

## A STUDY OF EMOTIONAL INTELLIGENCE AND SELF CONCEPT OF SECONDARY SCHOOL STUDENTS

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### ABSTRACT

*The aim of the present investigation is to study of Emotional Intelligence and Self-concept of boys and girls perceived by secondary schools. Sample for the study consist of 80 boys and 75 girls drawn from Ghaziabad dist. Emotional intelligence test by Dr Hyde, pethe and Dhar and Self-concept test by Dr. Sherry Verma and Goswami were used for data collection. Means, S.D. and t-test calculated to analyse the data. The findings reveal that there is a significant difference found between Emotional Intelligence of boys and girls students while there is no significant difference found between Self-concept of boys and girls of secondary schools.*

**Keywords: Emotional Intelligence, Self-concept**

### INTRODUCTION

Emotional intelligence has become interesting topic of psychology and there have been done many studies on emotional intelligence. Mayer and Salovey introduced emotional intelligence in 1990 and for them emotional intelligence refers to the mental ability of individuals to reason with emotions to reinforce thought whereas promoting intellectual and emotional growth. Several researchers have found individual variations in emotional intelligence. The focus of those studies is with the study of emotional abilities as forecasters of psychological well-being, health and social functioning .

The emotional intelligence is taken into account a subject matter that tries to explain, perceive and interprets the people feeling, pleasures and skills. The emotional intelligence has additionally been outlined as a capability to grasp the emotions so as for evaluating thoughts, manners and to place them in an exceeding approach that makes emotion and intelligent growth and maturity.

Self concept is a dominate ailment in personality pattern so, the measurement of self-concept becomes essential. The self-concept is an internal model that uses self-assessment in order to define one's self features such as personality, skills and abilities, occupation and hobbies, physical characteristics, etc. are

assessed and applied to self-schemas, which are ideas of oneself in a particular dimension. Self-concept is related to emotional intelligence. Self-concept and emotional intelligence are positively connected of human behavior.

### NEED AND SIGNIFICANCE OF THE STUDY

Emotional intelligent and Self-concept are two important aspects that play the necessary role in human life. Emotional intelligence could be a dynamic construct influenced by various social, biological and psychological factors. A good deal of research has been conducted on emotional intelligence and it absolutely was found to be showing as a very important consider in the prediction of personal, tutorial and career success. On the other hand, Self Concept is one's image in one's eyes. Everybody tries to equip oneself in such a way, to be likeable by others. Self-concept helps the individual in numerous important moments of life, e.g. in judgment, in decision-making and in other various situations. It is a very important mental equipment, that influences each perform of life. A sensible self-concept helps a person to grow professionally and helps in proper emotional adjustment with the environment. Keeping in mind the views the researcher made an efforts to review regarding the Emotional Intelligence and Self-concept of secondary school students.

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## REVIEW OF RELATED LITERATURE

Ciarrochi, Chan and Bajgar (2001) found that EI was reliable measured in adolescence and was higher for females than males.

Hassan et al. (2009) have undertaken an investigation to identify the emotional intelligence level among school students in rural areas, relationship between emotional intelligence and anxiety, as well as relationship between emotional intelligence and academic achievement. Results showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students.

Reddy and Venu (2010) have attempted to study the effect of gender and locality on emotional intelligence of secondary school students. Sample of study consisted of 200 boys and girls collected from rural and urban schools in and around Tirupathi. Findings of the study revealed that girls were found to be higher in their Emotional Intelligence than boys.

Mohanty, N. and Bal Lipsmayee (2010) studied on self-concept, personality type and ethical values among adolescents. The findings were that there was no gender difference with regard to self-concept.

## OPERATIONAL DEFINITION EMOTIONAL INTELLIGENCE

In this study the Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also.

## SELF-CONCEPT

Self-concept is a term used to refer to how someone thinks about, evaluates or perceives himself or herself. To be aware of oneself is to have a concept of oneself.

## STATEMENT OF THE PROBLEM

The present study is purposed to study the

difference between the boys and girls of secondary school with respect to Emotional Intelligence and Self-concept. Hence the present study is entitled as, "**A STUDY ON EMOTIONAL INTELLIGENCE AND SELF-CONCEPT OF SECONDARY SCHOOL STUDENTS**"

## OBJECTIVES OF THE STUDY

1. To find out whether there is a significant difference in the means of Emotional Intelligence of boys and girls of secondary school.
2. To find out whether there is a significant difference in the means of Self-concept of boys and girls of secondary school.

## HYPOTHESES OF THE STUDY

**H1.** There is no significant difference between the Emotional intelligence of boys and girls of secondary school.

**H2.** There is no significant difference between the Self-concept of boys and girls of secondary school.

## METHODOLOGY RESEARCH DESIGN

Descriptive survey method of research was employed in the present study to measure Emotional Intelligence and self-concept of secondary school students of Ghaziabad.

## SAMPLE AND SAMPLE TECHNIQUE

The sample consisted of 155 students (80 boys and 75 girls) of secondary school students of Ghaziabad district were drawn through Random sample technique.

## VARIABLES

Present study entitled as "Study of Emotional intelligence and Self Concept of secondary school students. Out of which boys and girls are treated as independent variable and Emotional intelligence and Self-concept are considered as dependent variable for present study.

**TOOLS USED FOR DATA COLLECTION**

1. Emotional Intelligence Test by Dr. Hyde, Pethe and Dhar.
2. Self-concept Test by Dr. Sherry Verma and Goswami

Emotional Intelligence was constructed and standardized by Dr. Hyde, Pethe and Dhar (2002). This test consists of 34 items. This test consists of 10 dimensions of self-concepts. The split-half reliability coefficient has been found to be 0.88. The Validity has been found to be 0.93.

Self-concept test was constructed and standardized by Dr. Sherry, Verma and Goswami. This test consists of 48 items. The statements of the test are simple and declarative about self, seeking responses in yes or no. Responses are obtained on an answer sheet and this booklet can be used repeatedly. There is no time for completing the test but the respondent is advised to complete the test as quickly as possible. Generally, it takes a respondent about 20 minutes to complete the test. This test consists of 08 dimensions of self-concepts.

**STATISTICAL TECHNIQUES USED**

The statistical technique for the descriptive analysis were used mean, standard deviation and 't' test to obtained the result.

**DATA ANALYSIS AND INTERPRETATION  
RESULT OF THE STUDY**

H1. There is no significant difference between the Emotional intelligence of boys and girls of secondary school.

**Table 1. Showing Mean, S.D. and 't' value of Emotional Intelligence of boys and girls students**

Particular	N	Mean	S.D.	t- value	df	Level of significance
Boys	80	142.36	12.43	3.37**	153	Significant
Girls	75	149.42	13.62			

**\*\*significant at 0.05 level of confidence**

**INTERPRETATION:** Mean Emotional Intelligence scores of boys and girls of secondary

school were compared in the table 1. 't' value calculated was found to be 3.37 which is significant at 0.05 level of confidence (df=153). Therefore, the first hypothesis that there is no significant difference between Emotional Intelligence of boys and girls of secondary schools is rejected. As the girls students, mean scores are higher than the boys students. It shows that girls students are more Emotional Intelligence in comparison of boys students.

H2. There is no significant difference between the Self-concept of boys and girls of secondary schools.

**Table 2. Showing Mean, S.D. and 't' value of the score of self –concept of boys and girls students**

Particular	N	Mean	S.D.	't' value	df	Level of significance
Boys	80	152.3	15.24	1.71*	153	Not Significant
Girls	75	148.26	14.18			

**\*Not significant at 0.05 level of confidence**

**INTERPRETATION**

Table 2. revealed mean self-concept scores of boys and girls of secondary schools and it shows that calculated 't' value was found 1.71 which is not significant at 0.05 level of confidence (df=153). Therefore, the second hypothesis that there is no significant difference between self-concept of boys and girls of secondary schools is accepted. It means boys and girls of secondary school possess same level of self-concept.

**FINDINGS**

1. Emotional intelligence of girls students was found significantly higher than the boys of secondary schools.
2. Self-concept of boys and girls students of secondary school was not found significantly differ.

**CONCLUSION**

On the basis of analysis & interpretation of study conclusion has been drawn that there is

significant difference between Emotional intelligence of boys and girls of secondary schools. Girls students are Emotionally more intelligent than their counter part. On the other hand the analysis of Self-concept conclude that there is no significant difference between boys and girls of secondary schools.

#### **DELIMITATIONS AND SUGGESTION FOR FURTHER STUDY**

1. The major limitation of the study was that the sample size is small from Ghaziabad region This study can be extended to a large sample from other region.
2. This study is limited on Secondary school boys and girls .This study can be conducted on other social and educational categories.

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