

# Analysing Self Concept and Emotional Intelligence among Adolescents With Respect To Gender

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**ABSTRACT:**Contemporary era is discussing a lot about two terms Emotional Intelligence and Self-Concept. On one side where Emotional Intelligence is getting almost equal importance along with Intelligence Quotient than on the other side Self-concept manifest the answer to “Who am I?” So when we link these terms with the transitional phase called Adolescence, it requires more understanding. Few years earlier, it was widely accepted fact that only education plays a prominent role in fostering teenager’s life. Later studies changed this concept. On introduction of Continuous and Comprehensive Evaluation (CCE) pattern, including Life Skills brought out the need to development of non-scholastic areas along with the importance of self-concept and emotional intelligence in adolescence.

There is a dual purpose of this study, firstly it will examine the relation between Emotional Intelligence and Self-Concept and secondly it will analyse whether the Emotional Intelligence and Self-Concept are influenced by gender.

For this study 150 adolescents (75 Males & 75 Females) of various schools of Nagpur City were randomly selected. The students from the age group of 12-16 years, from different secondary classes were selected for the research. Participants were administered with Emotional Intelligence scale developed by Mangal and Mangal (MEII) (2001) and Children’s Self-Concept Scale (CSCS-AS) (2004). Later testing and interpretations were made with the help of standard statistical tools. Karl Pearson’s correlation coefficient was used for quantitatively measuring the degree between Emotional Intelligence and Self-Concept and Student’s t-test to assess the statistical significance.

The result revealed that the difference in the level of Emotional Intelligence among Male and Female Adolescents is not statistically significant. As the P value equals to 0.1738, the result is not significant at  $p < .05$ . [N=150,  $m=66.33$ ; 68.85, SD= 11.55; 11.02, df=148,  $t=1.3667$ ]

The result for the difference in the level of Self-Concept among Male and female Adolescents is also not statistically significant. As the P value equals to 0.6797, the result is not significant at  $p < .05$ . [N=150,  $m=57.09$ ; 56.10, SD=9.12; 9.13, df=148,  $t=0.6797$ ]

The correlation between the Self-Concept and Emotional Intelligence is reflecting moderate positive correlation which signifies the tendency for increase in Self Concept score with the increase of the score of Emotional Intelligence and vice versa. [N=300,  $m=56.6$ ; 67.59, SD=9.11; 11.32, df=298,  $r=0.6510$ ,  $R^2=0.4239$ ]

The research indicates that there is not as such difference between emotional intelligence and self-concept with respect to gender in this particular age bracket. The result of the study can be used retrospectively for ensuring life skills intervention to improve these two parameters to the optimum level. It will help a teenager to move through this phase optimally and become a balanced adult.

**KEYWORDS:**Self-concept; Emotional Intelligence; Adolescence; Teenager; Gender Difference; Secondary Schools.

## I. INTRODUCTION

In today’s scenario researches are bringing more realistic view in the field of developmental phases among adolescents. We can say that, with this expanded knowledge and information, a clearer picture has emerged in the process of puberty. Though this stress and storm period of adolescents life continue with difficulties, but now days recognition of other factors are also been considered. We are aware of the terms called physical and hormonal changes. These factors are other than physical changes an adolescent has to go through. These are the factors which are effecting overall

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development, adjustment and behaviour of the adolescents. At the same time, many other changes like emotional maturity, increasing cognition and developing self-awareness has come into existence which are subsequently going to affect personality as a sum. [1]

There are certain attitudinal and behavioural milestones which occur during this phase, among which formation of Self-concept is important, which guide behaviour, cognition and emotional outcome. [2] Initial researches had suggested that development of self-concept begins from 3-5 years. Later few researchers had proposed the age bracket of 10 to 11 years, where children's assess their academic abilities and start comparing it with their peers. Adolescence is a period of life where the changes in 'Self' can be seen profoundly. Recent studies have shown the importance of development of self-concept and it's supporting neural structure during this period. Its dynamic nature will always be affected by the external environment like new thoughts, new information, experience, people and social roles. Theorist like HIL & Lynch [1983] and Rosenberg [1986] have proposed the impact of changes during adolescence. At this age teen behave more gender appropriate and tries to re-evaluate his/her competencies with respect to gender. According to Humanistic Psychologist Carl Rodgers [1959] self-concept has three components: Real Image, Ideal self and Perceived self. Any conflict between these three may result into anxiety. In adolescence phase a more receptive thought process and better understanding of 'Self' begins. At this stage a teen can start answering better to the question "Who I am?"

Every day we read newspaper or browse headlines on internet or read a latest movie plot involve gang violence, school shooting, alcohol related accidents, drug abuse, suicides among adolescents. From media to professional literature, parents to professors everyone has frequently represented adolescence as a negative stage of life—a period of storm and stress to be survived or endured (Arnett, 1999) [3]. Authorities have already realised the importance of fostering life skills among this group. Working Group for Welfare and Development of Adolescents has strengthened co-scholastic development for holistic growth of the young ones. It is here, where the need of Emotional Intelligence is paramount, as the individual analyse one's own emotions and others emotions. All adolescents must begin to master the emotional skills which are necessary to manage stress and be sensitive and effective in relating to other people. These skills have been termed as 'Emotional Intelligence'. (Goleman, 1995) [4]

According to Erikson's stages of psychosocial development, it is early adolescence phase where usually a child starts developing self-concept and starts understanding emotions. [5] Let us understand with an example: If an adolescent wants to label his/her feelings accurately, there must be an understanding of their conscious. Without proper understanding, a teen may label it with just simple words like 'good' or 'bad'. But with actual awareness of his feelings a teen will be capable to specify his 'anxiousness' for an upcoming exam or 'encouraged' for a positive rewards from teachers.

The gender difference also plays an important role. The difference in how boys and girls socialise can affect their self-concept and emotional intelligence. Like some adolescent girls may need help to become more assertive or in expressing their anger. Whereas, adolescent boys may need to understand how better a feeling can be expressed (Pollack & Shuster, 2000).

Both skills i.e. emotional intelligence and self-concept are important and undergoes lot many changes during adolescence. This research emphasise on the effect of self-concept on the development of emotional intelligence among adolescents. It also proposes to study the same on correlation with respect to gender.

## II. RELATED WORK

The self-concept is a complicated, intricate and multifaceted part of an individual's personality (Rosenberg, 1985). The task of describing adolescence may be very difficult because there are many influences on identity formation during this period of transition (Carter and Hall, 1993; Mac Iver and Epstein, 1993). [6] Across 48 nations, researchers have found age-related increases in self-esteem from late adolescence and significant gender gaps, with males' consistently recording higher self-esteem than females. [7] Researches has shown that adolescence is a period of life in which the sense of 'Self' changes profoundly. Recent behavioural and neuroimaging studies on adolescent development of self-concept have shown stages of self and it's supporting neural structures. These studies demonstrated that activity in brain regions associated with self-processing changes between early adolescence and adulthood.

Due to globalization, lot many challenges have to be faced and at the same time rapid developmental changes occur in the life of adolescent. [8] It is certainly not that an adolescent should know to control his/ her emotion, but he should

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not be carried away by the flow of emotional elements. A high emotional stability helps in maintain the harmony of life. It is inter related emotional and social competency that helps an adolescent to appreciate self and others in an effective way. (Bar-On, 2006).[9] There are studies conducted and have revealed the significant difference between emotional intelligence of boys and girls.[10] Gender refers to ‘the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis’ (Health Canada, 2000). [11] So we can say that gender difference in emotional intelligence is due to the different teachings given to boys and girls.

### III. METHODOLOGY

For the proposed study, a total of 150 early and middle adolescents (75 males and 75 females) were randomly taken from varied secondary schools of Nagpur. The adolescents were of age group 12-16 years. Appropriate statistical tools were used. Study uses the Karl Pearson’s correlation coefficient for quantitatively measuring the degree between Emotional Intelligence and Self-Concept. It also uses the Student’s t-test to assess the statistical significance of emotional intelligence and self-concept with respect to gender.

### IV. HYPOTHESIS

Assuming that the other factors are kept constant following hypothesis were formulated.

1. There is significant higher score on emotional intelligence among female adolescents than the male adolescents.
2. There is significant higher score on self-concept score among male adolescents than female adolescents.
3. There is a positive relationship between self-concept and emotional intelligence among adolescents.

### V. TOOLS USED

Mangal’s Emotional Intelligence inventory. (MEII) (2001). This inventory measures four aspects of Emotional Intelligence namely; Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, Interpersonal Management. The test has 100 items, 25 each from the four areas to be answered either Yes or No. The reliability of this inventory with split half method is 0.89 and test retest method is 0.92. The validity for this inventory has been established by adopting two different approaches namely, factorial & criterion related approach, and was found to be 0.71 from inter-validity formula.

Children’s Self-Concept Scale (CSCS-AS) (2004). This scale was developed by S.P. Ahluwalia and H.S.Singh. The scale is in English. It contains 80 items and measures self-concept in six areas. The areas are: Behaviour; Intellectual & School Status; Physical Appearance & Attributes; Anxiety; Popularity; Happiness & Satisfaction. It is standardized on different samples between 12 to 18 years for both boys and girls. The CSCS is widely used scale and last retest reliability is 0.88. The concurrent validity for this scale ranges from 0.397 to 0.621.

### VI. EXPERIMENTAL RESULTS

Table1. Level of Emotional Intelligence among female adolescents and male adolescents

Variable	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	T test
Male	66.33	11.55	148	1.3667
Female	68.85	11.02	148	

The table above shows that the t-value is -1.36673. The P value equals to 0.1738 which means the result is not significant at  $p < .05$ . Hence by conventional criteria we can conclude that this difference is not statistically significant. The mean of Group One minus Group Two equals -2.52. The 95% confidence interval of this difference range from -6.16 to 1.12.

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Hence, hypothesis 1 is rejected as there not significant difference between emotional intelligence of female adolescents and male adolescents. However there is slight difference between the mean value of male and female.

Table 2. Level of Self-concept among male adolescents and female adolescents

Variable	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	T test
Male	57.09	9.12	148	0.6797
Female	56.10	9.13	148	

The table above shows that the t-value is -0.67971. The P value equals to .497753 which means the result is not significant at  $p < .05$ . Hence by conventional criteria we can conclude that this difference is not statistically significant. The mean of Group One minus Group Two equals -1.01. 95% confidence interval of this difference range from -3.96 to 1.93.

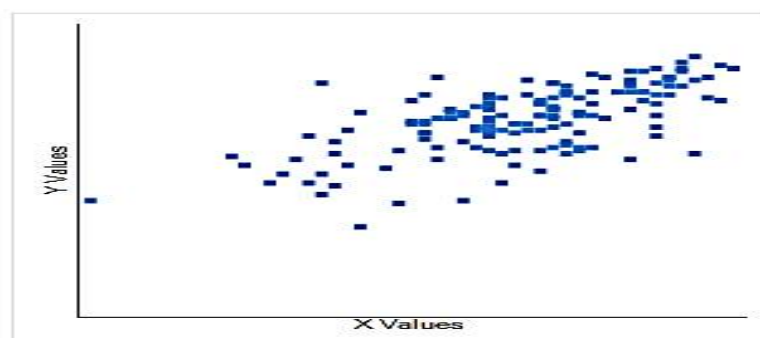
Hence, hypothesis 2 is also rejected as there is no significant difference between self-concept of male and female adolescents. However there is slight difference between the mean value of male and female.

Table 3. Relationship between Self-concept and Emotional Intelligence

Variable	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	R	R <sup>2</sup>
SC	56.6	9.11	298	0.651055	0.4239
EI	67.59	11.32	298		

Above table gives a clear interpretation of the value of r, which is 0.6511. It reflects a moderate positive correlation, which means there is a tendency for high emotional intelligence score go with high self-concept score (and vice versa). Hence, the hypothesis which states that there is a positive correlation between emotional intelligence and self-concept among adolescents holds true.

Figure1 shows Scatter plot on which X values represent Self-concept and Y values represent Emotional Intelligence.



The figure shows a positive correlation between two values. The graph has an upward slope from left to right: as the x-values, increase, the y-values get larger. It depicts that there is a positive correlation between emotional intelligence and self-concept among adolescents.

## VII. DISCUSSION

Adolescence is a phase of rapid changes. Even changes are on different spectrum when it comes to gender. Female adolescents have some different set of changes than male adolescents. Even social norms also play a vital role from childhood in development of emotional intelligence and self-concept with respect to gender. But with the change of era,

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where from family structures to school life, role of parents to peer pressure, self-expectations to the expectations by parents all have changed. Due to these factors, there may be a scope of change in the level of emotional intelligence and self-concept between male and female of this particular age bracket. Few studies have also suggested similar results. Research by Daniel Goleman (1998) [12] asserts that no gender differences in EI exist, admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of EI are equivalent. Even for self-concept Erikson, 1968 model has accepted that identity formation neither begins nor ends during adolescence. Adolescence is the first time, when individuals have the cognitive capacity to consciously see through who they are and what makes them unique. Hence, in this contemporary era with the broader understanding of development stages in adolescence we should also explore new probabilities.

## VIII. LIMITATIONS OF THE STUDY

The scope of the study was limited to a particular age bracket from 12-16years. But to have a better understanding the study should involve all three levels of adolescence: early adolescence; middle adolescence and late adolescence. Secondly the sample size was collected from Nagpur city only. Therefore, to generalize the result, the study should involve larger sample size from different cities across the nation.

## IX. CONCLUSION

The idea behind the study is to find relationship between self-concept and emotional intelligence among adolescents with respect to gender, so that later with appropriate interventions both can be raised up to its optimal level. Self-concept is the foundation of personal growth and help in developing emotional intelligence at the crucial stage of adolescence. Gaining an insight in relation between the self-concept and emotional intelligence can actually help in designing modules for the schools to implement. Any training given for the development of these two areas will give a better future and holistic development to adolescents.

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