

## EMOTIONAL INTELLIGENCE AND SELF-CONCEPT OF GOVERNMENT AND PRIVATE SCHOOL STUDENTS

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### Abstract

The aim of the present investigation is to study the Emotional Intelligence and Self Concept of school students of Amritsar district. The sample for the study consisted of 400 IX grade students of government and private schools. The participants were assessed with Saraswat Self concept scale (2005) and Mangal and Mangal Emotional Intelligence scale (2002). t-test and ANOVA were used to analyze the data. The study revealed that Students of private schools have better self concepts they have higher emotional intelligence as compared to students of government schools. It is also found that girls have better self concept as compared to the boys. Based on the findings it is suggested that the teachers, parents and the friends have to take necessary steps to promote better emotional intelligence and inculcate high self concept among the students. It is also suggested that parents and teachers should equally involve boys in the different activities so that self concept of boys can also be improved.

**Keywords:** Self Concept, Emotional Intelligence, Government School Students, Private School Students

### Introduction:

It is needless to mention that adolescence is the most important period in the human development. It is an age of emotional upheavals. It is adolescence phase where usually a child starts developing self-concept and understanding emotions (Erikson, 1968). So during the period of adolescence the presence of emotional intelligence is very important because it is emotional intelligence which makes the individual to monitor one's own and other's emotions. Emotional intelligence as the ability to process emotional information particularly as it involves the perception, assimilation, understanding and management of emotions (Mayer & Cobb, 2000). On the other hand, Good (1973) Self concept is the individual's perception of himself as a person which includes his abilities, appearance, performance in his job and other places of daily living. Review of literature revealed a strong relationship between emotional intelligence and academic achievement (Ford, 2011). Another study conducted by Dhull and Mangal (2005) revealed that the success of an educational programme and the development of emotional intelligence among the children depends a lot on the level of emotional intelligence and competencies of the teachers. Review of literature also showed gender difference in the emotional intelligence of students (Thingujam, 2002; Goleman, 1995; Tapia and Marsh, 2001; Sobha, 2006; Babu, 2008). Findings of the studies showed that female are more skilled at emotional expression as compared to males (Goleman, 1995; Thingujam, 2002; Babu, 2008). In contrast to above studies some studies findings revealed that correlation between measured self-esteem and emotional intelligence were lower for females than for males (Petrides and Furnham, 2000). One study also found that the emotional intelligence of rural student higher than urban students. One another study conducted by Suri (2012) found that emotional intelligence of adolescents related to their rigidity. Self-Concept consider to be important in understanding complex human behaviour. Thus present study sought to determine whether there exists a relationship between emotional intelligence and self-concept.

**Research questions**

- a) Is there a significant relationship between emotional intelligence and self-concept of secondary school students?
- b) Is there any interaction effect of type of school and gender on the emotional intelligence of secondary school students?
- c) Is there any interaction effect of type of school and self concept on the emotional intelligence of secondary school students?
- d) Is there any interaction effect of gender and self concept on the emotional intelligence of secondary school student?

**METHODOLOGY :**

A general survey design was used in this study. A total of 400 student sstudying in IXth class both male and female adolescents from private as well as government schools of Amritsar district selected as a sample of the study. Data of the study was collected by using Emotional Intelligence inventory developed byMangal and Mangal (2002) and Self-concept questionnaire by Saraswat (2005).

**Results**

**a) Is there a significant relation between emotional intelligence and self concept of secondary school students?**

With the view of study the relationship between emotional intelligence and self concept of secondary school students, Pearson product moment coefficient of correlation was calculated. The results were reported in table 1.1

**Table1.1Showing coefficient of correlation between emotional intelligence and self-concept of secondary school student**

Variables	Total sample (N)	d.f. (N-2)	Coefficient of correlation (r)
Emotional intelligence	400	398	.218*
Self concept	400		

\*\*\*p<0.001.\*\*p<0.01.\*p<0.05.

The table 1.1 reveals that the coefficient of correlation between emotional intelligence and self-concept of secondary school students is.218 which is significant at 0.05 level. Thus it can be concluded that emotional intelligence and self conceptare significantly and positively related with each other. It means that emotional intelligence of secondary school students’ co-related to their self concept.

**b) Is there any interaction effect of (type of school and gender) ( type of school and self concept) ( gender and self concept) on the emotional intelligence of secondary school students**

**Table 1.2 Mean and s.ds of emotional intelligence among secondary school students in type of school x gender, type of school x self-concept and gender x self-concept factorial design (n=200)**

Gender →	Boys		Girls		Total	
Type of school ↓	Mean	SD	Mean	SD	Mean	SD
Government	65.82	9.14	65.54	4.20	65.68	7.10
Private	58.18	6.68	85.09	76.10	71.63	55.54
Total	62.00	7.91	75.31	40.15	68.65	39.66
Type of school →	Government		Private		Total	
Self concept ↓	Mean	SD	Mean	SD	Mean	SD
High self-concept	64.85	6.21	68.35	11.69	66.6	8.95

Low self-concept	57.30	7.23	62.45	12.16	59.87	9.70
<b>Total</b>	61.07	9.48	65.41	0.01	67.07	9.74
<b>Gender</b> →	<b>Boys</b>		<b>Girls</b>		<b>Total</b>	
<b>Self concept</b>	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
High self concept	61.53	8.16	71.66	7.9	66.59	8.04
Low self concept	57.41	9.4	64.32	7.6	60.86	8.56
<b>Total</b>	59.47	8.04	60.86	8.56	63.73	8.30

TABLE 1.3 Summary of analysis of variance:(type of school and gender) (type of school and self concept) (gender and self concept):emotional intelligence

Source of variation	SS	Df	MS	F-value	Sig
Type of school (A)	3546.20	1	3546.20	2.38	.035
Gender (B)	3546.20	1	17728.92	11.94	<b>.001</b>
Interaction (A X B)	18482.40	1	18482.40	12.45	<b>.000</b>
Within	587838.55	396	1484.44		
<b>Type of school (A)</b>	<b>429.33</b>	<b>1</b>	<b>429.33</b>	<b>4.57</b>	<b>.034</b>
Levels of self concept (C)	55.10	1	55.10	.587	.044
Interaction (B X C)	40.838	1	40.838	.435	.510
Within	22168.21236	236	93.93		
<b>Gender (B)</b>	<b>6252.601</b>	<b>1</b>	<b>6252.60</b>	<b>90.05</b>	<b>.000</b>
Levels of self concept (C)	55.10	1	55.10	.794	.374
Interaction (B X C)	.3381	1	.338	.005	.944
Within	16385.45	236	69.43		

**Discussion:**

From table 1.3 it can be seen that F-value for type of school (A) is 2.38 which is significant at 0.05 levels. The mean score of emotional intelligence of private school students is 71.63 which is significantly higher than that of government school students whose mean score of emotional intelligence is 65.68 (vide Table 1.2). It may therefore be said that private school students were found to have higher emotional intelligence from their counterparts. From table 1.3 it can be seen that F-value for gender (B) is 11.94 which is significant at 0.05 levels. It indicates that the mean score of emotional intelligence of boys and girls of secondary schools differ significantly. The mean score of emotional intelligence of girls of secondary schools is 75.31 which is significantly higher than that of boys of secondary schools whose mean score of emotional intelligence is 62.00(vide Table 1.2). F-value for the interaction effect of type of school and gender on emotional intelligence of secondary school students came out to be 12.45 which is significant at the 0.05. The significant interaction effects are indicative of the fact that the main effects of type of school on emotional intelligence are dependent on type of gender. From table 1.3 it can be seen that F-value for the main effect of self concept (C) on emotional intelligence of secondary school students came out to be 0.58 which is significant at the 0.05 level of significance. The mean score of emotional intelligence of students with high self concept is 66.60 which is significantly higher than that of students with low self concept whose mean score of emotional intelligence is 59.87 (vide Table 1.2). The table 1.3 reveals that The F-value for the interaction effect of type of school & self concept and selfconcept & gender on emotional intelligence of secondary school students came out to be 0.43 and 0.005 respectively which is insignificant at the 0.05. Thus it can be concluded that secondary school students did not differ significantly in their emotional intelligence across govt. and private type of school irrespective of the level of self concept and across high & low level of self concept irrespective of the gender.

**Conclusion:**

Findings shows that Emotional intelligence and self –concept correlated to each others. Results of the study revealed that private school students have better self concept so they have higher emotional intelligence as compared to students of government schools. It was also found that the Emotional intelligence of secondary school students differ significantly across different levels of self-concept. Students with high self concept have higher emotional intelligence than students with low self concept and based on the findings it is suggested that the teachers, parents and the friends have to take necessary steps to promote better emotional intelligence and inculcate high self concept among the students. Gender difference was also found in the self concept of secondary school students. Thus study suggested to the parents and teacher to equally involve boys in the activities so that the self concept of boys also be improved. Management is required to take appropriate actions to improve self concept among student so that the emotional intelligence of the students can be improved.

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