

Relationship Between Emotional Intelligence and Self Concept of High School Students

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Abstract

The aptitude, capacity, talent, or self-perceived ability to identify, evaluate, and manage one's own emotions as well as the emotions of other people and groups is referred to as emotional intelligence (EQ). People who have a high level of emotional intelligence are not only familiar with their own feelings, but also with the feelings of people around them. In recent years, there has been a shift towards viewing feelings as organising mechanisms that make it possible for people to think and behave in ways that are adaptive. Emotional intelligence are understood to be signals that provide information, direct attention, and contribute to the successful accomplishment of tasks. In this study, an attempt is made to determine the level of emotional intelligence as well as the level of self concept that exists among high school students. This study also compares the relationship between emotional intelligence and self concept of high school students with respect to various demographical variables like Gender and School Location. A sample of 200 high school students selected purposively was studied. Descriptive Research Methodology with survey technique has been used in the present study. The present study is quantitative in nature. In the present study, the level of Emotional Intelligence and Self Concept of High School Students of West Bengal has been found Average. This study also reveals that the relationship between Emotional Intelligence and Self Concept of High School Students is also perfectly positive in nature with respect to different demographical variables.

Keywords: Emotional Intelligence, Self Concept, High School, Gender, School Location, Survey Technique

Introduction

Emotional intelligence is defined as the ability, aptitude, talent, or self-perceived competence to recognise, evaluate, and effectively regulate one's own emotions as well as the emotions of others and of groups. People who have a high level of emotional intelligence are not only keenly aware of their own feelings but also have the ability to pick up on the feelings of those around them. They have a warm personality, are tenacious, and have a positive outlook (Cejudo, et.al, 2018). Emotions are increasingly being seen as signals that offer information, focus attention, and aid the attainment of goals, and they are also seen as organising processes that enable people to think and conduct in an adaptable manner. This shift in perspective has occurred over the past few years.

The concept of emotional intelligence is not new. Howard Gardner referred to interpersonal intelligence and intrapersonal intelligence in his theory of multiple intelligences presented in his book *Frames of Mind* (1983). However, Peter Salovey of Yale University and Jack Mayer of the University of

New Hampshire were the first to use the term Emotional Intelligence, while they were researching the factors behind effective functioning in society (Mayer, et.al., 2000). It was Daniel Goleman in his book *Emotional Intelligence* (1995), who brought the concept to the general public.

Emotions play a significant part in guiding and directing our actions, as well as in the overall development of our personalities. Students who have a high emotional and social intelligence are able to effectively complete the social demands, whereas students who have a poor emotional and social intelligence are unable to do so effectively (Sridevi & Parveen 2008). Teachers need to realize the power of emotions and how this can affect children's retention of information. Worksheets and textbooks full of facts are not going to stimulate many emotions from this age group. Elementary school children are curious and ready to explore the real world. Hands-on activities, re-enactments, discussions and artistic expression tend to enhance the emotional connections to the curriculum and are excellent tools for children in the six to ten age ranges (Oyewunmi, et.al., 2016).

According to Saraswat and Gaur (1981), one's self-concept is how they perceive themselves. It also represents his manner of feeling, thinking, and acting. Self-concept may be defined as "the totality of complex, organized and dynamic system of learned belief, attitudes and opinion that each person holds to be true his or her personal existence." (Purkey, 1988). "Self-concept is the set of perceptions or reference points that the subject has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives as data concerning his identity." (Machargo, 1991).

There is a correlation between one's physical attributes, their individual qualities, and their level of self-motivation. Not only does the self-view take into account the individual forces, but it also takes into account the immolation of his own failure. There are a lot of things in a student's life that can have an effect on how they see themselves. Families, as an illustration; education within the context of a family both adds to the student's personal role and influences the behaviour of the student in the future. A great deal of mental and emotional maturity is required in order to deal with the present social scenario. Therefore, it is really necessary for each of us to have a solid understanding of who we are. It is important to be aware of both your capabilities and your weaknesses. One more essential fact to keep in mind is that only being aware of one's own identity is insufficient for functioning normally in a group setting. Although it is important to know oneself, it is also essential to know other people and have an understanding of the feelings and pursuits of other people. In light of this, the purpose of this study is to determine whether or not there is a connection between self-concept and emotional intelligence.

Review of Related Literature

Francisco and Leandro (2010) examined self-concept, self-esteem and academic achievement: strategies for maintaining self-esteem in students experiencing academic failure. In this study, we will analyse the strategies that underachievers used to maintain their self-esteem at an acceptable level. The participants were 955 adolescents in the 7th, 9th and 11th grades at four secondary schools in Lisbon. Three hundred fifty-two of these students had retaken a year at least once in their school careers, whilst 603 had never done so. We collected the data using both a self-concept scale and a scale for evaluating attitudes towards school. Results show that self-esteem is maintained through positive self-representations in non-academic facets of self-concept and/or by devaluing school-related competences. They also show that younger students are less likely to maintain self-esteem by devaluing the school experience."

Mishra (2012) investigated the effect of emotional intelligence on academic achievement of senior secondary students. A sample of 1000 students was drawn adopting random- cum cluster sampling technique from Government senior secondary schools of Jaipur district, Rajasthan. Survey method was used to collect the data. The study revealed that there is a positive effect of emotional intelligence on academic achievement of total group students and especially girl students.

Rath and Nanda (2012) examined the effect of gender and academic competence on the self-concept of adolescents. The result indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self- concept and overall self-concept, as well as social self-concept and overall self- concept is higher in girls than that of the boys.”

Jenaabad (2014) studied the relation between emotional intelligence and self esteem with academic achievement. Statistical population of this study includes 2000 students of Kahnooj Payam-e Nour University who are completing M.A degree in 2010-2011. 300 students (150 females and 150 males) were chosen randomly as the group sample. Bar- Ann’s emotional intelligence questionnaire and Pop’s self esteem questionnaire were used to collect data. SPSS was used to analyze data from descriptive statistic indices including frequency, average and standard deviation, Pearson’s correlation coefficient and independent T test. Results showed that emotional intelligence and self esteem of students had no effect on their academic achievements. Results also showed that self esteem of female students was higher than that in males.

Sagar (2014) investigated whether self-concept has any significant relationship with academic achievement of the secondary school students. In order to achieve this end, 92 secondary school students were chosen conveniently from different schools in Dhaka city. Results indicated that self-concept was slightly positively associated with academic achievement of the students, which referred that standardized coefficients was not significant. Standardized α values illustrated that self-concept was not a predictor of academic achievement of the students. Adjusted in the model explained that there is no significant variation in academic achievement due to self-concept of the students.

Alejandro, Raquel and Pablo (2016) examined the predictive effects of gender, intellectual ability, self-concept, motivation, learning strategies, popularity and parent involvement on academic achievement. Hiarchical regression analysis were performed with six steps in which each variable was included, among a sample of 1398 high school students (mean age = 12.5; standard deviation = 0.67) of eight education centers from the province of Alicante (Spain). The results revealed significant predictive effects of all of the variables, explaining 59.1% of the total variance.

Dolev and Leshem (2017) conducted a study to report the qualitative findings of a comprehensive research project which followed a two-year emotional intelligence development programme, as part of teacher-targeted professional development training in one school in Israel. Data is based on 26 in-depth interviews with school teachers. The focus of the study was to explore what impacts an EI training programme might have upon the participants. The findings indicate that EI can be developed in teachers and that the EI training programmes may be effective in bringing about positive EI shifts and related behaviours which may positively impact upon teachers' practice, their sense of meaningfulness and their relations with students.

Kumi–Yeboah, Dogbey and Yuan (2018) examined factors that promote/hinder the learning experiences and academic self-concept of minority students attending an online high school. Qualitative interviews were conducted with twenty-four African American, and sixteen Hispanic high school students. The results showed that collaborative learning activities, access to resources, time convenience, student-teacher interactions, student-student interactions, improved academic behavior, and parental support helped to enhance online learning experiences and academic self-concept of the minority students. The findings revealed some similarities between factors that influence minority students learning experiences online, and in face-to-face setting. The study also highlighted the need for teachers of online courses to understand the cultural backgrounds of minority students, and to use their knowledge to improve the learning experiences and academic self-concept of these students.

Halimi, Shammari and Navarro (2020) examined the role of emotional intelligence on academic achievement among students at a private university in Kuwait. The data were obtained through a questionnaire which elicits information on students' socio-demographic data and their overall college grade point average (GPA). The 16-item Wong and Law Emotional Intelligence Scale (WLEIS, Wong and Law, 2002), was used to evaluate the level of emotional intelligence and explore the effect on academic performance in a sample of 480 Kuwaiti college students. The results of the study indicate that academic success was strongly associated with self-emotion appraisal (SEA) and use of emotions (UOE). However, the results did not show direct correlations with age, high schooling system, gender and nationality.

Wu, Guo and Guo (2021) conducted a study to know the reciprocal relationship between academic self-concept (ASC) and academic achievement has been documented in multiple studies. However, this relationship has not been investigated fully from a developmental perspective. The results found that achievement significantly predicted ASC ($\beta = 0.16, p < 0.01$) and vice-versa ($\beta = 0.08, p < 0.01$) after controlling for the initial level of outcome variables, which provided further evidence for the reciprocal effects model (REM). Moderator analyses found that the effect of achievement on ASC was significantly moderated by student age, whereas the effect of ASC on achievement was significantly moderated by student age, achievement level, and types of achievement measurement.

Objectives of the Study

The objectives of the study were as follows -

- To find out the level of Emotional Intelligence of the High School Students.
- To find out the level of Self Concept of the High School Students.
- To find out the relationship between Emotional Intelligence and Self Concept of Male and Female Students of High School.
- To find out the relationship between Emotional Intelligence and Self Concept of Rural and Urban High School Students.
- To find out the relationship between Emotional Intelligence and Self Concept of High School Students.

Research Questions and Hypotheses of the Study

Building upon the insights gleaned from the review of relevant literature, the researchers have formulated the following research questions and hypotheses aimed at achieving specific research objectives:

RQ1: What is the level of Emotional Intelligence of High School Students?

RQ2: What is the level of Self Concept of High School Students?

H01: There is no relationship between Emotional Intelligence and Self Concept of Male Students of High School.

H02: There is no relationship between Emotional Intelligence and Self Concept of Female Students in High School.

H03: There is no relationship between Emotional Intelligence and Self Concept of Rural High School Students.

H04: There is no relationship between Emotional Intelligence and Self Concept of Urban High School Students.

H05: There is no relationship between Emotional Intelligence and Self Concept of High School Students.

Method of Study

The descriptive survey method was used as the method of the study.

(a) Sample:

For the present study, the Purposive Sampling Procedure was used. A total of 200 samples were selected randomly from the high schools located at both rural and urban areas. The Sample was taken from 15 different High Schools in North 24 Parganas and South 24 Parganas districts of West Bengal.

(b) Tools Used:

The following tools were used for this study -

- Emotional Intelligence Scale (EIS) by Dr. Arun Kumar Singh and Dr. Shruti Narain was used. This scale has four dimensions Understanding Emotion, Understanding Motivation, Empathy, and Handling Relations. It has 31 questions out of which 27 items are positive and four items are negative. The scale is for 12 years and above children. The total score is 31 out of which anyone who secures 27 and above can be interpreted as having high Emotional Intelligence.
- Self Concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat was used to measure the Self Concept of High School Students. There are six dimensions i.e. Physical, Social, Temperamental, Educational, Moral & Intellectual of the Self Concept Questionnaire. The total number of items is 48 and is based on a five-point Likert-type scale.

(c) Data Collection:

The data had been collected from 200 Male and Female students of High Schools of North 24 Parganas and South 24 Parganas. Fifteen (15) High Schools of North 24 Parganas and South 24 Parganas under West Bengal Board from both Urban and Rural areas were selected. The researchers after establishing a bond with the students gave them the scales to give their responses. The entire process took 45 minutes to one hour. It was told to the students that this is for the study purpose only and no data will be disclosed anywhere.

Data Analysis and Interpretation

The researchers collected data from among the students. The next task is to arrange it for analysis and interpretation. The raw data had been arranged according to the gender and place of habitation-wise variable.

Results:

The data were collected and arranged systematically to find out the level of Emotional Intelligence and Self Concept of High School Students with respect to the different demographical variables like Gender and School Location.

A. Level of Emotional Intelligence of High School Students:

The Emotional Intelligence Scale was administered to the sample group and the following data was found.

Table 1: Descriptive Statistics for Total Sample on EIS

Mean	22.645
Standard Error	0.32
Median	22.5
Mode	18
Standard Deviation	4.45
Sample Variance	19.91
Kurtosis	-0.452
Skewness	0.11
Range	21
Minimum	8
Maximum	29
Sum	3549
Count	200

Table 1 shows that for the total sample of 200 Male and Female students in the Emotional Intelligence Scale, the mean is 22.645 whereas the Median and Mode are 22.5 and 18. The Standard Deviation is 4.45. The Skewness is positive which implies a longer tail on the right side of the curve. The minimum and maximum score is 8 and 29 respectively on Emotional Intelligence Scale. In the present research, it is found that the mean is 22.645. So it can be stated that the level of Emotional Intelligence of the High School students is 'Average' as per the Norms Table of Emotional Intelligence Scale.

B. Level of Self Concept of High School Students:

The Self Concept Questionnaire was administered to the sample group and the following data was found.

Table 2: Descriptive Statistics for Total Sample on SCQ

Mean	130
Standard Error	0.318728
Median	131.5
Mode	130.5
Standard Deviation	17
Sample Variance	38.1
Kurtosis	0.311307
Skewness	-0.6344

Range	130
Minimum	90
Maximum	220
Sum	7331
Count	200

Table 2 shows that for the total sample of 200 Male and Female students in the Self Concept Questionnaire, the mean is 130 whereas the Median and Mode are 131.5 and 130.5. The Standard Deviation is 17. The Skewness is negative that implies a longer tail on the left side of the curve. The minimum and maximum score is 90 and 220 respectively on the Self Concept Questionnaire . In the present research, it is found that the mean is 130. So it can be stated that the level of Self Concept of High School students is 'Average' as per the Norms Table of Self Concept Questionnaire.

C. H₀₁: There is no relationship between Emotional Intelligence and Self Concept of Male Students of High School.

The hypothesis was stated in a null form that there was no relationship between Emotional Intelligence and Self Concept of Male Students of High School. For testing, this hypothesis a coefficient of correlation was found between the scores obtained by the Male students in these two variables. The total sample size of the Male students was 100. So these 100 students were given the two scales and their scores were correlated.

Table 3: Coefficient of Correlation between EIS and SCQ of Total Male Students

	SCQ	EIS
SCQ	1	
EIS	0.830385	1

Table 3 shows that the coefficient of correlation between the two variables in the case of the Male students is 0.83 which is highly positive. So the null hypothesis is rejected. Hence it can be concluded that there exists a perfect positive relationship between Emotional Intelligence and Self Concept of Male students of High School.

D. H₀₂: There is no relationship between Emotional Intelligence and Self Concept of Female Students of High School.

The hypothesis was stated in a null form that there was no relationship between Emotional Intelligence and Self Concept of Female Students of High School. For testing, this hypothesis a coefficient of correlation was found between the scores obtained by the female students in these two variables. The total sample size of the female students was 100. So these 100 students were given the two scales and their scores were correlated.

Table 4: Coefficient of Correlation between EIS and SCQ of Total Female Students

	SCQ	EIS
SCQ	1	
EIS	0.953608	1

Table 4 shows that the coefficient of correlation between the two variables in the case of the Female students is 0.95 which is highly positive. So the null hypothesis is rejected. Hence it can be concluded that there exists a perfect positive relationship between Emotional Intelligence and Self Concept of Female students of High School.

E. H₀₃: There is no relationship between Emotional Intelligence and Self Concept of Rural High School Students.

The hypothesis was stated in a null form that there was no relationship between Emotional Intelligence and Self Concept of Rural High School Students. For testing, this hypothesis a coefficient of correlation was found between the scores obtained by the Rural School Students in these two variables. The total sample size of the Rural School Students was 100. So these 100 students were given the two scales and their scores were correlated.

Table 5: Coefficient of Correlation between EIS and SCQ of Total Rural School Students

	SCQ	EIS
SCQ	1	
EIS	0.958378	1

Table 5 shows that the coefficient of correlation between the two variables in the case of the Rural School Students is 0.95 which is highly positive. So the null hypothesis is rejected. Hence it can be concluded that there exists a perfect positive relationship between Emotional Intelligence and Self Concept of Rural High School Students.

F. H₀₄: There is no relationship between Emotional Intelligence and Self Concept of Urban High School Students.

The hypothesis was stated in a null form that there was no relationship between Emotional Intelligence and Self Concept of Urban High School Students. For testing, this hypothesis a coefficient of correlation was found between the scores obtained by the Urban School Students in these two variables. The total sample size of the Urban School Students was 100. So these 100 students were given the two scales and their scores were correlated.

Table 6: Coefficient of Correlation between EIS and SCQ of Total Urban School Students

	SCQ	EIS
SCQ	1	
EIS	0.9857	1

Table 6 shows that the coefficient of correlation between the two variables in the case of the Urban School Students is 0.98 which is highly positive. So the null hypothesis is rejected. Hence it can be concluded that there exists a perfect positive relationship between the Emotional Intelligence and Self Concept of Urban High School Students.

G. H₀₅: There is no relationship between Emotional Intelligence and Self Concept of High School Students.

The hypothesis was stated in a null form that there was no relationship between Emotional Intelligence and Self Concept of High School. For testing, this hypothesis a coefficient of correlation was found between the scores obtained by the total of 200 samples in these two variables. These 200 students were given the two scales and their scores were correlated.

Table 7: Coefficient of Correlation between EIS and SCQ of Total Students

	SCQ	EIS
SCQ	1	
EIS	0.900385	1

Table 7 shows that the coefficient of correlation between the two variables in the case of the total students is 0.90 which is highly positive. So the null hypothesis is rejected. Hence it can be concluded that there exists a perfect positive relationship between Emotional Intelligence and Self Concept of High School Students.

Major Findings and Discussion

Society is growing and developing day by day to cope with this, required a lot of emotional and mental maturity. So it is essential that all should know themselves. They should know their limits and their strong points. Another important thing is that knowing one's own self is not sufficient enough to adjust properly in society. The human being is a social animal. He cannot live in isolation. He has to adjust himself in society in accordance with social norms and standards. This required that along with knowing one's own self he must know other people, he should understand their emotions and interests.

So the present study is to know if there is any relationship between Self Concept and Emotional Intelligence. From the research work, it is found that there is a perfect positive relationship between Self Concept and Emotional Intelligence of Higher Secondary School Students. The study also shows that in the case of all the demographical variables like Gender and School Location, there is a significant and positive relationship between these two variables. It can be predicted that if Self Concept is high then there will be higher Emotional Intelligence. Both of the variables like Self Concept and Emotional Intelligence can be enhanced by the systematic effort of the school, parents, and community in the case of the students studying at Higher Secondary Schools. Providing a positive School and Home atmosphere, providing opportunities, and creating a healthy environment will help in this regards.

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