

## Self-concept and emotional intelligence among college students

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### ABSTRACT

To examine Self-concept and Emotional Intelligence among college students, a sample of 100 college students (50 boys and 50 girls) were taken from Wardha city in Maharashtra. Self-concept Scale and Mangal Emotional Intelligence Inventory were used for tapping scores of the subjects. To analyze the data method of difference and product Moment Correlation were applied. In results it is found that there is no significant difference among boys and girls in Self Concept, but boys and girls differ in Emotional Intelligence and significant positive correlation found between Self Concept and Emotional Intelligence.

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

College students have to cope with various problems related to their study, as changes in syllabus, friends, teachers, college environment and family expectations. Every student has his own personality traits, values, attitudes and interest. He reflects of these expressions within the type of concern, pleasure, anger, anxiety under the different situation he comes across. All these situations may effect on his studies. Parents and teachers are interested to draw out the best, which is inherent in the students. But now a day's educational performance is taken into account being the sole criterion of the success. They do not provide any due thought to emotive and bodily process behavior of the scholar.

Shavelson, Hubner and Stanton (1976) outline the term self-concept as “perception that everyone has concerning himself, shaped from experiences and relationships with the surroundings, where important folks play an important role”. Self-concept is defined as the sum total of person's perceptions about his physical, social, temperamental and moral competence. It covers beliefs, convictions and values the person holds. Self-concept is a belief systems, it is the multi-faceted, multi-level cognitive and evaluation of oneself and their relationship with his surroundings. Self-Concept is one's image in one's eyes. Every person tries to equip oneself in such a manner, so as to be liked by others. Self-concept helps the individual in various important moments of life, e.g. in judgment, in decision making and in other various situations. A realistic Self-concept helps an individual to grow professionally and also helps in proper emotional adjustment with the environment. An individual's behaviour and adjustment in one's society are determined by his attitude, perception and feeling about himself as well as the perception of others towards him.

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Self-concept plays a very important role in understanding complex human behaviour. The individual's Self-concept is the picture of image of himself, his views of himself as distinct from other persons and things. The Self-Image incorporates his perception of what he really likes and his worth as a person as well as his aspirations for growth and accomplishment. Self-concept is not a substance but a process runs through three stages viz., self-identity, self-evaluation and self-ideal. Development of Emotional intelligence is equally important in developing the cognitive function of the individual as special as the self-concept.

### *Emotional Intelligence*

Emotion represents complicated reaction of organism to any subject. It represents the psychological and mental state of an organism. It is expressed within the form of feeling, behavior and ideas. Emotion changes with feeling, mood and temperament. Emotions are related with self. We reflect these emotions on our face. Other person perceives our impression from our face and tells about our internal feeling to some extent. These signals facilitate the individual to regulate with the feeling of society. Emotion is logical in nature.

The theory of Emotional Intelligence was popularized by Daniel Goleman in the mid-90s. Goleman (1998) defines EQ as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes talents distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ”. Besides Goleman, Bar-On (2010) states: “emotional intelligence reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits”. From these definitions, it can be concluded that emotional intelligence is an ability must possess by everybody, including university students and it can be practiced and improved while they are studying.

Emotional intelligence (EI) is that the ability to observe one's own and others' emotions and to understand and manage in positive way to relive stress and adjust effectively. Research has demonstrated that about 80 percent of the individual's success depends upon the application of emotional intelligence and 20 percent contribute to the person's knowledge, intelligence and experience (Goleman, 1995). Men with high Emotional intelligence are lively, happy and level-headed and resist against worrying thoughts. Women with high emotional intelligence think positively about themselves, and like men of high emotional intelligence are social and extravert. They are happy and relaxed, they do feel qualms and enjoy life. (Haji Aghazadeh Nouri, 2006). Mayer, Caruso, and Salovey (1999) believe that individuals with high emotional intelligence are more successful in dealing with stressful situations and communicating to the external world. The importance of emotional stress is evident, since one can enhance it through education and help improve individuals' life. Many skills that are parts of emotional intelligence could be learned (Goleman, 1995).

### *Objectives*

1. To study Self-concept among college students.
2. To examine Emotional Intelligence of college students.
3. To examine relationship between Self-concept and Emotional Intelligence.

### *Problems*

1. Are boys better in Self-concept than girls?
2. Do Girls differ in Emotional Intelligence with compare to boys?
3. Is there any relationship between Self-concept and Emotional Intelligence?

## Self-concept and emotional intelligence among college students

### Hypotheses

1. Boys would be better in Self-concept than Girls.
2. Boys would be better in Emotional Intelligence than Girls.
3. There would be positive correlation between Self-concept and Emotional Intelligence of college students.

## METHODOLOGY

### TOOLS

1. Mangal Emotional Intelligence Inventory (MEII): This Test is developed & standardized by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2004) with four aspects of Emotional Intelligence namely; Intrapersonal awareness, Interpersonal awareness, Intrapersonal management and Interpersonal management are measured in this inventory.
2. Self-Concept Scale (SCS): This scale is developed & standardized by Dr. K. P. Nimbalkar (2018) with dimensions namely Physical, Social, Moral and Temperamental, in five point scale. It contains 40 items and subjects have to answer in fully agree, agree, indifferent, disagree and fully disagree manner. Age range is 16 plus.

### Sample

The sample of 100 college students (50 girls and 50 boys) up to 20 to 25 years old were taken from different colleges from Wardha city, Maharashtra.

### Research Design

To examine the difference between two means method of two group design was used. To examine relationship between the variables Product Moment correlation will be applied.

### Procedure

The students were selected with age ranging from 20 to 25 years from colleges of Wardha city. They were made aware about the importance and application of this research study and rapport was established. First of all instructions about the test were given carefully prior to start the each test administration. It was confirmed that they have understood the instructions of each test properly. Self-concept Scale was given and after five minutes breaks Emotional Intelligence Inventory was administered. After data collection and scoring, raw scores were put to the statistical treatment.

## RESULTS

Mean and standard deviation of the raw scores and 't' value was calculated. The statistical analysis of all the scores is given in the following tables.

*Table 1: Showing Mean, SD and t value of sample on Self-concept*

	Sample	N	M	SD	t Value
Self-concept	Girls	50	155.18	14	1.18
	Boys	50	158.70	15.81	

$P > 0.05$

While testing self-concept of girls and boys, mean of boys 158.70 is greater than the mean of girls 155.18 and 't' value 1.18 is not significant at any level of significance.

## Self-concept and emotional intelligence among college students

**Table 2: Showing Mean, SD and t value of sample on Emotional Intelligence**

Emotional Intelligence	Sample	N	M	SD	t Value
	Girls	50	60.62	10.14	2.58**
	Boys	50	66.22	11.56	

\*\* P < 0.01

In verification of Emotional Intelligence among boys and girls, mean of girls is 60.62 is less than the mean of boys 66.22 and 't' value is 2.58 is significant at .01 level.

**Table 3: Correlation between Self-concept and Emotional Intelligence**

N	Emotional Intelligence	
100	Self-concept	0.78**

\*\*Significant at 0.01 level of significance for 98 df.

In examination of correlation between Self-concept and Emotional Intelligence it is found 0.78 which is significant at 0.01 level.

### DISCUSSION

Emotional Intelligence is a need of present century. Psychological problems are increasing day by day in the society. So there is need to express ones emotions at right time and right degree with right person in the society. Hence emotional management is the need of the hour. In this study efforts were made to study the Self-concept among boys and girls and how it functions with Emotional Intelligence. On this view the hypothesis one was framed as 'Boys will be better in Self-concept than Girls' found not significant. Mean of boys is 158.70 is greater than the girls mean is 155.18 it indicates that the inclination of the boys self-concept towards the significance even though the 't' value is 1.18 which is not significant at any level of significance. If research conducted with number of more samples, possibility of getting significant results cannot be denied. Sarsani (2007) reveals that students studying in government school have less self-concept and facing more school adjustment problems than students of private schools.

In verification of hypothesis two, 'Boys will be better in Emotional Intelligence than Girls', results reveals that mean of the boys 66.22 is greater than mean of the girls 60.62 and 't' value 2.58 is significant at .01 level and supports the hypothesis.

Hypothesis three was formulated that 'there is positive relationship between Self-concept and Emotional Intelligence' and found significant at 0.01 level. Labhane and Bawiskar (2015) in their study they found no significant difference between arts and science students in Self-concept, but they found better results in Emotional intelligence among science students.

### CONCLUSIONS

1. Hypothesis one, 'Boys will be better in Self Concept than Girls', found not significant.
2. Hypothesis two, 'Boys will be better in Emotional Intelligence than girls', found significant.
3. Hypothesis three, 'Positive correlation between Self-concept and Emotional Intelligence among college students' revealed significant relationship.

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### **Conflict of Interest**

The author declared no conflict of interests.

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