

## **Studying the Relationship between Self-Concept and Emotional Intelligence with Scholastic Achievement of Professional Course Students**

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### **Abstract**

*The objective of the researcher is to study the relationship between self-concept and emotional intelligence with scholastic achievement of professional course students studying in engineering and polytechnic course in Gorakhpur district of Purvanchal Region as a second year student. The study is based on 600 professional course students of Engineering and Diploma of civil, mechanical and computer science branches. Questionnaire is used to collect the data for this study. It is used to extract information of students to calculate emotional intelligence and scholastic achievement with their grade of first year and converted into percentage. The value of self-concept is calculated by using the tool of Pratibha Deo and emotional intelligence of P. Srinivasan/Murugesan. Pearson correlation coefficient and T-test were used for analyzing the data.*

**Keywords:** – Self-Concept, Scholastic Achievement, Gender, Locality and College.

### **1. INTRODUCTION**

All the concerns of university teachers, authorities and students are concentrated their scholastic achievement and preventing them from failure. In other ways, scholastic achievement is failure with critical effect on several studies. It also enforced the family and society. For considering the factors related to the academic achievement and those that prevent from failing are very important. One of the factors which are considered in several studies is emotional intelligence. It means perceptual capacity, tool, recognition, application and management of emotions in self and others (Mayer and Salovey, 1997). In some of the studies, emotional intelligence used positive with academic achievement. The concept of emotional intelligence can be applied in

educational situations. It is found that high emotional skills of people have better social skills, develop strong and long term relations with more ability to solve problems. High emotional skill students are more adequate to focus on problems and problem solving skills that improves their relating abilities (Soltanifar, 2007). Studying the relation between emotional intelligence and academic achievement is extra ordinary in respect of conflicts.

Various researcher studies the relationship between emotional intelligence and academic achievement are Brackett and Salovey (2004), Ilias et.al (2003), Samari and Tahmasbi (2007), Besharat et.al (2006). Some of the studies of Lavasani et.al (2007) and Kooshar et.al (2007) shows that there is no significant relationship between emotional intelligence and academic achievement. It is also found from the study of Brodi and Hal that females replaced emotional reactions better than males. Besharat.et.al (2006) discussed in his report that emotional intelligence of female students is better than male students. In 2014, H. Jenaabadi analyse the relationship between emotional intelligence, self esteem and academic achievement found that self esteem of female students is better than males.

Self concept ponders the picture of itself. Roger has defined the self concept in a systematic form. Self concept is not content; but it is a process in which three stages are developed as self identity, self evaluation and self ideal. The objectives of Meerah et.al. (2017) study is to identify the level of UiTM Centre of Excellent for academic self concept. It is also found from the study that positive correlation between academic self concept and academic achievement is week. The present study intends to measure a study of self concept in relation to academic achievement among 9<sup>th</sup> students from selected government, private and aided school. This shows that self concept has less influence on academic achievements. Punithavathi (2011) conducted a research to look into self-concept and academic achievement of students at the secondary level. The results of the analysis brought out a significant correlation between self-concept and academic achievement. Further a significant difference between self-concept and academic achievement was observed among students in different categories of school namely; state, matriculation and central board schools. Validating was conducted by Kezhia (2012) and Subbulakshmi (2012). Ishak and others (2010) examined the students' self-concept among 16-17 year old adolescents in Malaysian secondary schools. A total of 1168 students participated in the survey. Principal Component Analysis (PCA) discovered three factors: academic self-concept, physical self-concept and social self-concept. This study confirmed that external context factor of students also has an impact on their self-concept which in turn influenced positively their academic performance.

## **2. MATERIAL AND METHODS**

It is a descriptive correlative study. The purposive sample design methodology is applied in this study. The objective of the study is to examine the relationship between self concept, emotional intelligence and scholastic achievement. Hence, the independent variable in this study is used as self concept, emotional intelligence whereas the dependent variable is scholastic achievement. Scholastic achievement is calculated by using the value of 1<sup>st</sup> year percentage of professional course students in a form of Cumulative Grade Point Average (CGPA). Participants were approached and informed that they have been selected as the respondent for some purpose and they were given abbreviated amount of information. Respondents were given abbreviated instruction on how to reply to the 5-scaling point of items in order to make sure, what is required from them. Once the questionnaire was distributed, the respondent were given plentiful time to finish it and the questionnaire was collected on the same time and day to ensure high reply rates. Self concept tool of Pratibha Deo and emotional intelligence P. Srinivasan/Murugesan is used.

This study was bounded to professional course students only for engineering and polytechnic college Gorakhpur, Uttar Pradesh. (India). The population selected to carry out this study were 600 professional course students. For the selection of students, we have confined the students of engineering and polytechnic colleges of government and private studying in second year. Three branches of engineering and diploma are selected for this study; Civil, Mechanical and Computer. This study applied purposive sampling a non probability sample that is selected based on characteristics of a population. Based on the amount of sampling procedure 24% Civil, 48% Mechanical and 28% Computer students selected as a participant. It means that 144 from Civil, 287 Mechanical and 169 from Computer branch.

After collecting the complete questionnaires from the participants, statistical techniques are applied using SPSS. The results obtained are presented in form of percentage, mean and standard deviation. T-test and coefficient correlation is used, to find the relationship between the dependent and independent variables. All the obtained results are presented in the form of tables and graphs and are attended by descriptions explaining the results. Discussion of the result is carried-out in order to answer the research questions and necessary conclusion based on the findings of the research. On the base of overall findings, the researcher discuss the significant implications of the study and put a few suggestions for further and future research.

## **3. FINDINGS**

Average and standard deviation of self-concept, emotional intelligence and scholastic achievement of students are shown in table 1 based on sample and gender.

**Table 1: Average and standard deviation of self-concept, emotional intelligence and scholastic achievement of based on total sample and gender.**

Statistics variable	Total Sample			Male			Female		
	No	Mean	S.D	No	Mean	S.D	No	Mean	S.D
SC (Self_Concept)	600	150.18	46.150	369	160.54	42.633	231	160.43	43.400
EI (Emotional intelligence)		99.37	20.123		100.51	20.138		100.78	20.207
SA (Scholastic Achievement)		68.337	7.638		68.27	7.5222		68.68	7.8449

**Table 2 : Pearson's correlation coefficient with self concept and emotional intelligence for scholastic achievement**

Variable	R	Significance
Scholastic Achievement	1	1
Self Concept	70%	.094
Emotional Intelligence	30%	.039

As seen in table 2, there is no significant relation between self concept and emotional intelligence on scholastic achievement.

**Table 3 : Significance of T-Test of self concept and emotional intelligence of Male and Female.**

Statistical variables	Male			Female			T	df	Sig.
	N	Mean	SD	N	Mean	SD			
Self Concept	369	145.32	46.459	369	157.95	44.664	-3.287	598	0.483
Emotional Intelligence	231	98.64	19.982	231	100.55	20.336	-1.129	598	0.686

As seen in table 3, there is no significant difference between male and female students regarding emotional intelligence but there is significant difference between male and female students considering self concept. Self concept of male is higher than that in females.

**Table 4 : Significance of T-Test of self concept and emotional intelligence of Urban and Rural.**

Statistical variables	Urban			Rural			T	df	Sig.
	N	Mean	SD	N	Mean	SD			
Self Concept	339	146.78	45.585	339	154.60	46.593	-2.061	598	0.925
Emotional Intelligence	261	99.63	19.819	261	99.04	20.545	0.358	598	0.534

As seen in table 4, there is no significant difference between urban and rural students regarding emotional intelligence but there is significant difference between Urban and Rural students considering self concept. Self concept of rural students is higher than the urban students of professional course.

**Table 5 : Significance of T-Test of self concept and emotional intelligence of Government and Private College.**

Statistical variables	Government			Private			T	df	Sig.
	N	Mean	SD	N	Mean	SD			
Self Concept	272	143.18	46.538	272	155.99	45.078	-3.413	598	0.381
Emotional Intelligence	328	99.03	19.761	328	99.66	20.444	-.385	598	0.692

As seen in table 5, there is no significant difference between government and private college students regarding emotional intelligence, but there is significant difference between government and private college students considering self concept. Self concept of government college is higher than that in private college students.

#### **4. DISCUSSION:**

Various experts of education and psychologists are always in favour of factors affecting student academic success. Sure, a set of people, environmental, cognitive and non-cognitive factors are capable of producing on student's academic success. Scholastic achievement is a multidimensional, affected by a several factors. Test of studying the relation between emotional intelligence and scholastic achievement showed that there is no relation between emotional intelligence and scholastic achievement. Recent studies shows in results of Lavasani et.al. (2007), Koohsar et.al (2007) and Otozorski et.al. (2004) are consistent that there is no significant relationship between emotional intelligence and academic achievement. Goleman (2008) believed that academic intelligence has no relationship with emotional intelligence. Emotional intelligence cannot be the only scaling for evaluating academic achievement and many factors are effective on academic success.

In the present investigation it is found that the students studying in professional courses of engineering and polytechnic colleges of Gorakhpur, Uttar Pradesh that self concept and

emotional intelligence do not affect their academic achievement. There is no significant difference between emotional intelligence of male and female students, but the self concept of male students are higher than female students. It is also found that there is no significant difference between emotional intelligence of urban and rural students, but the self concept of rural students are higher than the urban students. Finally it is also found that there is no significant relationship between emotional intelligence of government and private college of engineering and polytechnic students of Gorakhpur, but self concept of government college students are higher than the private college students.

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