

EMOTIONAL INTELLIGENCE OF ADOLESCENCE IN RELATION TO SELF CONCEPT

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Abstract

Emotional Intelligence is one of the latest "buzz word" in organizations and has created great interest in researchers, educators and mental health professionals. Emotional Intelligence is what gives a person competitive edge. Building once Emotional Intelligence has lifelong impact. . It helps us to appreciate our daily encounter with ourselves and others. It is largely influenced by ones self-concept. The main objectives of the study are to find out whether there is significant relationship exists between self concept and Emotional Intelligence of adolescence. Sample of 800 students studying in X standard of Bangalore urban and rural schools were selected using random sampling technique. It is found that there is significant relationship between self concept and Emotional Intelligence of adolescents.

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Introduction

Education is a character building process enhancing one's personality and making an individual rational, capable, responsive and intelligently independent. Many educators and psychologists believe that students who receive an exclusively academic environment may not be well equipped to face future challenge both as individual as well as members of the society. Certain instances come in our day to day life where in brightest student in the class did not succeed later in their lives. Life is essentially a relationship between living organism and its surrounding but it is permanently threatened and disturbed. To be intelligent is to solve new problems and to deal with diverse situation. Hence there is a need to bring intelligence to emotion. Emotional Intelligence is one of the latest "buzz word" in organization and has created great interest in researchers, educators and mental health professionals. Emotional Intelligence is what gives a person competitive edge. Goleman (1995) has noted that "Emotional Intelligence predicts as much as 80 percentage of person's success in life where as a traditional measure intelligent quotient predicts only 20 percentage of success .Emotional Intelligence focuses on a number of inner-side personal characteristics including understanding, motivation, confidence etc. These qualities are vital to individual self development according to Goleman (1998).

"Self-concept" has been sensed as a central theme of personality. Saraswat and Gaur (1981) "The individual's way of looking at himself; it also signifies his way of thinking feeling and behaving." Building once Emotional Intelligence has lifelong impact. . It helps us to appreciate our daily encounter with ourselves and others. It is largely influenced by ones self-concept. Though few studies have explored to relate cognitive factors and Emotional Intelligence, the current study is aimed to relate non cognitive factor Self concept & Emotional Intelligence.

Objectives and Methods

1. To explore the relationships of Self-concept, in relation to Emotional Intelligence of the adolescents.
2. To determine the influence of Self-concept on Emotional Intelligence of adolescents.
3. To study the relationship of self concept in relation to components of Emotional intelligence namely interpersonal, intrapersonal, stress management, general mood, and positive impression and total E.Q.

In the present investigation an attempt has been made to examine the relationship between Emotional Intelligence along with its dimensions (Inter-personal, Intra-personal, Stress Management, Adoptability, General Mode, Total EQ and Positive Impression) and the self concept. Therefore the study was mainly co-relational in its design. Survey descriptive method was adopted to study these variables pertaining to the students taken for the study.

The population of secondary schools of Bangalore city was taken for the study. The total sample was 800 (400 boys and 400 girls) secondary school students studying of 10th standard of Bangalore City. The researcher has used stratified random sampling technique to select schools for the study and these schools consisted of different types of location that is Rural and Urban Secondary schools. Stratified random sampling technique was adopted to collect the data.

The researcher has used the following tools for collection of relevant and required data for the study,

1. Emotional Quotient youth version Inventory by Reuven Bar-on and James D.A. Parker
2. Self Concept Inventory by M.S. Worthy

The data was collected from 12 urban and 12 rural schools of Bangalore district. The data was analysed using descriptive and differential statistical analysis.

Results and discussions

Table 1: Results of t-test between Secondary school students with Low and High Self-concept with respect to Emotional Intelligence and its dimensions

Variables	Low Self-concept		High Self-concept		t-value	p-value	Significance
	Mean	Std.Dev.	Mean	Std.Dev.			
Interpersonal	99.1469	14.5164	101.1092	13.9298	1.9511	>0.05	NS
Intra personal	90.7809	16.8316	96.0097	16.3447	4.4573	<0.05	S
Stress management	89.5515	11.6736	91.4539	13.8883	2.0907	<0.05	S
Adoptability	98.7242	15.7227	101.7888	15.6154	2.7650	<0.05	S
General mode	91.4407	14.6969	94.8422	13.9178	3.3622	<0.05	S
Total EQ	94.4098	15.4796	98.5291	15.4782	3.7619	<0.05	S
Positive impression	107.0644	16.8057	111.0607	14.9523	3.5577	<0.05	S

The results of above table clearly indicates the following:

- The Secondary school students with Low and High Self-concept do not differ significantly with respect to dimension of Emotional Intelligence i.e. interpersonal ($t=-1.9511$, $p>0.05$) at 0.05% level of significance. It means that the Secondary school students with Low and High Self-concept have similar interpersonal scores.
- The Secondary school students with Low and High Self-concept differ significantly with respect to dimension of Emotional Intelligence i.e. intra personal ($t=-4.4573$, $p<0.05$) at 0.05% level of significance. It means that the Secondary school students with High Self-concept scored high on intra personal dimension when compared to students with Low Self-concept.
- The Secondary school students with Low and High Self-concept differ significantly with respect to dimension of Emotional Intelligence i.e. stress management ($t=-2.0907$, $p<0.05$) at 0.05% level of significance. It means that the Secondary school students with High Self-concept scored high on stress management dimension when compared to students with Low Self-concept.
- The Secondary school students with Low and High Self-concept differ significantly with respect to dimension of Emotional Intelligence i.e. adoptability ($t=-2.7650$, $p<0.05$) at 0.05% level of significance. It means that the Secondary school students with High Self-concept scored high on adoptability dimension when compared to students with Low Self-concept.
- The Secondary school students with Low and High Self-concept differ significantly with respect to dimension of Emotional Intelligence i.e. general mood ($t=-3.3622$, $p<0.05$) at 0.05% level of significance. It means that the Secondary school students with High Self-concept scored high on general mood dimension when compared to students with Low Self-concept.
- The Secondary school students with Low and High Self-concept differ significantly with respect to dimension of Emotional Intelligence i.e. total EQ ($t=-3.7619$, $p<0.05$) at 0.05% level of significance. It means that the Secondary school students with High Self-concept scored high on total EQ dimension when compared to students with Low Self-concept.
- The Secondary school students with Low and High Self-concept differ significantly with respect to dimension of Emotional Intelligence i.e. positive impression ($t=3.5577$, $p<0.05$) at 0.05% level of significance. It means that the Secondary school students with High Self-concept scored high on positive impression dimension when compared to students with Low Self-concept.

Discussion

The present study aimed at assessing the relationship between the High and Low self concept and components of Emotional Intelligence. The findings of the study clearly indicates that students with high self concept have higher intrapersonal

Scores, this is in accordance with view of Goleman(1998) Emotional intelligence focuses on number of inner side personal characteristics like motivation understanding, confidence ,flexibility etc which are vital to individual self development. One of the key elements in emotional intelligence is the self regulation taking responsibility for personal performance and flexibility in handling changes. young adults have their freedom to do things .if they have high Emotional Intelligence they could take responsibility for their personal performance, have their self control can lead totally independent life.

- The secondary school students with high concept have higher scores on adaptability .The findings of the present study is supported by earlier studies Adeyemo.D.A (2007) Emotional Intelligence and self efficacy predicts psychological well being of individuals. Chermis. C. (2002), Schutte (2001) found that higher the emotional intelligence, higher the self monitoring in social situation, the higher scores for social skills and higher scores in relationship satisfaction.
- The secondary school students with high self concept have higher scores on stress management .According to Bandura(1989)stronger self concept enhances human accomplishment and personal well being in many ways. People with high assurance in their capabilities approach difficult tasks and challenges. They approach threatening situation with assurance and exercise control over them. Such an efficacious outlook produces personal accomplishment reduces stress and lower vulnerability to depression.
- Secondary school students with high self concept have higher scores on General mood. The finding of the present study is in accordance with Spence Gordon(2004) Emotional Intelligence self integration predicts the emotional well being .This result indicates that emotional experience or general mood is influenced in part by ones ability to regulate emotions and by establishing personal strivings that are congruent with core values of personal convictions. Schutte et al(1998)also indicated that individual with high self concept tend to use active coping strategies .Where as those with low self concept tend to use employ avoidance strategies and have greater tendency to worry.

- Secondary school students with high self concept have higher scores on positive impression about one self and on total E Q scores. One of the key elements of in emotional intelligence is the self regulation dimension this dimension focuses on people's self control, taking responsibility for personal performance, and flexibility in handling changes .However if they have low emotional intelligence they may lose their self control and fail to take responsibility for themselves and others. Gecas and Burke (1995) said that there is high correlation between high self concept and popularity, personal success and self regulation.

Conclusion

The current study is a unique study in nature as it explores the relationship between self concept and Emotional intelligence of adolescents. The findings of the study have long implications in the development of personality of an individual. Emotional intelligence, skills and self concept boost the self confidence. It in turn influences learning and living .The school, parents and society at large have the responsibility in developing these skills in adolescents. Healthy school climate, valued based curriculum and activities are the means to develop self concept, self confidence. A healthy school climate is much more than an environment conducive for teaching academic content. It is also an environment for developing personal, social and emotional skills. Emotional Intelligence and personal awareness are essential to develop values in adolescents. Hence the schools need to develop and adopt Emotional coaching programmes for school children .The school curriculum should have scope for developing emotional skills and life skills in order to make our school campuses and the society a safe place to live.

Parents share equal responsibility for the development of emotional intelligence and self concept. Every parent need to respect their adolescent child as an individual .Freedom at the right time to take right decision need to be provided this increases self confidence and self worth.

The interdisciplinary research clearly connects Emotional intelligence and Emotional skills to career success, personal wellbeing and leadership. This carries a crystal clear message for schools colleges and universities who strive to develop their students to the fullest. The education system needs these fundamental beliefs and core values.

1. Respect for the integrity and well being of each student
2. Commitment to actively building a healthy and safe learning environment
3. Equality and fairness in serving all students

- 4 Experiential and self directed learning activities need to be systematic and accountable.
- 5 The educational institutions need to develop Emotional coaching models and train the students to practice in day today life.

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