male and female students of Ferozepur District. 3) There is significant relationship between Self-concept and Emotional intelligence of the whole sample of Ferozepur District (male and female students). 4) There is significant relationship between Self-concept and Emotional intelligence of male students of Ferozepur District. 5) There is significant relationship between self-concept and Emotional intelligence of female students of Ferozepur District.*

#### **Key words:** Self-concept, Emotional Intelligence, Adolescent

The term emotion has been derived from the Latin word Emovere which means to stir up or to excite. Emotion can thus be understood as an agitated or excited state of our mind and body. It is an affective experience that accompanies generalized inner adjustment, mental and psychological stirred-up states in the individual that shows itself in his overt behaviour. Intelligence is a broad term describing a prosperity of the mind including related abilities such as the capacities for abstract thought, understanding, communication, reasoning, learning, learning from past experiences, planning and problem solving. Intelligence as far as lay man is concerned manifests itself in terms of how an individual behaves in society. Emotional intelligence means making decisions or solving problems within the context of situation and interpersonal relations. Emotional intelligence is the ability to perceive emotions, to access emotions, to generate emotions so as to promote emotional and intellectual growth. Emotional Intelligence is a way of identifying and managing your emotions in such a way that promotes a healthier life. Self-concept is also known as self-construction or self-perspective. It is a multi-dimensional construct that refers to an individual perception of "self" in relation to any number of characteristics such as academics, gender roles and sexuality, racial identity and many others. It is also more general than self-esteem, which is the purely evaluation element of the self-concept. The self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. For example, the statement, "I am lazy" is a self-assessment that contributes to the self-concept. The self-concept is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individual's ideas of what they might become, what they would like to become, and what they are afraid of

becoming. They correspond to hopes, fears, standards, goals and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self.

- **OBJECTIVES OF THE STUDY**
- To study the difference between self-concept of male and female students of Ferozepur district.
- To study the difference between emotional intelligence of male and female students of Ferozepur district.
- To study the relationship between self-concept and emotional intelligence of the whole sample of Ferozepur district (Male and Female students).
- To study the relationship between self-concept and emotional intelligence of male students of Ferozepur district.
- To study the relationship between self-concept and emotional intelligence of female students of Ferozepur district.

#### **METHOD**

#### **SAMPLE**

Representative sample in the present study consisted of 200 adolescents randomly selected from schools of Ferozepur district. Out of selected adolescents 100 were male students and 100 were female students.

#### **PROCEDURE**

The data were collected by visiting to each school in sample. The prior permission from the principals of the selected school was taken. An intact class was taken for data collection at the time. The instruction of the tool was made clear to them. After that the tool was administered on them according to instructions given in the respective manual and the response-sheets were collected. The same class was visited on next day and the next tool was administered on them in the same way. The same procedure was followed for all the tools in the school. After collecting the required data from the adolescents, scoring was done according to the instructions given in the manuals of respective tools. The

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basic information and the scores on each tool were taken and given a tabular form.

## MEASURES

Self-concept questionnaire by Saraswat (1984). Emotional intelligence test by Prasad (2009).

## RESULTS AND DISCUSSIONS

*Table 1: Mean Scores of Self-concept among male and female students*

| N   | Group           | Mean   | S. D. | S.ED | t-ratio | Interpretation                |
|-----|-----------------|--------|-------|------|---------|-------------------------------|
| 100 | Male students   | 182.09 | 16.09 | 2.16 | 0.5     | Non-Significant at 0.05 level |
| 100 | Female students | 181.01 | 14.37 |      |         |                               |

Table 1 show that there is no significant difference in the mean scores of self-concept among males and females students at both the levels. The mean scores of male students is 182.09 and female students is 181.01. S. D. of male and female students is 16.09 and 14.37 respectively. t-ratio is 0.5. The two groups have no significant difference at both the levels. This may be due to the change occurred in the attitude

of parents in child rearing. Now-a-days equal attention is paid to both the sexes. The gender difference is not the main factor to affect the self-concept among adolescents. Hence, hypothesis 1 stating, "There is no significant difference between self-concept of male and female students of Ferozepur district" is accepted.

*Table 2 :Mean Scores of Emotional intelligence among male and female students*

| N   | Group           | Mean    | S. D. | S.ED | t-ratio | Interpretation                |
|-----|-----------------|---------|-------|------|---------|-------------------------------|
| 100 | Male students   | 100.297 | 19.53 | 2.47 | 0.14    | Non-significant at 0.05 level |
| 100 | Female students | 99.956  | 15.07 |      |         |                               |

Table 2 show that there is no significant difference in the mean scores of emotional intelligence among males and females students at both the levels. The mean scores of male students is 100.297 and female students is 99.956 respectively. S. D. of male and female students is 19.53 and 15.07 respectively. t-ratio is 0.14. The two groups have no significant difference at both the levels. This may be due to the advancement of females in the field of education and

work force. Now males and females are facing equal types of challenges and difficulties. So, they are equally emotionally balanced.

Hence, hypothesis 2 stating, "There is no significant difference between emotional intelligence of male and female students of Ferozepur district" is accepted.

## CORRELATION ANALYSIS

*Table 3 :Co-efficient of correlation between Self-concept and Emotional intelligence among Adolescents (Whole Sample)*

| N (Number of students) | r (Correlation) | Interpretation            |
|------------------------|-----------------|---------------------------|
| 400                    | 0.270921        | Significant at 0.01 level |

Table 3 represent Co-efficient of correlation (r) of Self-concept and Emotional intelligence of whole sample. The entries in the table indicates co-efficient of correlation of Self-concept with Emotional intelligence is 0.270921 which is significant at both the levels. This indicates that Self-concept is significant related to Emotional intelligence among

adolescents. Thus self-concept and emotional intelligence influence each other. Hence, hypothesis 5 stating, "There is no significant relationship between Self- concept and Emotional intelligence of the whole sample of Ferozepur district (male and female students)" is rejected.

*Table 4 :Co-efficient of correlation between Self-concept and Emotional intelligence of male students.*

| N (Number of students) | R (Correlation) | Interpretation            |
|------------------------|-----------------|---------------------------|
| 200                    | 0.277851        | Significant at 0.01 level |

Table 4 represent Co-efficient of correlation (r) of Self-concept and Emotional intelligence of male students. The entries in the table indicate co-efficient of correlation of Self-concept with Emotional intelligence is 0.277851 which is significant at both the levels. This indicates that Self-concept is significantly related to Emotional intelligence among

adolescents. Thus we can justify that if the self-concept of male students is high, emotional intelligence will also be high and if self-concept is low, emotional intelligence will also be low. Hence, hypothesis 4 stating, "There is no significant relationship between Self-concept and Emotional intelligence of male students of Ferozepur district" is rejected.

*Table 5 :Co-efficient of correlation between Self-concept and emotional intelligence of female students*

| N (Number of Students) | r (Correlation) | Interpretation            |
|------------------------|-----------------|---------------------------|
| 200                    | 0.262173        | Significant at 0.01 level |

Table 5 represent Co-efficient of correlation (r) of Self-concept and Emotional intelligence of the female students. The entries in the table indicate co-efficient of correlation of Self-concept with Emotional intelligence is 0.262173 which is significant at both the levels. Thus we can justify that if the self concept of female students is high, their emotional intelligence will also be high and if self concept is low then emotional intelligence will also be low. Hence, hypothesis 5 stating, "There is no significant relationship between Self-concept and Emotional intelligence of female students of Ferozepur district" is rejected.

#### CONCLUSIONS

- The following conclusions have been derived from the present investigation. These are as below:
- There is no significant mean difference between Self-concept of male and female students of Ferozepur District.
- There is no significant mean difference between Emotional intelligence of male and female students of Ferozepur District.
- There is significant relationship between Self-concept and Emotional intelligence of the whole sample of Ferozepur District (male and female students).
- There is significant relationship between Self-concept and Emotional intelligence of male students of Ferozepur District.
- There is significant relationship between Self-concept and Emotional intelligence of female students of Ferozepur district.

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