A Comparative study of Emotional Intelligence and Self Concept among Male and Female Students of High School Level

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Abstract

Emotional intelligence is one's ability to deal successfully with other people and with one's feelings. Self concept is defined generally as the way in which one perceives and evaluates oneself in specific domains. Self concept is shaped by others and the environment and reciprocally influence how one perceives the self, others and the environment. The study of emotional intelligence and self concept has awakened growing interest in psychological research of recent years. It is considered to comprise various dimensions, areas or facts which are more related to certain personality aspects of a learner and appear to be linked to his or her academic achievements.The main purpose of this paper is to assess whether emotional intelligence and self concept of male students is distinct from the female students.

Keywords: Emotional Intelligence, Self Concept, Personality, Academic Achievement.

Introduction

Emotions are considered to be very powerful regulator of an individual's personality, similarly self concept also termed as a key role player in every field of life. In modern age of civilization human behaviour is generated in both social and personal fields of one's self concepts and emotional conditions. Any emotionally intelligent individual with high self concepts can do better in all dimensions of life. Because studies shows that these type of individuals are able to maintain positive mental states due to their capabilities to efficiency recognize, understand, generate, regulate, promote and manage their emotions ' Mayer & Salovey', (1995) , 'Solvery & Mayer' (1993). Self concept is also a necessary contribution to the life process and is indispensable to normal and healthy self development and has a value for survival 'James' (1983). It is quite true in the case of students as well. 'Schutte et all' (2002) studied a positive correlation between emotion intelligence, self esteem and academic achievement.

Emotional Intelligence

'Baron' (1996) explained that emotional intelligence is one's ability to deal successfully with other people and with one's feelings. Hence emotional intelligence involves one's awareness to one's feelings and the feelings of others and the capacity to utilize this in directing one's behavior. 'Akin Boy' (2003) defined emotional intelligence as a self of non cognitive abilities that influence human ability to success in life and at work place. 'Chan and Caputi' (2000) also found that emotional intelligence is positively correlated with variables like empathy, verbal intelligence extroversion, openness to feelings, self esteem and life satisfaction. Emotional intelligence can be conceptualized as a set of acquired skills and competencies that predict positive skill with one's family in school and at work.

'Goleman' (1995, 1998) defined emotional intelligence as composite set of capabilities that enables a person to manage himself/herself and others. According o 'Boyatzis, Goleman and Rhee' (2000) "It is more accurate to say that the frequently constituent capabilities or competencies. inherent in emotional intelligence determine the way in which he/she deals with themselves, their life work and other's.

'Salovey and Mayer' (1990) termed emotional intelligence as a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide ones thinking and action."

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Self Concept

Self Concept is a multi dimensional construct that refers to an individuals perception of self in relation to any number of characteristics such as academics, gender role and sexuality, racial identity and many others. Self concept is defined generally as the way in which one perceives and evaluates oneself in specific domains. Self concept is shaped by others and the environment and reciprocally influence how one perceives the self, others and the environment.

The study of self concept has awakened growing interest in psychological research of recent years. It is considered to comprise various dimensions, areas or facts which are more related to certain personality aspects of a learner and appear to be linked to his or her academic achievements.

According to 'Machargo' (1991), "Self concept is the set of perceptions or reference points that the subject has about himself like the set of characteristics, attributes, qualities and deficiencies, capabilities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives as data concerning his identity".

Self Concept has been referred by 'Cowe' (1961) as one's attitude towards self and by 'Pederson' (1965) as on organized configuration or perception of self, 'Catell' (1968) reffered self concept as the 'key stone of personality'.

Several investigators have researched the relationship between academic achievement and self concept, 'Jervis' (1959) tried to draw a relationship between self concept and achievement then 'Fink' (1962), 'Compbell' (1965), 'Mehta' (1968) also tried to do same at different levels.

'Doyle' (1978) also carried another study to investigate self concept and the variables of academic integration abilities; this study concludes that self concept relates significantly to sensory integration abilities in children.

'Cornfield and Well' (1979) pointed out the necessity of self concept and suggested to examine carefully the possible influence of self concepts learning situation on a child's cognitive ability.

'Paull and Coffer' (1983) found that in recent years teachers and counselors have begun to implement classroom training programme designed to enhance the self concept of the children.

In the same way, several studies are conducted to study the relationship between academic achievement and emotional intelligence. 'Harro Kate' (1991) Studied a positive relationship between the two it means highly emotionally intelligence individual shows high academic achievement.

Emotional intelligence has been conceptualized in the literature both as a relatively enduring trait and as ability 'Mayer et al' (2002) & 'Afolabi' (2004) argued that emotional intelligence is not s single trait or ability rather it is a composite of distinct emotions reasoning abilities.

'Schutte et al' (2002) found that higher emotional intelligence was typically associated to positive moods and higher self esteem. Literature suggests that emotionally intelligent persons are likely to experience a higher level of psychological well being and lower of emotional intelligence.

Objectives of the Study

The objectives of any study provide a foundation to a researcher and guide him/her a right direction. The main objective of their study is to find out and compare emotional intelligence and self concept of male and female students of high school level.

Hypothesis

Following are the main hypothesis of this study :-

(H^0_1)

There is no significant difference between the emotional Intelligence of male and female students.

(H^0_2)

There is no significant difference between self concept of male and female students.

Methodology of Research

The method of research study is the procedure which a researcher follows to achieve the goals of a research and it depends upon the objective and type of study. In this particular study researches is aiming to find and compare the emotional intelligence and self concept of male and female students. All these considerations have led the researcher to choose survey method of research for the present study.

Population and Sample

The population for the purpose of this study has been defined as the total number of regular students of class 10th (both male and female) studying in recognized high school and intercolleges of Saharanpur district. Thus For this study random systematic sampling is used. A sample of 120 students (60 male and 60 Female) is chosen for this study to compare emotional intelligence and self concept.

Tools

In this study, following tools are used to collect data:

To measure 'Emotional Intelligence'

Emotional intelligence scale, developed and validated by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (EIS-HPD) will be used.

To measure 'Self Concept'

Self Concept Questionnaire (SCQ-S) by Dr. Rajkumar Saraswat.

Procedure of Data Collection

Both the tools are administered on the chosen sample. Proper instructions given and subjects were requested to express their fair views without any hesitation.

Result and Conclusion

With the help of collected data proper statistical calculations, tabulisation of data and comparative analysis have done. Taking each hypothesis one by one-

Ho (1)

"There is no significant difference between Emotional Intelligence of Male and Female students."

Table - 1
Comparison of Emotional Intelligence Among Male and Female Students of High School Level

Group	N	Mean	S. D	t -Value	Level of Sig.
Male	60	71.17	18.12		Non-significant
Female	60	72.10	15.44	1.25	

Table 1 shows the mean comparison of male and female high school students Emotional Intelligence Scale. The calculated t-value (1.25) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that there is no significant difference between male and female high school level students. The above result clarifies female high school students have scored higher scores on Emotional Intelligence Scale. The mean of average scores secured by the male students is 71.17 and average mean scores secured by the female student is 72.10 is slightly higher, it means female students are more emotionally intelligent than male students, but the difference of both genders is not significantly high.

Table - 2
Comparison of All Dimensions of Emotional Intelligence Among Male and Female Students of High School Level

S. No.	Dimensions	Male Students Mean	S.D.	Female Student Mean	S.D.	t-Value
1	Self awareness	7.7	2.8	8.0	2.9	1.76 NS
2	Empathy	10.6	1.7	12.2	2.1	2.1 NS
3	Self motivation	11.27	2.0	14.6	2.3	2.83 S
4	Emotional stability	8.95	1.50	11.1	1.62	1.68 NS
5	Managing relation	8.40	1.62	10.6	1.82	1.13 NS
6	Intigrity	5.27	1.81	8.4	1.50	2.70 S
7	Self development	3.72	1.40	3.70	1.38	1.65 NS
8	Value orientation	3.52	1.60	3.9	1.57	1.89 NS
9	Commitment	3.75	1.42	4.2	1.12	1.72 NS
10	Altruistic-behaviour	3.90	1.52	3.12	3.30	1.87 NS

From table 2 it can be easily seen that the computed 't' value is found to be slightly greater in all the dimensions except one dimension at 95% and 99% level of confidence. But the difference is not significantly high accept two dimensions these are integrity and self motivation, also the mean value of total scores of boys and girls (table 1) shows insignificant difference as t-value is (1.25) which is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that there is no significant difference between emotional intelligence of male and female high school level students. The above result clarifies that male and female high school are equally emotionally intelligent. The female shows higher scores in most of the dimensions accept self development and altruistic behavior but the difference here is also insignificant. Therefore the Null hypothesis: There is no significant difference between the emotional intelligence of male and female students' is accepted.

Ho (2)
"There is no significant difference between Selfconcept of male/female High school students.

Table - 3
Comparison of Self Concept of Male and Female High School Students

Group	N	MEAN	SD	t Value	Significance Level
Male	60	172.10	18.12	1.52	Non-Significant
Female	60	165-14	14.18		

This table 3 shows the mean comparison of male and female high school students on self concept inventory. The calculated t -value (1.52) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that there is no significant difference between male and female high school level students as far as self concept is concern. The above result clarifies that male and female students of high school level have the similar attitudes, knowledge of themselves and evaluation of their achievements i.e. they have shown almost similar amount if Self Concept. But from above data it is also evident that the mean scores of overall self concept of male students is higher than that of female students

Table - 4
Dimension Wise Scores of Male and Female Students on Self Concept Scale

S. No.	Dimensions	Male Mean	S.D.	Female Mean	S.D.	t-Value
1	Physical	14.7	1.7	13.6	2.0	1.24NS
2	Social	13.0	1.6	11.6	1.8	1.99S
3	Temperamental	16.4	1.7	14.2	2.2	1.20NS
4	Educational	12.4	1.4	10.9	1.5	1.28NS
5	Moral	11.6	1.5	12.5	1.5	2.86 S
6	Intellectual	15.7	1.8	14.6	1.6	1.36NS

From table 4 it can be easily seen that the computed 't' value is found to be greater in all the dimensions at 95% and 99% .From above table it is evident that non-significant difference is found between male and female students in most of the dimensions accept social and moral. The computed 't' value is found to be less than 1.98 that means the mean scores of male and female students of high school level on Self Concept Questionnaire have not shown any significant difference, so the null hypothesis *"There is no significant difference between Self concept of male and female students."* is accepted.

Summary and Conclusion
On the basis of the data analysis the following conclusions have been drawn:
1. The two groups of students i.e. male and female high school students have been found to be different on mean scores of Emotional Intelligence Scale. The mean differences slightly favours the female high school students, which clearly indicates that female group of high school students are more emotionally intelligent as compared to male school students. But the difference is found to be insignificant.
2. The two groups of students i.e. male and female high school students have been found to be different on different dimensions of Emotional Intelligence Scale. The mean differences favours the female high school students in many dimensions accept self development and altruistic

behavior in these two dimensions the difference between both the group is significantly high , which clearly indicates that female group of high school students are more emotionally intelligent as compared to male school students. But the difference is found to be insignificant in all the other dimensions of Emotional Intelligence which are self awareness, empathy, self motivation, emotional stability, managing relations, integrity, value orientation, commitment.

3. The two groups of students i.e. male and female high school students have also been found to be different on mean scores of Self Concept Questionnaire. The mean differences slightly favour the male high school students, which clearly indicates that male group of high school students have high self concept as compared to male school students. But the difference is found to be insignificant.

4. The two groups of students i.e. male and female high school students have been found to be different on different dimensions of self concept . The mean differences favours the male high school students in many dimensions accept social self concept and moral self concept, the male students scored higher scores in in academic self concept, Emotional self concept, Spritual self concept and Intellectual self concept, which clearly indicates that male group of high school students have higher concept of self as compared to female students. But the difference is found to be insignificant accept these two dimensions.

5. From above we can conclude that this study reveals the fact that both the factors are effected by the gender or in other words we can say that gender effects both the factors i.e. Emotional Intelligence and Self Concept of the subject. Female students are found to be more emotionally Intelligent than their male counter parts and male students are showing higher concept of self in comparison with females. This might due to the existence of trend of gender discrimination in our society. The results of some studies also indicate significant gender differences in emotional intelligence and those of others contradict the notion. Popular literature apparently suggests that men and women significantly differ in their styles of emotional intelligence. Women and girls are generally considered more caring and emotionally responsive than men and boys (Eisenberg, 1994). Goleman (1998), however, denies the idea that women are smarter than men regarding emotional intelligence and vice versa. Similarly, If an individual understands and realizes himself in a right way, he develops positive self concept and he turns into a star. If he does not understand and realize himself in a right way, he develops negative self concept and turns into a waste.(Hattie,J.).

6. Both of these factors has a major effect on the intelligence and knowledge of the students. It widens the horizon of intellect and knowledge of the student if developed in a right way, it also determines the levels of aspiration of a student,

whether a student has high, low or realistic level of aspiration is mostly determined by his self concept. This low, high or realistic level of aspiration of a student is the determining factor of his academic achievement. So there is a need to reanalyze the efforts made by the society, policy makers, social servers, administrators and teachers to eradicate the different type of discriminations weather it is gender related, cast related, economic or any other else, so that we can move towards a bright future.

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