



EMOTIONAL INTELLIGENCE IN RELATION TO SELF-CONCEPT AMONG ADOLESCENTS

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ABSTRACT Modern living has brought with it, not only innumerable means of comfort, but also a plethora of demands that tax human body and mind. Almost every aspect of our live, our personal happiness, success, relationships with others, achievement, creativity, dependencies, even our sex lives revolve around one core characteristic i.e. our self-concept. Self-concept is essential to one's ability to function in a healthy way. People who have positive self-concept have healthier, stronger relationship with others. Emotional intelligence also helps to establish social relationships and managing emotions in ourselves and with others. A sample for the present study consisted of 100 adolescents i.e. 50 boys and 50 girls taken from schools of Ferozpur City and Cantt. Insignificant differences have been found in emotional intelligence and self concept of adolescent boys and girls. Insignificant relationship has been found between emotional intelligence and self concept of adolescents.

KEYWORDS : Adolescents, emotional intelligence, self concept.

Introduction

Our nation now stands on the threshold of the 21st century. Whether the nation can face the internal and external challenges successfully will decide the quality of the citizen's life tomorrow. Education is the most effective instrument to meet the challenges. Education to be meaningful should not only aim at the physical, mental and social growth of the individual, but also take into accounts the needs and aspirations of a developing society. In earlier times, Intelligence Quotient was the measure of success and intelligence of an individual but with the passage of time, validity of I.Q. has been formally questioned and this realization, eventually brought the concept of Emotional Intelligence into force. One of the major factors influencing educational product is one's E.Q. or Emotional Quotient, an index of one's level of emotional intelligence.

Emotional Intelligence

Daniel Goleman in his book (Working with Emotional Intelligence, 1995) has given the term emotional intelligence and he opined emotional intelligence as "the ability of realizing one's own feelings as well as the feelings of others in order to build up self inducement, to manage personal emotions and the emotions occurred from various associations." Mayer and Salovey (1997) "Emotional intelligence involves the ability to monitor one's own and other's emotions, discriminate among them and to use the information to guide one's own thinking and action." Stein and Book (2000) defined emotional intelligence as, "A set of skills, that enables us to make our way in complex world: the personal, social and survival aspect of overall intelligence, elusive common sense and sensitivity that are essential to effect daily functioning." Bar on et.al. (2006) mentioned that emotional intelligence is a series of collection of unknown capabilities, competencies and skills which can have a strong effect on individual's capabilities in order to succeed coping with environmental demands and pressures."

Components of Emotional Intelligence

1. Personal Competence:- It refers to how we manage ourselves. It includes self awareness, self regulation and motivation.
2. Social Competence:- It refers to how we manage relationships. It include empathy and social skills.

Self-Concept

Self-concept is best conceived as a system of attitudes about oneself. It is a dominant element in developing personality patterns and behavior. Self-concept means how individual perceives himself and how he perceives his environment in relation to himself. It governs the individual's reaction to people and situation as that determine the qualities of his behavior. Glang and Watson (1969) opined that what a person does, how he behaves is determined by the self-concept; and as an individual grows he not only forms concepts about his surroundings and other individuals but gradually he forms an image about himself. Saraswat and Gaur (1981) explained self-concept as, "The individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving. Self-concept covers all the traits of individual behavior pattern." Chadda (1985) opined that "self-concept is one's own image in one's eyes and it is very important in decision making and decision

implementation.

Need of the study

Modern living has brought with it, not only innumerable means of comfort, but also a plethora of demands that tax human body and mind. Almost every aspect of our live, our personal happiness, success, relationships with others, achievement, creativity, dependencies, even our sex lives revolves around one core characteristic i.e. our self-concept. Self-concept is essential to one's ability to function in a healthy way. Without the foundation of a solid sense of self-worth, we are unable to take the risks and make the decisions necessary to lead a

fulfilling productive life. A low self-concept corrodes our long lives, careers, family bonds and most importantly our internal sense of well being. A high self-concept, on the other hand brings the high level of confidence, problem solving abilities and assertiveness needed to achieve 'self actualization'. People who have positive self-concept have healthier, stronger relationship with others.

Emotional intelligence helps to establish social relationships and managing emotions in others. The people who have high emotional intelligence communicate with constructive goal in mind, controls his or her emotions carefully more than reacting to situation on the basis of impulse generated by emotions generated events.

Self-concept is influenced by several factors such as age, gender, marital status, emotional intelligence etc. Though a lot of researches have been done on these variables independently but very few studies have been done on their association with each other. So, these endeavors need to know more about these variables in relation with each other i.e. to study emotional intelligence in relation to self-concept among adolescents.

Objectives of the Study

1. To investigate the significance of difference between means of emotional intelligence of adolescent boys and girls.
2. To investigate the significance of difference between means of self-concept of adolescent boys and girls.
3. To investigate the relationship between emotional intelligence and self-concept of adolescents.

Hypotheses of the Study

1. There will be no significant difference in emotional intelligence of adolescent boys and girls.
2. There will be no significant difference in self-concept of adolescent boys and girls.
3. There will be no significant relationship between emotional intelligence and self-concept of adolescents.

Tools of the Study

1. Emotional Intelligence Scale by Anukool, Sanjyot and Dhar.
2. Self-Concept Scale (SCS) by Dr. Raj Kumar Saraswat

Sample of the Study

A sample for the present study consisted of 100 adolescent i.e. 50 boys

and 50 girls taken from schools of Ferozepur City and Cantt.

Statistical techniques used

Mean, Standard deviation, t-ratio and co-efficient of correlation were used for analysis of data.

Analysis and Interpretation of Data

To give the authenticity and credibility to work of research, analysis and interpretation is always done in the light of objectives and hypotheses.

Hypothesis I

There will be no significant difference in emotional intelligence of adolescent boys and girls.

For this purpose 't' value between the mean scores of adolescent boys and girls was calculated.

Table-1: Showing difference in Emotional Intelligence of adolescent boys and girls

Emotional Intelligence	N	Mean	S.D.	t-value	Level of Significance
Boys	50	134.86	13.62	0.07	Insignificant at both levels
Girls	50	140.04	14.66		

It is evident from the table that the t- value between the mean scores of boys and girls is 0.07 that is insignificant at both 0.05 and 0.01 levels. This shows that there is insignificant difference in emotional intelligence of boys and girls. So, our hypothesis stands accepted.

Hypothesis II

There will be no significant difference in self-concept of adolescent boys and girls.

For this purpose 't' value between the mean scores of adolescent boys and girls was calculated.

Table-2: Showing difference in Self-concept of adolescent boys and girls

Sex	N	Mean	S.D.	t-value	Level of Significance
Boys	50	187.57	13.02	0.40	Insignificant at both levels
Girls	50	185.36	15.67		

It is evident from the table that the t-value for difference in the mean scores of boys and girls is 0.40 that is insignificant at both 0.05 and 0.01 levels. It means that there is insignificant difference in self-concept of boys and girls. So, our hypothesis stands accepted.

Hypothesis III

There will be no significant relationship between emotional intelligence and self-concept of adolescents.

For this purpose, the co-efficient of correlation was calculated by using Pearson Product moment method.

Table-3: Showing coefficient of correlation between Emotional Intelligence and Self-Concept of adolescents

Variables	Df	r-value	Level of Significance
Emotional Intelligence	98	0.10	Insignificant at both levels
Self-concept			

It is evident from the table that the r-value between emotional intelligence and self- concept was found to be 0.10 that is insignificant at both 0.05 and 0.01 levels. This shows that there is no relationship between the emotional intelligence and self-concept of adolescents. So, our hypothesis stands accepted.

Major Findings

The major findings of the present study were as follows:

1. The t-value between the mean scores of emotional intelligence of adolescent boys and girls has been calculated to be 0.40 that is insignificant at both 0.05 and 0.01 levels.
2. The t-value between the mean scores of self-concept of adolescent boys and girls has been calculated to be 0.40 that is insignificant at both 0.05 and 0.01 levels.
3. The co-efficient of correlation 'r' between emotional intelligence and self-concept of adolescents was found to be 0.10 that is

insignificant at both 0.05 and 0.01 levels.

Educational Implications

The youth of today are leader of tomorrow. If they are not emotionally intelligent, they will never be able to work properly in different areas of life. Their success in life depends much upon what they think of themselves and how much do they understand themselves. In other words "self-concept" is the instrumental factor in determining their success. The main role of education is to develop positive thinking among students so that they are able to make emotionally intelligent and thus develop high self-concept among themselves. So the school teachers, school authorities and concerned staff should make an effort to provide good atmosphere to the children. It is their duty to provide good environment in the school. This will helps the students in developing positive and right type of thinking and self-concept.

Here there is need to develop a frequent interaction between the school and home so that is may give a more positive support in helping the children to become emotionally intelligent and to develop self-concept.

Delimitations of the Study

1. The present study is restricted to the schools of Ferozepur city and cantt only.
2. The sample is delimited to 100 adolescents only.
3. In the present study, relationship is studied between two variables only i.e. emotional intelligence and self-concept.

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