



SELF-CONCEPT AND EMOTIONAL INTELLIGENCE OF STUDENTS

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ABSTRACT:

The major aim of the present study was to assess the Self-concept and Emotional intelligence of Degree college student. The sample of 100 (50 Boys Girls & 50 Government private students) students was chosen from Gulbarga district on whom the Self-Concept and Emotional intelligence Scales were administered. After scoring, the data were subjected to *t* – test. The results revealed that there is significant difference in Self-concept and Emotional intelligence of the sample subgroups. The study also revealed significant gender differences in the amount of self-concept and Emotional intelligence.

KEYWORDS: Emotional intelligence , Self-concept.

1. INTRODUCTION:

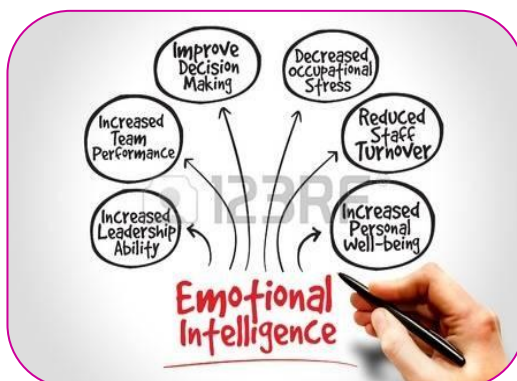
A. Self-Concept:

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about them as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers.

During early childhood, children's self-concepts are less differentiated and are centered concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self –concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information.

Self-concept is one of the most important variables within the motivational (Núñez, Pienda González-García, González-Pumariega, Rods, Alvarez and González Torre, 1998). As noted by Malo, Bataller, Houses, Gras and Gonzalez (2011), the self is a psychological construct studied from almost all areas of psychology (Baumeister, Campbell, Krueger and Vohs, 2003; Gergen, 1984, Palacios and Zabala, 2007, Stevens 1996). Thus, Sanchez (2009) believes that the self is responsible for many successes and failures, as it promotes a positive self-esteem, promoting safety and personal trust to develop skills. Broadly speaking, we could

identify components are self-knowledge (Sanchez, 2009): (a) recognize what emotions you are feeling and why they feel, (b) Understanding the links between thoughts, feelings, words and actions; (c) Understand how emotions influence the performance and actions, (d) Know the intra-personal characteristics, that is, the ethical and moral values, goals, etc.. (E) Identify interpersonal skills, and finally, (f) Recognize attitudes and behavioral characteristics.



B. Emotional intelligence:

Emotional intelligence (EI) is ability, skill or, in the case of the trait EI model, a self-perceived ability to identify, assesses, and controls the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IO and the big five personality dimensions.

In recent years, emotional intelligence has attracted the interest of researchers (Bar-On, 2006, Goleman, 1995). As pointed out by Goleman (1995, 1998), emotional intelligence can understand the ability to recognize feelings in themselves and others, and have enough ability to handle satisfactorily. For their part, Mayer, Salovey and Cause (2000) argue that it is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotions and regulating emotions of oneself and also of others. For Goleman (1996) emotional intelligence is reflected in the way people interact with the world. In this sense, emotionally intelligent people take into account their own feelings and those of others. They are aware of their strengths and weaknesses, are reflective and self-assured, among other things. Emotional intelligence has been defined as the ability to adaptively recognize, understand, manage, harness emotions both in self and others (Mayer & Salovey 1995; Schutte et al., 1998) and to use emotion to facilitate cognitive processing (Mayer et al., 1999). Emotional intelligence has been conceptualized in the literature both as a relatively enduring trait and as ability (Mayer et al., 2002; Petrides & Furnham, 2003; Schutte et al., 1998). Self esteem of the same individual cannot be overlooked (Carmeli et al., 2007).

Hence attempt is made in the present study the self-concept and Emotional Intelligence of students. The study also includes Government college students and Private college students for comparison.

OBJECTIVES:

1. To study the self-concept among male and female students.
2. To examine differences in self-concept between groups of Government and Private college Students.
3. To study the emotional intelligence among male and female students.
4. To examine differences in emotional intelligence between groups of Government and Private college Students.

HYPOTHESES:

1. There would be significant difference in self concept between male and female.
2. There would be significant difference in self-concept between high and low self-concept.
3. There would be significant difference in emotional intelligence between male and female.
4. There would be significant difference in emotional intelligence between high and low emotional intelligence.

Sample:

The sample of the present study consists of 50 male and 50 female students. The sample was randomly selected from various degree college students located in Gulbarga city Karnataka. The sample design is as under

Institution	Male	Female	Total
Government students	25	25	50
Private Students	25	25	50
Total	50	50	100

Tools/ Tests

1. Children’s Self-concept Scale (CSCS)

Children’s self- concept scale was developed by Dr. S.P. Ahluwalia (2005) which consists of 80 items in all with response categories like yes or no. the scoring is done with the help of scoring key provided in the manual. Accordingly, the one who scores high is said to have high self-concept and vice-versa. The reliability of scale is significant. The validity is adequate.

2. Emotional Intelligence:

The scale was adapted by Dr. S.K.Mangal & Mrs.Shubhra Mangal. It consisted of 100 items and sub divided into four components having 25 items in each. Category. In a two rating scale varying from the response of yes, or no with regard to degree of emotional intelligence. The high emotional intelligence and vice-versa. The reliability of scale is significant. The validity is adequate.

Statistical Analysis:

t-test was used to analyze the results of the study .

RESULTS AND DISCUSSION:

The major objective of the study is to examine the differences in Self-concept and Emotional intelligence between Male &Female students. The sample was further classified into two groups of Government and Private college Students. The self concept scale and Emotional intelligence scale were administered. The Self concept & Emotional intelligence scores were analyzed with the help of t-test. Thus the means SD and t-value are presented in tables.

Table:- 1 Shows the Mean, SD and t-value of Emotional Intelligence Government and Private degree college students of Total (N= 100).

INSTITUTION	N	Mean	SD	t-value
Government college Students	50	40.36	10.01	7.54 **
Private college students	50	46.36	09.28	

** Significant at 0.01 level.

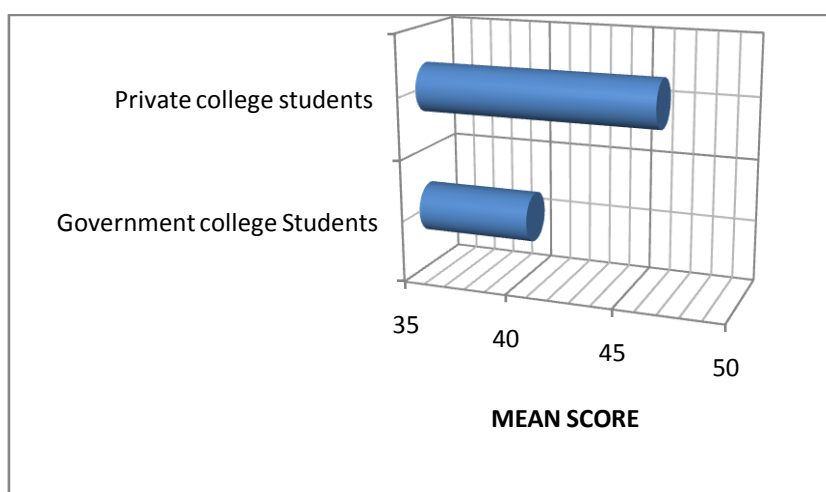


Table NO: 1 shows the Mean, SD and t-value of Emotional Intelligence of Government and Private Degree college students. The Mean scores of Government student is 40.36 and of Private students 46.36. The mean score of government college student is a lower than the private college students. The t-value of 7.54 is a significant at 0.01 level . This clearly shows that there is a significant difference in emotional intelligence between government college students. And private college students. As Mean scores of private college group is higher than Government College students, the emotional intelligence of private college students is higher than government college students. The result are highlighted in graph-1

Table:- 2 Shows the Mean, SD and t-value of Emotional Intelligence Male and

Female degree college students of Total (N= 100).

Gender	N	Mean	SD	t-value
Male	50	51.54	6.28	5.86**
Female	50	47.32	6.90	

** Significant at 0.01 level.

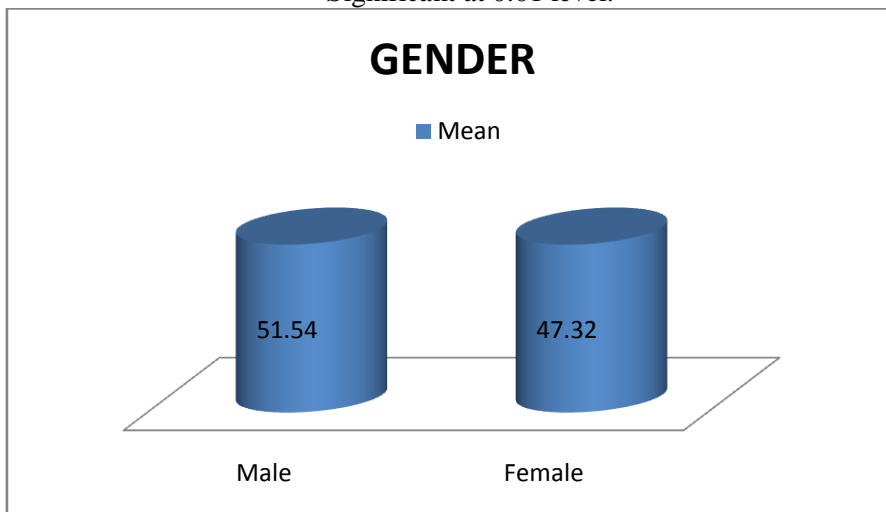


Table NO:02 shows the Mean, SD and t-value of Emotional Intelligence of Male and Female Degree college students. The Mean scores of Male student is 51.54 and of Private students 47.32. The mean score of Female Degree college student is a lower than the Male degree college students. The t-value of 5.86 is a significant at 0.01 level. This clearly shows that there is a significant difference in emotional intelligence between Male degree college students and female degree college students. As Mean scores of Male degree college students is higher than Female Degree College and the emotional intelligence of Male degree college students is higher than female degree college students. The result are highlighted in graph-2

Table:- 3 Shows the Mean, SD and t-value of Self-Concept Government and Private degree college students of Total (N= 100).

INSTITUTION	N	Mean	SD	t-value
Government Students	50	40.17	10.72	2.28*
Private students	50	46.10	12.89	

**Significant at 0.05 level.

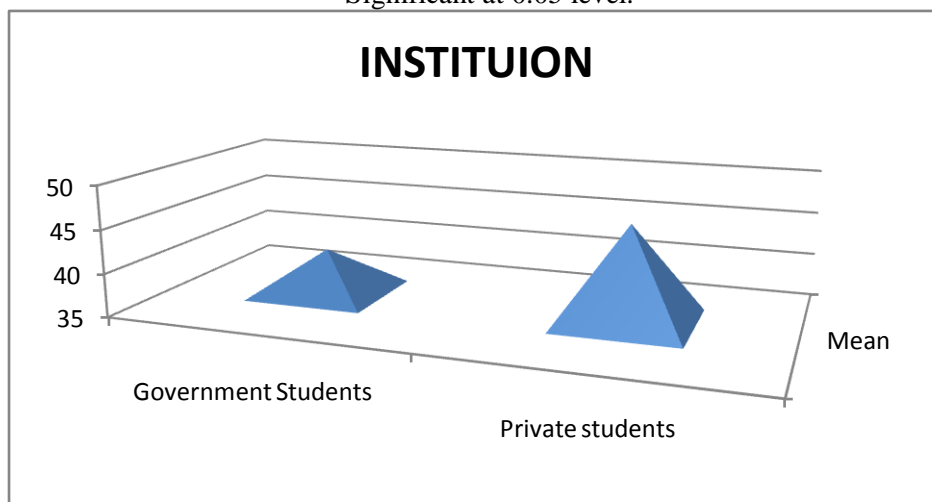


Table NO: 3 shows the Mean, SD and t-value of Self-Concept of Government and Private Degree college students. The Mean scores of Government student is 40.17 and of Private students 46.10. The mean score of government college student is a lower than the private college students. The t-value of 2.28 is a significant at 0.05 level. This clearly shows that there is a significant difference in self-concept between government college students and private college students. As Mean scores of private college group is higher than Government College, the Self-concept private college students is higher than government college students. The result are highlighted in graph-3

Table:- 4 Shows the Mean, SD and t-value of Self-Concept Male and female degree college students of Total (N= 100).

Gender	N	Mean	SD	t-value
Male	50	77.80	3.47	5.54**
Female	50	74.42	2.66	

** Significant at 0.01 level.

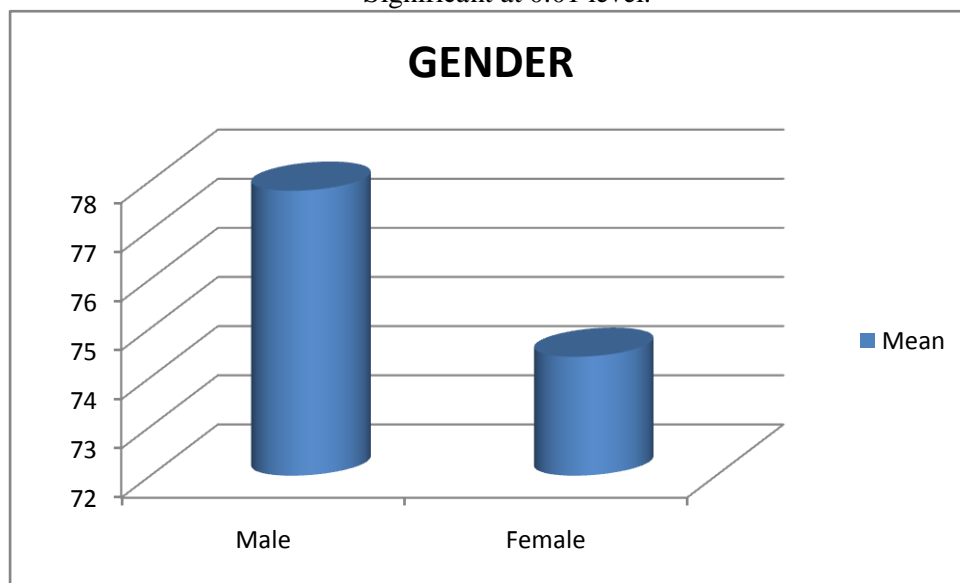


Table NO:04 shows the Mean, SD and t-value of Self-Concept of Male and Female Degree college students. The Mean scores of Male degree college student is 77.80 and of female degree college students 74.42. The mean score of Female Degree college student is a lower than the Male degree college students. The t-value of 5.54 is a significant at 0.01 level. This clearly shows that there is a significant difference in Self-concept between Male degree college students and female degree college students. As Mean scores of Male Degree College students is higher than Female Degree College students and the self-concept of Male degree college students is higher than female degree college students. The result are highlighted in graph-4

CONCLUSION:

1. The Private college students have high Emotional intelligence than government College students.
2. Male students exhibited higher Emotional intelligence status than female students.
3. The private college students have high Self-concept than government college students.
4. Male students exhibited higher Self-concept status than female students.

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