



## Self Concept of Secondary School Students in Relation to Emotional Competence

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### ABSTRACT

The present study aims at studying the levels of self concept of secondary school students in relation to emotional competence of secondary school students. For this purpose a sample is taken which is the representative of the population. The investigator was used Self-concept questionnaire by Saraswat (2009) and Emotional competence scale by Bhardwaj and Sharma (1998) to collect the necessary data. Non-probability method of sampling was followed for selection of Ferozepur district, out of 20 districts of the state. Then, using the probability method of sampling, 10 secondary schools of Moga district and further, the school students from these schools were selected on a random basis. In all, a sample of 200 secondary school students was drawn from the different schools of Moga district. The results of the study revealed that there is an insignificant relationship between self concept and emotional competence of secondary school students of Moga Distt. Further the result shows that there is no significant difference between the mean score of self concept on the basis of gender and areas of secondary school students of Moga Distt. It is also shown that there is a significant difference between the mean score of emotional competence on the basis of gender and areas of secondary school students of Moga Distt.

### KEYWORDS

Self concept, secondary school students, emotional competence, insignificant

### Introduction

The aim of education is to discover and develop each individual's abilities and full moral excellence in order to serve society better. The education imparting institute should emphasize intellectual activities, moral judgments, aesthetic judgments, self realization, individual freedom, individual responsibility and self control development. In the educational process, a good and effective teacher occupies a place of tremendous importance. A teacher is not just a mere passer of information, he is more than that. Apart from performing the role of teacher he should be in such a position to guide and understand his/her students' emotions, feelings and able to have supportive relationship. For this he should be Emotionally Intelligent and have better knowledge of his/her i.e., Self Concept. Self Concept is the picture of oneself. It is his view of himself as distinct from who he is viewed by others on the basis of his behavior. Roger has derived a systematic form of Self Concept. The Self Image incorporates his perception of what he really likes and his worth as a person as well as his aspirations for growth and accomplishment. Self concept is not a substance, but a process in which three stages viz. , self identity, self evaluation and self ideal will take place. 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. Life is full of struggles. Everyone has to face many challenges in his life. Challenges bring many storms of emotions and brain and imbalance life the whole. To lead a healthy, balanced life, it is a basic need to overcome of these storming situations. Today the problem of 'Student unrest', which has come up among Secondary School Students, is attracting considerable attention. But have we ever paused to consider? What does the student really want? What is his basic demand? Does the educational system to cater their basic demand of the individual for when it is meant? The Secondary School Students face many problems. They can overcome these problems if they have a positive Self-Concept and Emotional Competence. The little knowledge of himself and surrounding lead him to face the problem of maladjustment. So, there is a great need to be socially and emotionally balanced. Emotionally competent students will express appropriate to the situations and their needs and they will not seek to suppress emotions. Therefore the researcher feels a need of the study Self concept of Secondary School Students in relations to their Emotional Competence. This study was conducted with the following objectives.

### Objectives

1. To find out the relationship between Self-concept and Emotional competence of Secondary School Students of Moga Distt.
2. To find out and compare the Self-concept of boys and girls Secondary School students of Moga Distt.
3. To find out and compare the Self- concept of urban and rural Secondary School students of Moga Distt.
4. To find out and compare the Emotional Competence of boys and girls Secondary School students of Moga Distt.
5. To find out and compare the Emotional Competence of urban and rural Secondary School students of Moga Distt.

### Method Sample

Sample for the present study is inclusive of 200 college teachers. It consists of 100 boys and 100 girls secondary school students from urban and rural areas. The sample was equally distributed between boys and girls from rural and urban areas. The probability method of sampling was used to select 10 secondary schools of Ludhiana district and further, the school students from these schools were selected on a random basis.

### Measure

In the present study, Self-concept questionnaire by Saraswat (2009) and Emotional competence scale by Bhardwaj and Sharma (1998) were employed by the Investigator to collect the data.

### Procedure

The study was designed to investigate the self concept in relation to emotional competence of secondary school students. Descriptive survey method of investigation was employed for the present study. Prior to the administration of scale of emotional competence and adjustment inventory for school students, the investigator sought the cooperation of the head of the secondary schools and students. First of all purpose of the test was clarified to the students and instruction given to them according to the manual and rapport established with them. The scale of emotional competence was administered to the manual and after getting the response sheet, Self-concept questionnaire for school students was also administered in the same way. Scoring was done with the help of scoring key.

Analysis and Interpretation of Results  
SECTION-I

Coefficient of Correlation among Variables

Table 1. Coefficient of Correlation between Self concept and emotional competence of secondary school students.

N	Variable	Mean	SD	r
100	Self-concept	189.21	19.44	0.033
100	Emotional competence	176	26.75	

It is evident from 1 the coefficient of correlation between self concept and emotional competence of secondary school students is 0.033 which is insignificant at both levels of significance. So we can conclude that there is an insignificant relationship between self concept and emotional competence of secondary school students of Moga Distt.

SECTION II

Significance of difference of means

Table 2. Significance of the Difference between Mean score of self concept on the basis of gender and areas of secondary school students of Moga Distt.

N	Category	Mean	SD	SE <sub>D</sub>	t-value
100	Girls	189.21	19.44	3.31	0.66
100	Boys	187	26.75		
100	Urban	183.24	23.37	4.426	0.19
100	Rural	182.38	20.82		

It is evident from table 2 that the mean scores of self concept among the girls and boys of secondary school students as 189.21 and 187 respectively and their standard deviation as 19.44 and 26.75 respectively. The t-value was calculated as 0.66 which is non significant at both levels of significance. This revealed that there is no significant difference exists between means of self concept among the girls and boys of secondary school of Moga Distt. It is also evident from table 3 that the mean scores of self concept among the urban boys and rural girls of secondary school as 183.24 and 182.38 respectively and their standard deviation as 23.37 and 20.82 respectively. The t-value was calculated as 0.19 which is non significant at both levels of significance. This revealed that there is no significant difference exists between mean scores of self concept among the urban and rural of secondary school. The finding of the present study is in agreement with the studies conducted by Pushpa and Yeshodhara (2014) found that Self Concept among male and female B.Ed. Students do not differ significantly is accepted. It means that both male and female B.Ed. Students have the same level of Self Concept. Joshi and Rai (2014) found that visually impaired adolescents have an average self concept and aggression level. No Significant difference in self-concept was found between girls and boys visual impairment adolescent students.

Table 4. Significance of the Difference between Means of emotional competence on the basis of gender and areas of Secondary School students of Moga Distt.

N	Category	Mean	SD	SE <sub>D</sub>	t-value
100	Boys	84.45	13.91	1.98	2.72
100	Girls	89.84	14.16		
100	Urban	82.44	9.96	2.49	2.37
100	Rural	88.36	14.55		

It is evident from Table 4 that the mean scores of emotional competence among the boys and girls of secondary school as 84.45 and 89.84 respectively and their standard deviation as 13.91 and 14.16 respectively. The t-value was calculated as 2.72 which is significant at both levels of significance. This revealed that a significant difference exists between mean scores of emotional competence among the boys and girls of secondary school of Moga Distt. It is also evident from Table 4 that the mean scores of emotional competence among the urban and rural of secondary school as 82.44 and 88.36 respectively and their standard deviation as 9.96 and 14.55 respectively. The t-value was calculated as 2.37 which is significant at 0.01 levels of significance. This revealed that there is significant difference exists between mean scores of emotional competence among urban and rural secondary school students in Moga District. The finding of the present study is in agreement with the studies conducted by Thingujam and Ram (2000) also supported these findings. They found that in their attempt of Indian adaptation of Emotional Intelligence Scale had developed Indian norms for males and females separately and found that women were significantly scoring higher than men. Another supportive study found that Mohanty and Devi (2010) has revealed in their study on gender differences among EI that girls are more optimistic and well aware of their feelings in comparison to boys.

Conclusion

The results of the study revealed that there is an insignificant relationship between self concept and emotional competence of secondary school students of Moga Distt. Further the result shows that there is no significant difference between the mean score of self concept on the basis of gender and areas of secondary school students of Moga Distt. It is also shown that there is a significant difference between the mean score of emotional competence on the basis of gender and areas of secondary school students of Moga Distt.

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