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Self-Concept and Emotional Intelligence: A Study of Senior Secondary Education

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Modern age of science and technology is marked by competition in every field. In spite of spectacular advancement, man is not happy and contented. Surviving and progressing in such an unpredictable environment calls for the mutual functioning of the intellect, emotions and skills to manage stress and strain. Since education is viewed as an instrument to develop the cognitive understanding of people, it should prepare the younger generation to understand and face the realities of today's world. In this context, the schools and teachers have more responsibilities in moulding the character of student. The role of teacher in the society keeps on changing.

The over burdening spectrum of education and scientific achievement has raised the question of better learning and better achievement for all. In a fast development society of today's success has become an index of attaining position and respect. According to Bhattacharjee (1994) education converts man into productive and competent human capital to undertake various development of any nation requires that its students should receive appropriate education. Students constitute the most delicate, valuable, vibrant and dynamic asset of a nation. If a nation has to pave its path of progress and prosperity, there is no alternative but to take full care of students.

Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life. Man is capable of making necessary adaptation, education helps him to alter his behaviour and acquire new skills according to the demands of the new situations. Educating the child is directing the child's capacities, attitudes, interest, urges and needs into the most desirable channels. Education is the process of human enlightenment and empowerment for the achievement of a better and higher quality of life. Education is the key to national prosperity and welfare. In the development of a country education plays a vital role. Education is the most important component of human resources. Therefore society wants to utilize the individual talent properly. We want to get maximum benefit through minimum resources so we should make our efforts for maximum achievement of our youth and trained them in such a way that they may utilize the resources available. A sound and effective system of education results in the unfoldment of learner's potentialities, enlargements of their competencies and their interest, attitude and value.

EMOTIONAL INTELLIGENCE

We are at the beginning of a new century and now a days, Emotional intelligence is considered more important than intelligence in the success of a person. Historically speaking the term emotional intelligence was introduced in 1990 by two American

university professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. However the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1998)

According to Goleman I.Q. accounts for only 20% of a person's success in life. The balance can be attributed to emotional Intelligence or E.Q.

The concept of emotional intelligence have brought a revolution in the field of child care, home, school and work place management. It has also provided sufficient support to guidance and counseling services including physical and mental health programmes. In all, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and there qualities count significantly towards a person's success in his area of achievement. It may induce him likewise to achieve the required success.

Most of the problem in our life, whether childhood problems, adolescent problems home and family problems, work situation problem or political, regional or international problems are the result of misinterpretation of the involved sentiments feelings and emotions of the concerned individual group of individuals society and the nation. If the proper efforts are made for training the emotions and developing proper E.Q. potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behaviour on the part of the individuals and groups to lead better life in peace of co-operation. To progress and let others live are thus the ultimate goals of any education or training provided for developing one's potential of emotional intelligence.

Emotional intelligence can be developed by upgrading emotional skills, E.Q. is not fixed at birth. Scientists have not yet discovered an emotional intelligence gene as such emotional intelligence grows with age and experience.

Bar-on-Reuven (1997) defined a model of emotional intelligence *"as an array of non cognitive capabilities, competencies and skills that influenced one's ability to succeed in coping with environmental demands and pressures"*.

Emotional intelligence consists of *"abilities such as being able to motivate oneself and persist in the face of frustration: to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think, to empathize and to hope"* (Goleman, D (1995).

We may understand one's emotional intelligence *"as a unitary ability, (related to but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close Co-operation with one's thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others"* (Mangal S.K., 2002).

SELF-CONCEPT

Every human individual acquires the awareness of his self. He experiences his identity during the process of growth and development as some what different from that of others. The self is a composite of several psychological states impressions and feelings. It includes impression one has of his body, the image of this physical appearance and other tangible properties of his person. It further includes the conception one has of himself of his traits and abilities, his rules, including the possibilities of his future as well. One's attitude and beliefs about him self, the convictions one has and the values one holds also form part of it.

Self-concept is one's image in one's eyes. Every person tries to equip one self 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 judgement, in decision making and in other various situations. It is an important mental apparatus which influences every function of life.

Berg (1987) conducted a study on teacher self-concept on teaching ability in relation to teacher stress, burnout and personality types of city elementary school district in rural area of Ohio. The teachers with high self-concept of teaching ability have a positive influence upon student self-concept of academic ability. The teachers with introversion personality orientated were having less feeling of emotional exhaustion than high mean score of extraversion who score higher feeling of being overextended and exhausted. Emotional exhaustion and depersonalisation are correlated negatively and significantly whereas personal accomplishment is positively significant but insignificantly correlative with introversion-extraversion types.

Elliss (1999) reported self concept and self-perception, social-self and burnout of elementary school teachers while participating in a professional development changing process. Maslach & Jackson (1996) determined comparison of burnout among male and female with males scoring higher than females on feelings of diminished personal accomplishment.

SIGNIFICANCE OF THE PROBLEM

It is a well accepted fact that the quality of the nation depends upon the quality of the education imparted to its citizens which in turn depends upon the 'quality of its teachers'. The term quality of teachers includes all the personality dimensions of a teacher i.e. span of knowledge, teaching skills and teacher behaviour comprising his/her emotional intelligence. However, a teacher with innumerable degrees and high profile personality cannot necessarily be termed as a good teacher. The primary quality that makes a whole lot of difference is the classroom interaction and his teacher-like behaviour. His behaviour not only as a person but also as a teacher is predominantly controlled by his emotional behaviour, which is turn depends upon the degree of emotional intelligence possessed by him. In this way what makes a teacher successful in his classroom behaviour and makes him popular among the students is nothing but his emotional intelligence or emotional competency skills.

EMOTIONAL INTELLIGENCE

Emotional Intelligence refers to recognizing our feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationship. Study is focused on those students who study in Senior Secondary Schools.

SELF-CONCEPT

The self-concept is the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving.

OBJECTIVES

- 1 To study the relationship between mean scores of Emotional Intelligence and Self-concept among Senior Secondary School Students.
- 2 To study the relationship between mean scores of Emotional Intelligence and Self-concept among male Students of Senior Secondary Schools.
- 3 To study the relationship between mean scores of Emotional Intelligence and Self-concept among female Students of Senior Secondary Schools.
- 4 To study the difference between mean scores of Emotional Intelligence of male and female Students of Senior Secondary Schools.
- 5 To study the difference between mean scores of Self-concept of male and female Students of Senior Secondary Schools.

TOOLS CAN BE USED :

For the present study following tools will be used to collect data:

- 1 Emotional Intelligence Scale developed and standardized by Dr. S.K. Mangal and Dr. Shubra Mangal
- 2 Self-concept inventory developed and standardized by Dr. R.K. Sarswat.

STATISTICAL TECHNIQUES USED FOR THE STUDY :

The following statistical techniques will be used for analysis and interpretation of the data -

- I. t'-Test
- II. Product moment correlation

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