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Self-Concept In Relation Emotional Intelligence Of Senior Secondary School Students

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Abstract:

This research has been performed with the aim of determining the relation between emotional intelligence (EI) and Self-Concept of the senior secondary school students. In gathering the data the descriptive method has been used and the measuring tools of Self- Concept Questionnaire (SCQ) developed by Dr. Raj Kumar Saraswat (1984) and Emotional Intelligence scale (2005) developed by Dr. Rambir Sharma have been used. The results obtained from Pearson Correlation showed that there is a positive significant correlation between emotional intelligence (EI) and self-Concept ($r=0.3$). It was also found that female students were better than male students with regard to their self Concept and emotional intelligence.

KEYWORDS:

Emotional Intelligence (EI); Self-Concept; Self -Awareness; Managing emotional; Motivating oneself; Empathy; Handling relationships; Physical self concept; Social self concept; Temperamental self concept ; educational self concept; Moral self concept; Intellectual self concept.

INTRODUCTION:

The self can be described as an object or as a process. Self as a person refers to a person's attitudes towards his feelings and his perception and evaluation of himself as an object. There are different aspects of self such as perceived self, ideal self, social self, real self, material self and spiritual self. Once a person becomes aware of his 'self' then the next step is the formulation of a concept of that self. Children with positive self-concept are described as imaginative, confident, assertive, able to assume leadership roles, less preoccupied with themselves and able to devote more time to others and to external activities. Children with of negative self-concept are said to be quite, unimaginative, unobtrusive, unoriginal, withdrawn, doubtful about themselves.

SELF-CONCEPT

What a person thinks about himself determines his activities and behaviour, pleasurable experiences enhance self-concept while failures lower the self-concept. It is also determined by what significant other say (encouraging or discouraging) about you.

Self-concept is inherently phenomenological, that is, it refers to the person's own view of himself or herself. It is one of the most popular ideas in psychological literature. Terms such as "self-concept," "self-esteem," "self-worth," "self-acceptance," and so on are often used interchangeably and inconsistently, when they may relate to different ideas about how people view themselves. It is the concept one has of who and what he is. Self-concept develops as a result of interaction between the individual and the environment. Self-concept is an individual's evaluation of his or her own abilities and attributes. It includes all aspects of an individual's personality of which he or she is an aware.

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DIMENSIONS OF SELF CONCEPT

1. Physical: Individual's view of their body, health, physical appearance and strength.
2. Social: Individual's sense of worth in social interaction.
3. Temperamental: Individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
4. Educational: Individual's view of themselves in relation to school, teachers and extracurricular activities.
5. Moral: Individual's estimation of their moral worth, right and wrong activities.
6. Intellectual: Individual's awareness of their intelligence and capacity of problem solving and judgements.

EMOTIONAL INTELLIGENCE

Emotional Intelligence is a key of success. "Emotional intelligence is the ability to recognize your emotions understand what they are telling you and realize how your emotions affect people around you." It is the potential to feel, use, communicate, recognize, manage, describe identify, learn from, manage, understand and explain emotions.

David (2004) defined emotional intelligence as the ability to accurately identify emotions, use emotions to help you think, understand what causes emotions, manage to stay open to these emotions in order to capture the wisdom of our feelings.

COMPONENTS OF EMOTIONAL INTELLIGENCE:

According to Salovey and Mayer (1990) Emotional Intelligence categorized into five domains:

1. Self-awareness: Observing yourself and recognizing of feeling as it happens.
2. Managing Emotions: Handling feelings so that they are appropriate to realized what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
3. Motivating Oneself: Channeling emotions in the service of a goal; emotional self control's delaying gratification and stifling impulses.
4. Empathy: Sensitivity to other's feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
5. Handling Relationships: Managing emotions in others, social competence and social skills.

OBJECTIVES OF THE STUDY

1. To study the Self- Concept and its dimensions of male and female school students.
2. To study the Emotional Intelligence and its dimensions of male and female school students.
3. To study the relationship between Self- Concept and Emotional Intelligence of male and female school students.
4. To study the difference between Self-Concept and its dimensions of male and female school students.
5. To study the difference between Emotional Intelligence and its dimensions of male and female school students.

HYPOTHESES OF THE STUDY

1. There is significant relationship between Self-Concept and Emotional Intelligence of the male and female students.
2. There is significant difference between Self-Concept of the male and female students.
3. There is significant difference between physical self-concept of the male and female students.
4. There is significant difference between social self-concept of the male and female students.
5. There is significant difference between temperamental self-concept of the male and female students.
6. There is significant difference between educational self-concept of the male and female students.
7. There is significant difference between moral self-concept of the male and female students.
8. There is significant difference between intellectual self-concept of the male and female students.
9. There is significant difference between Emotional Intelligence of the male and female students.
10. There is significant difference between self awareness of the male and female students.
11. There is significant difference between managing emotions of the male and female students.
12. There is significant difference between motivating oneself of the male and female students.
13. There is significant difference between empathy of the male and female students.

14. There is significant difference between handling relationships of the male and female students.

RESEARCH METHOD

By seeing the nature of the present study descriptive survey method is used.

POPULATION AND SAMPLE

All the students studying in senior secondary schools of Ambala District will constitute population of the present study. A sample of 140 students (70 males and 70 females) was selected through simple random sampling technique from both Govt. and Non-Govt. schools of Ambala district.

TOOLS USED

- a. Self-Concept Questionnaire (SCQ) developed by Dr. Raj Kumar Saraswat (1984).
- b. Emotional Intelligence scale (2005) developed by Dr. Rambir Sharma.

STATISTICAL TECHNIQUES USED

Mean, S.D., 't' ratio and Co-relation (Pearson's coefficient of correlation) were used.

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Significance difference between Self-Concept and its dimensions of male and female students

Sr. No.	Variables with dimensions	Mean		S. D.		't' value	Level of Significance at 0.05 level
		Male	Female	Male	Female		
1.	Total self-concept	57.689	52.442	19.123	17.997	2.47	Significant
2.	Physical self-concept	18.566	20.545	4.981	3.956	2.57	Significant
3.	Social self-concept	14.534	20.456	8.914	6.420	2.41	Significant
4.	Temperamental self-concept	13.398	15.465	3.497	3.386	0.53	Insignificant
5.	Educational self-concept	20.345	17.457	4.568	5.785	2.60	Significant
6.	Moral self-concept	26.347	20.896	4.235	4.284	2.11	Significant
7.	Intellectual self-concept	12.374	17.320	4.215	5.820	0.51	Insignificant

INTERPRETATION:

Table 1 reveals that the observed values for Self-Concept, physical self concept, social concept, educational self concept and moral self concept are 2.47, 2.57, 2.41, 2.60 and 2.11 respectively which are significant at 0.05 level, but the observed value for Temperamental self Concept and Intellectual self concept are 0.053 and 0.51 respectively which are insignificant at 0.05 level. Hence the hypotheses no. 2, 3, 4, 6 and 7 are accepted and hypothesis no. 5 and 8 are rejected.

Table 2: Significance difference between Emotional Intelligence and its dimensions of male and female students

Sr. No.	Variables with dimensions	Mean		S. D.		't' value	Level of Significance at 0.05 level
		Male	Female	Male	Female		
1.	Total emotional intelligence	149.539	153.169	17.987	12.876	0.58	Insignificant
2.	Self-awareness	19.001	18.357	3.56	2.99	0.05	Insignificant
3.	Managing emotions	33.567	34.345	5.768	4.346	1.67	Insignificant
4.	Motivating oneself	19.567	19.456	4.234	4.202	1.29	Insignificant
5.	Empathy	24.789	25.678	3.428	3.994	0.55	Insignificant
6.	Handling relationship	26.125	25.235	4.106	3.989	1.69	Insignificant

INTERPRETATION:

Table 2 reveals that the observed values for emotional intelligence, self awareness, managing emotions, motivating oneself, empathy and handling relationships are 0.58, 0.05, 1.67, 1.29, 0.55 and 1.69 respectively which are insignificant at 0.05 level. Hence the hypotheses no. 9, 10, 11, 12, 13 and 14 are rejected.

Table: 3 Co-efficient of correlation for self-concept and emotional intelligence

Sr. No.	Variables	Co-efficient of correlation (r)	Significance at 0.05 level
1.	Total self-concept and Total emotional intelligence	0.35	Significant
2.	Total self-concept and Self-awareness	0.41	Significant
3.	Total self-concept and Managing emotions	0.39	Significant
4.	Total self-concept and Motivating oneself	0.45	Significant
5.	Total self-concept and Empathy	0.30	Significant
6.	Total self-concept and Handling relationship	0.25	Significant
7.	Physical self-concept and Total emotional intelligence	0.51	Significant
8.	Social self-concept and Total emotional intelligence	0.49	Significant
9.	Temperamental self-concept and Total emotional intelligence	0.32	Significant
10.	Educational self-concept and Total emotional intelligence	0.31	Significant
11.	Moral self-concept and Total emotional intelligence	0.46	Significant
12.	Intellectual self-concept and Total emotional intelligence	0.35	Significant

INTERPRETATION:

Table 3 reveals that the correlation coefficient between self-concept and emotional intelligence is positive and significant at 0.05 level. Thus the hypothesis no.1 "There is significant relationship between Self-Concept and Emotional Intelligence of the male and female students" is accepted.

CONCLUSIONS:

1. Self Concept is positively correlated with emotional intelligence of male and female students.
2. The mean scores show that male students have more self concept than female students.
3. The mean scores show that female students have more emotional intelligence than male students.

EDUCATIONAL IMPLICATIONS:

1. This study will help to understand the level of self concept and emotional intelligence of students.
2. This study shows that there is positive relationship between self concept and emotional intelligence of male and female students. It means, efforts to improve self concept will also contribute to the improvement in their emotional intelligence for their well performance in the scholastic achievement.

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