Self-concept is best conceived as a system of attitudes about oneself. It includes self awareness, self regulation and motivation. Self-concept is essential to one's ability to fulfill 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. 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.
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

<table>
<thead>
<tr>
<th>Emotional Intelligence</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>134.86</td>
<td>13.62</td>
<td>0.07</td>
<td>Insignificant at both levels</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>40.04</td>
<td>4.66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>50</td>
<td>187.57</td>
<td>13.02</td>
<td>0.40</td>
<td>Insignificant at both levels</td>
</tr>
<tr>
<td>Girls</td>
<td>50</td>
<td>185.36</td>
<td>15.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>DF</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>98</td>
<td>0.10</td>
<td>Insignificant at both levels</td>
</tr>
<tr>
<td>Self-concept</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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.

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.

References