

# **Influence of Emotional Intelligence on Self-Concept of OBC Students at Different Level of Socio-Economic Status**

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## **Abstract**

The present investigation is an attempt to study the influence of Emotional Intelligence on self-concept of OBC students of secondary level with respect to their socio-economic status. Emotional Intelligence is a human being ability to control and manage their emotion accurately. A sample 471 OBC students of secondary level of Meerut Zone (U.P) was selected to collect the data. Mangal Emotional intelligence inventory and self-concept measure was used as research tool. Ex-post-facto method was used for the present study. As a result it was found that there is significant difference between self-concept high and low Emotional Intelligence group of OBC students and significant result obtained at different level of socio-economic status.

**Keywords:** Emotional, intelligence, ability, economic

Human Emotion can active and direct human behaviour in the same way as biological or psychological motives. The definition of emotion itself, is an unresolved issue in the field of psychology and education. Most people say that anger, fear, joy and grief are emotions, you can think of a number of instances of emotional situations, where human do or do not express his emotions correctly.

In the past many psychologist devoted considerable effort to understand the emotions effect on human behavior, personality and life. Emotion has been identified in 20th century as a different category from cognition. Emotions plays an important role in success of human beings. The Term 'Emotional Intelligent' appeared sporadically in the psychological literature during the 1970s-1980s, but the concept was first formally defined in 1990 by the US psychologist Peter Salovey and John D. Mayer, who later specified four groups of competencies that it encompassess (a) the ability to perceive, appraise, and

express emotion accurately; (b) the ability to access and evoke emotions when they facilitate cognition; (c) the ability to comprehend emotional message and to make use of emotional information; and (d) the ability to regulate one's own emotions to promote growth and well being.

The other US psychologist Daniel Goleman (1995) came to lime light through his best selling book- "Emotional Intelligence: Why it can matter more than IQ?"

Daniel Goleman (1995) defines Emotional Intelligence as knowing what feels good, what feels bad and how to go from bad to good. It includes components such as self-awareness, self-management, self-motivation, social awareness and social management.

Emotional Intelligence and self-concept are similar in the sense of construct of personality. Both are develop in similarly in two ways on self and other dimension. Firstly on "Self" dimension Emotional Intelligence and Self-Concept of individual seen towards himself and secondly on "other" dimension Emotional Intelligence and Self-Concept of individual seen towards others. Development of 'Self' is more or less a part of emotional development. It can be considerable factor which can be predominantly a functions of emotional quotient. According to Karl Roger (1951) Self-concept as "an organized configuration of perception of the self which are dmissible to awareness. It consists of elements as perceptions of one's Characteristics and abilities : The percepts and concepts of the self in relation to others and to the environment the value qualities which are perceived as associated with experiences and object and the goals and ideal which are perceived as positive and negative valence."

### **Rational of the Study**

The concept of Emotional Intelligence in the Indian context is embedded in its highly valued social concerns religious traditions and cultural practices. One coincide of society is concerned with values and virtues but other side of win is concerned with disparities. Question arise that how to beneficial this study for society. As early research shows that Emotional Intelligence is a strong factor to influence the self-concept. So present study would be beneficial for those whose are belonging to OBC, because OBC students are part of backward society, they need to special socio-emotional environment in Education system. Most of the studies support the fact that self-concept and Emotional Intelligence both are positively correlated. Both construct are not instinctive, but are social product developed thought socio-emotional environment experience.

Every one knows well that roots of discriminations in India go so deep that social and economic disparities are deeply interviewed although increasingly complex ways (Gosh, 2006) country still needs reservation for different group at different levels of education, not because they are the perfect instruments to rectify long-standing discrimination but because they are the most workable method to move in this direction (Ghosh, 2006). But more or less instead of quality the discrimination is going on in the name of upliftment of the left behind education system and after that society. In terms of Nation's development or whole society development, the present study give insight in to educational community. All this reveals that more research are needed to determine that exact connection of emotional intelligence and self-concept.

## Operational Definition of Key Terms

**Emotional Intelligence:-** Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own and others emotions to discriminate among them to use the information to guide one's thinking and actions.

**Self-Concept:-** The self concept is the individuals way of looking at himself. It also signifies his way of thinking, feeling and behaving.

**Socio-Economic Status-** An individual position with hierarchical social structure. Socio-economic status depends on a combination of variables including occupation, education income, wealth and place of residence sociologist often the socio-economic status as a mean of predicting behaviour.

## OBC: Other Backward Class

OBC is a reserved category under provision of Indian Constitution. OBC is defined as social, educational and economical backwardness.

## Objectives of the Study

Present paper was an attempt to achieve the following objectives:

1. To find out the influence of Emotional Intelligence on self-cocept of OBC students.
2. To find out the influence of Emotional Intelligence on Self-concept of OBC Male students.
3. To find out the influence of Emotional Intelligence on Self-Concept of OBC Female students.
4. To study the influence of Emotional Intelligence on Self-Concept of OBC students with respect to higher, low and average socio-economic status.

## Hypotheses of the Study

The following null hypotheses were formulated for the study

1. There is no significant difference between self-concept of OBC students having high and low emotional intelligence.
2. There is no significant difference between self-concept of OBC male students having high and low Emotional Intelligence.
3. There is no significant difference between self concept of OBC female students having high and low Emotional Intelligence.
4. There is no significant difference between self-concept of OBC students having high and low Emotional Intelligence with respect to:-
  - (a) Higher Socio-Economic Status

- (b) Average Socio-Economic Status
- (c) Low Socio-Economic Status

## **Methods**

Considering the nature of the problem and data under investigation, Ex-post facto method was used for the present study.

## **Sample**

The present study was conducted on a sample of 471 OBC students of secondary level of Meerut-Zone (U.P.). The sample was representative to both gender i.e. male and female.

## **Variables**

In the present study Emotional Intelligence is the Independent variable and self-concept of the student is Dependent Variable.

## **Research Tools**

The following tools were used to measure the variables of the study

- MEII-Mangal Emotional Intelligence Inventory  
Author S.K. Mangal and Mrs. Shubra Mangal
- Self-Concept Scale  
Author-Dr. Mukta Rani Rastogi
- SESS-Socio-Economic Status Scale (Urban)  
Author- L.N. Dubey and B. Nigam

## **Statistical Techniques Used**

't' test was employed to study the significant difference between the means of Self-Concept and Emotional Intelligence of high and low level.

## Analysis and Interpretation of Data

**Table 1. Significance of Mean difference between self-concept and high and Low Level of Emotional Intelligence of OBC students.**

Level of Emotional Intelligence	Self-Concept			't' Value	Level of Significance
	N	M	SD		
High EI	196	168.31	17.24	8.97**	0.01
Low EI	275	155.43	12.22		

Table 1 reveal that there is significant difference between self-concept of having high and low Emotional intelligence group of OBC students. Therefore the null hypothesis stated as “There is no significant difference between self-concept of other Backward class students having high and low Emotional Intelligence” is rejected. There is mean score of self-concept of having high Emotional Intelligence is much higher than comparative group of same reserve category.

**Table 2. Significance of Mean difference between self-concept and high and low level of Male and Female OBC students**

Gender Wise Group	Name of Emotional Intelligence	Self-Concept			't' Value	Level of Significance
		N	M	SD		
OBC Male Student	High EI	100	173.52	16.99	8.11*	0.05
	Log EI	133	157.14	12.57		
OBC Female Students	High EI	96	162.89	15.76	4.81**	0.01
	Low EI	142	153.83	11.66		

Table 2 reveal taht the obtained ‘t’ value is greater than table value. It reveal that there is significant difference between self-concept of having high and low Emotional Intelligence group of OBC male students. Therefore, the null hypothesis stated as “There is no significant different between self-concept of other backward class male students having high and low Emotional Intelligence” is rejected. There is mean score of self-concept of having high Emotional Intelligence is much higher than counter group of same reserve category.

Table 2 reveals that there is significant difference between self-concept of having high and low Emotional Intelligence group of OBC female students. Therefore the null hypothesis stated as “There is no significant difference between self-concept of other Backward class female students having high and low Emotional Intelligence” is rejected. There is mean score of self-concept of having high Emotional Intelligence is much higher than comparative group of same reserve category.

**Table 3. Significance of Mean difference between self-concept of High and Low Level of OBC Students at Different Level of Socio-economic Status**

Level of Socio-economics	Level of Emotional Intelligence	Self-Concept			‘t’ Value	Level of Significance
		N	M	SD		
High SES	High EI	66	168.42	18.14	3.47**	0.01
	Low EI	63	158.68	13.48		
Average SES	High EI	64	169.00	18.71	5.77**	0.01
	Low EI	98	154.10	10.79		
Low SES	High EI	66	167.54	14.59	5.97**	0.01
	Log EI	114	154.78	12.32		

Table 3 reveals that there is significant difference between self-concept of having high and low Emotional Intelligence group of other backward class students belonging to all three level of socio-economic status. Therefore, the null hypothesis stated as “There is no significant difference between self-concept of OBC students having high and low Emotional Intelligence at (a) higher (b) Average and (c) Low socio-economic status” is rejected. At the three level of socio-economic status of OBC students who having high Emotional Intelligence scored higher in comparison of low Emotion Intelligence group of the same reserved category.

### Major Findings

1. The present study reveals that a significant difference in self-concept of OBC students. High Emotional Intelligent group scored higher on self-concept measure. It may be inferred that high level of Emotional Intelligence does influence the self OBC students in a positive way.
2. The present study reveals that a significant difference in self-concept of OBC students for both gender (male and female) High Emotional Intelligent group scored higher on self-concept measure. It may be inferred that high level of Emotional Intelligence does influence the self of OBC male and female students in a positive way.
3. The present study reveals that a significant difference in self-concept of OBC students at three level of socio-economic status ie High, Average and low. High Emotional Intelligence does influence the self in a positive way to all three level of socio-economic status (higher, average and low) of the same reserved category.

### Conclusion

A clear conclusion has been draw from the above findings that Emotional Intelligence is a strong factor to influence or effect to posses a positive self. According to findings who have scored higher in Emotional Intellegence, they also scored higher on self-concept measure. There is same conclusion for OBC students of different gender and the same for those OBC students who belonging to different socio-economic status ie. higher, average and low.

## **Education Implication**

The findings of the present study suggest that Emotional Intelligence is strong factor to effect or influence the development of self concept of any individual. For many disparities exist in human society. In this way in these corucial circumstances an individual should be trained to behave with appropriate emotional intelligence to make their positive self-concept as a student and as well as a social person. Without positive self-concept any individual may be not to part of civilized society. Society which can be change through education and Education is a strong means of culture change. In this way the present study would be beneficial and helpful for education policy maker educationist, psychologist and sociologist.

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