

EMOTIONAL INTELLIGENCE AND SELF CONCEPT OF GOVT. AND PRIVATE SCHOOLS STUDENTS - A COMPARATIVE STUDY

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ABSTRACT

The present study has been conducted on a sample of 200 senior secondary class male and female students of govt. and private schools of Rewari district. The data were collected with the help of Sheetal Prasad's Emotional Intelligence Scale and R.K. Saraswat's self concept questionnaire. By using Mean, S.D. and t values the results were analysed. The results indicate that govt. and private schools students differ significantly in their emotional intelligence. But they do not differ significantly in their self concept.

INTRODUCTION

Human life is full of events, Everyday and every event of a man's personal life is expressed in some emotional colouring. Behind every emotion there is a feeling. Feelings are described as emotions. Our emotions play quite a significant role in guiding and directing our behavior. Many a time they are seen to dominate our behavior in such a way that we have no solution other than behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development.

EMOTIONAL INTELLIGENCE

Recently, a growing group of psychologists has come to the conclusion that old concepts of I.Q. revolved around a narrow band of linguistic and mathematical skills and is most directly a predictor of success in the classroom but less so as life's paths diverged from academe. Psychologists like Sternberg and Salovey have taken a wider view of intelligence, trying to reinvent it in terms of what it takes to lead life successfully. Salovey subsumes Gardner's personal intelligence in his basic definition of emotional intelligence "Emotional intelligence is the process of learning to understand our own emotions, learning to understand the emotions of others, gaining proficiency in positive

emotional responses in oneself, and recognizing and accepting the emotional responses of others". According to Goleman, emotional intelligence includes self-control, zeal, persistence, and the ability to motivate oneself. Emotional intelligence, once developed, can create the avenue for a productive, rewarding and fulfilling life.

SELF-CONCEPT

Self concept is dominating element in personality pattern. Therefore, the measurement of self concept becomes essential. A variety of methods and techniques have been developed to measure self concept. The problem of measuring self concept to a large extent will remain unsolved. The difficulty of conducting research in such an area is that the concept of self is not very well defined and is in a state of fluid, There are several terms which are virtually synonymous with self concept, Among them are self image, the ego, self understanding perception and phenomenal self.

According to the dictionary of psychology, "Self concept means the individual's evaluation of himself, the appraisal of the self by the individual himself." According to dictionary of education, "Self concept means the picture or image a person has of himself. Self concept is what the individual thinks of his actual self. It is 'me' Some psychologists refer to as personal field behavioral field life space or psychological field. While we all pass current self concept, we are also aware of other potential selves what we

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have been in the past and what we might become in the future. At the centre of social system the person we know better is one's self." In other words the self concept achieves its particular shape and form in the matrix of a given culture, social structure and institutional system. Although the individual view of himself is largely the product of social life, the self concept in its turn exercises an important influence on behavior in various institutional systems.

Man as social animal not only adapts physical demands but he also adjusts to social pressure. The studies justified in the sense if we study the emotional intelligence and self concept of the students. We will be able to know about the problems of the students. We will also know as to what the students feel about themselves, where they stand in their own view? What are their opinions about themselves? If we know their self-concept and emotional intelligence we can help them a lot in school system. Guidance can also be given to the parents of the children and to the teachers also. Emotional development of the children may be influenced by so many factors like his health and physical development, intelligence, family atmosphere and relationships, school atmosphere and teachers, social development and peer group relationship, neighbourhood, the community and the society etc. while self-concept is in itself a complex term which includes a large number of factors.

Our emotions play quite a significant role in guiding and directing our behaviour. Many a time they are seen to dominate our behaviour in such a way that we have no solution other a behaving as per their wish. Emotions play a key role in providing than particular direction to our behavior and thus shaping our personality according to their development. And self concept is also a dominating element in personality pattern. It achieves its particular shape and form in the matrix of a given culture, social structure and institutional system. Although the individual views of himself is largely the product of social life. But the self-concept in its turn exercises an important influence on behaviour. To know the self-concept and emotional intelligence of children this study is being taken for research.

OBJECTIVES OF THE STUDY

1. To study the emotional intelligence and self-concept of govt. schools students.
2. To study the emotional intelligence and self-concept of private schools students.
3. To compare the emotional intelligence and self-concept of govt. and private schools girls.
4. To compare the emotional intelligence and self-concept of govt. and private schools boys.

HYPOTHESES

The following hypotheses have been formed to carry out the study in a smooth way.

- (i) There is no significant difference between the emotional intelligence of govt. and private schools students.
- (ii) There is no significant difference between the self concept of govt. and private schools students.
- (iii) There is no significant difference between the emotional intelligence and self concept of govt. and private schools boys.
- (iv) There is no significant difference between the emotional intelligence and self concept of govt. and private schools girls.
- (v) There is no significant difference between the emotional intelligence and self concept of govt. schools boys and girls.
- (vi) There is no significant difference between the emotional intelligence and self concept of private schools boys and girls.

DESIGN OF THE STUDY

Under the broad canvas of the descriptive survey method of research, the design of the study consisted in taking a representative sample of 200 children (100 girls and 100 boys) of class XI of the schools from Rewari district. Appropriate tools to assess self concept and emotional intelligence of these students were used. After doing the proper scoring of the tools the data were analysed with the help of suitable statistical techniques.

METHODOLOGY

Descriptive survey method was applied in this study to find out emotional intelligence and self concept of students.

SELECTION OF THE SAMPLE

Reliability of result can be expressed only from a good sample, hence great care was taken in the selection of the sample with a view of its availability for relevancy of proposed study. The sample consisted of 200 children, both boys and girls (100 girls and 100 boys) of XI class of the schools from Rewari district.

TOOLS USED IN DATA COLLECTION

1. Emotional Intelligence Scale by Sheetal Prasad
2. Self Concept Questionnaire by R.K. Saraswat

STATISTICAL TECHNIQUES USED

There are a large numbers of statistical techniques which are used in the research. The Mean and S.D. of emotional Intelligence score in total as well as in five areas were calculated, The Mean and S.D. of self concept was calculated. After that their comparison was also found. To test the research hypotheses Mean, S.D. and 't' test were used to obtain the desirable results.

FINDINGS

The main findings of the study are:-

I. Govt. schools students have trustworthy emotional intelligence at the high level. And the private schools students also have trustworthy emotional intelligence at the highest level. And the lower rank has gone to innovation. The five elements of emotional intelligence of this group are self control, trustworthy, conscientious, adoptability, and innovation. This exhibits that govt. school students give more importance to trustworthy emotional intelligence. The private school students too have got trustworthy emotional intelligence at the top. And innovation lies at the least level. There exists significant difference between the emotional intelligence of govt. and private schools students.

II. Government schools students have educational self-concept at the top and the private schools students have moral self-concept at the top. Government schools students have social self-concept at the least level and private schools-students have educational self-concept

at the least level. There exists no significant difference between the self-concept of govt. and private schools students.

III. Both the Government and Private Schools boys have trustworthy emotional intelligence at the top. And innovation lies at the least level. There exists no significant difference between the emotional intelligence of govt. and private schools boys.

IV. Government schools boys have Educational self-concept at the top and the private schools boys have moral self-concept at the top. The government schools boys have social self-concept at the least level and private school-students have intellectual self-concept at the least level. There exists no significant difference between the self-concept of govt. and private schools boys.

V. The Government and private schools girls have trustworthy emotional intelligence at the top. And innovation lies at the least level. There exists significant difference between the emotional intelligence of govt. and private schools girls.

VI. Government schools girls have Educational self-concept at the top and the private schools girls have moral self-concept at the top. And both the govt. and private schools girls have intellectual self-concept at the least level. There exists no significant difference between the self-concept of govt. and private schools girls.

VII. Both the Government schools girls and boys have trustworthy emotional intelligence at the top. And innovation lies at the least level. There exists no significant difference between the emotional intelligence of govt. schools boys and girls.

VIII. Government schools girls have Educational self-concept at the top. And the govt. schools girls have social self-concept at the least level and govt. schools boys have intellectual self-concept at the least level. There exists no significant difference between the self-concept of govt. schools boys and girls.

IX. Both the private schools boys and girls have trustworthy emotional intelligence at the top and innovation lies at the least level. There exists no significant difference between the emotional intelligence of private schools boys and girls.

X. The private schools boys and girls have moral self-concept at the top. Both the private schools boys and girls have intellectual self-concept at the least level. There exists no significant difference between the self-concept of private schools boys and girls.

CONCLUSIONS

On the basis of the discussion of results and findings of the study the following conclusions are drawn.

- I. The Government and private schools students differ significantly in their emotional intelligence.
- II. The Government and private schools students do not differ significantly in their self-concept.
- III. Government and private schools boys do not differ significantly in their emotional intelligence and self-concept.
- IV. Government and private schools girls do not differ significantly in their self-concept but differ significantly in their emotional intelligence.
- V. Government schools boys do not differ significantly in their emotional intelligence and self-concept.
- VI. Private schools boys and girls differ significantly in their emotional intelligence but do not differ significantly in their self-concept.
- VII. The emotional intelligence at the top is trustworthy.
- VIII. The emotional intelligence at the bottom is innovation.
- IX. The self-concept at the top is educational and moral.
- X. The self-concept at the bottom is intellectual.

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