



**ACADEMIC ACHIEVEMENT SELF CONCEPT AND EMOTIONAL INTELLIGENCE  
IN MALE AND FEMALE COLEGE STUDENTS: A COMPARATIVE STUDY**

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**Abstract**

*Parents are interested in cognitive domain of their children. They are neglecting affecting and psychomotor behavior of their children. Student show this behavior in the form of fear, pleasure, anger, anxiety under the different situation they come across. Child develops his own image, abilities and uniqueness. With the passage of time his perception becomes much more organized, detailed and specific. In the present study cognitive behavior i.e. academic achievement is studied with emotional intelligence and self concept. A sample of 120 B.Ed. college students was taken by providing questionnaires of self concept and emotional intelligence to them. Data was analyzed and it was found that there is a positive correlation between academic achievement and self concept along with emotional intelligence. Male students have high self concept and emotional intelligence than female students. Male students have more exposure of outer world; hence, they can control their emotions and show them at the right time and at the right place in the right direction.*

**Introduction:** College life is full of stress and strain. College students have to cope with various problems related to study, family and surrounding. Every student has its own value, behavior and reflection. He reflects all these expressions in the form of fear, pleasure, anger, anxiety under the different situation he comes across.

All these mental states have effect on his studies. Parents and the government are interested to draw out the best which is inherent in the students. But now a day's academic performance is considered as the sole criterion of the success. They do not give any due consideration to affective and psychomotor behavior of the student. Self concept represents the image that we have of ourselves. This image is formed when we interact with distinctive persons. 'Self-concept is our perception of our abilities and our uniqueness. At first one's self-concept is very general and changeable.....As we grow older, these perceptions become much more organized, detailed and specific. (Pastorino & Doy Le Portillo, 2013.)' A self concept is a collection of beliefs about

one's own nature, unique qualities and typical behavior.” Your self concept is your mental picture of yourself. It is a collection of self perception. Weiten, Dunn & Hammer, 2012).” The individual self consists of attributes and personality traits that differentiate us from other individuals (Crisp, P.J & Turner, R.N., 2007).

Emotion represents complex reaction of organism to any subject. It represents the psychological and mental state of an organism. It is expressed in the form of feeling, behavior and ideas. Emotion changes with feeling, mood and temperament. Emotions are related with self. Self represents the inner ideas and thinking. We reflect these on our face. Other person perceives our impression from our face and tells about our internal feeling to some extent. These signals help the individual to adjust with the emotion of society. Emotion is logical in nature. It helps to take decision in right direction and at appropriate time as it is related with feeling, experience and behavior. The logical part of the brain where it makes decision from the observed data is called emotional intelligence. Emotional Intelligence helps one to know and understand the feeling in one self and also help in understanding the emotions in others. Emotion intelligence helps to understand the feeling of others and utilizes the same in performing daily life work and office work. Emotional Intelligence is measured in the form of emotional intelligence quotient. It measures the ability, potential, skill of self or others and tendency to use and apply in life and in business. It helps to make our life systematic because it helps us to learn to control our emotions and help us how to control and manage the emotion of the other i.e. represent our success in our daily life. Various researches have been done where academic achievement does not show any relationship with creativity (Naina & Majda 2010). Socio-emotional environment has dominating effect on self concept (Kumar 2011). Academic motivation has direct influence on academic achievement (Tali & Nisha 2011). Academic achievement has direct influence on socio- economic status (2012).

Therefore the objective of the present study was to compare the mental health status of the college students in regard to their academic achievement, emotional intelligence and self-concept.

#### **Objective of the Study :**

1. To study the relationship between academic achievement and emotional intelligence of College students.

2. To study the relationship between academic achievement and self concept of college students.
3. To study the significant difference between male and female college students on academic achievement.
4. To study the significant different between male and female college students on emotional intelligence.
5. To study the significant difference between male and female college students on self-concept.

**Hypotheses of the study:**

- H<sub>1</sub> There is no relationship between academic achievement and emotional intelligence of the college students.
- H<sub>2</sub> There is no relationship between academic achievement and self-concept of college students.
- H<sub>3</sub> There is no significant difference between male and female college students on academic achievement.
- H<sub>4</sub> There is no significant difference between male and female college student on emotional intelligence.
- H<sub>5</sub> There is no significant difference between male and female college students on self-concept.

**Methodology :**

**Sample :** A sample of 120 B.Ed./M.Ed. students (25 Male and 95 Female) were selected purposively from both rural and urban background. The study was carried out by descriptive survey method. These college students belong to various college of education in District Bhiwnai, Haryana.

**Tool used:** In order to study the self concept, self concept scale prepared by **Mukta Rani Rostogi (1979)** was used. It contains 50 items -25 negative and 25 positive items. It is a likert type of scale and minimum score is 50 and maximum score is 250. Those students who score high in scale has high self concept and those getting low indicates low self concept.

In order to measure emotional intelligence, scale prepared by **Hyde, Pethe and Dhar, (2002)** was used to measure the emotional intelligence of the students. It has 34 items in it and contains 10 different aspects like: self awareness, empathy, self motivation, emotional stability,

managing relation, integrity, self development, value orientation, commitment and altruistic behaviour.

Academic achievement of students are taken from the highest percentage they secured, either in graduation (B.A., B.Com., B.Sc.) or Post graduation (M.Sc., M.Com. and M.A.) for seeking admission in B.Ed.

### Statistical Technique Used

Mean, S.D., product moment correlation and 't' test was used for interpretation of the results.

**Results and Discussion:** As per the information given by the college students, it is found that these students are mostly in the age group of 21 and 26.

Table-1: Relationship between academic achievement and emotional intelligence

Variable	N	r	Remarks
Academic achievement and emotional intelligence	120	.024	Positive correlation

Table-1 reveals that positive correlation ( $r=0.024$ ) exists between academic achievement and emotional intelligence. It expresses relationship between emotional intelligence and academic achievement. Emotional intelligence of the student represents his image, value and behaviour. Students with high emotional intelligence show greater stability and solve the problems related to academic in a suitable way at appropriate time and in proper direction. Emotional intelligence has positive relation with academic achievement.

Table-2: Relationship between academic achievement and self-concept

Variable	N	r	Remarks
Academic achievement & Self-concept	120	.021	Positive correlation

Table-2 reveals that there is a positive correlation ( $r= .021$ ) between self-concept and academic achievement. Self concept represents personality attributes, knowledge, skills one's occupation and hobbies and awareness about one's own physical characteristics. Academic achievement and self concept are dependent on each other. Child develops his attributes in his early life and some can be seen on later stage in the form of academic achievements.

Table-3: Significance of difference between male and female college students on academic achievements

Academic Achievements	N	M	S.D.	t	Level of significance
Male	25	782	99.3	.61	Not significant
Female	95	792	137.2		

It is observed from the table 03 that ‘t’ value of .61 confirms that difference in the mean scores of male and female college students are not significant at both .01(table value 1.98)level and .05(table value 2.61)level with df 118. The mean score 792 of female students is higher than that of the male students having mean score of 782. Therefore, the hypothesis, “There is no significant difference between male and female college students on academic achievement (H<sub>3</sub>)” is retained. There is small difference in mean score of male and female college students. It means that sex does not have any effect on academic achievement.

Table-4: Significance of difference between male and female college students on self concept.

Self concept	N	M	S.D.	t	Level of significance
Male	25	190.78	15.78	5.066	significant
Female	95	181.25	13.87		

Table ‘t’ value for one tailed test for 118 df is 1.98 at 0.05 level and 2.61 at 0.01 level. It is observed from table 4 that ‘t’ value of 5.066 for difference in mean scores of male and female is significant at both level of .01 and .05 with df 118. The mean score of male college students (190.78) is higher than the mean score of female college students (181.25). Thus, the hypothesis (H<sub>4</sub>), “ There is no significant difference between the male and female college students on self concept” is retained. This means that academic achievement of students is affected by their self concept. Those students who know better about their attributes, knowledge, skills, one’s occupation, hobbies and awareness about one’ own physical characteristics are academically more sound. Male college students come in contact with other person in their vicinity and have more exposure than female college students. Male have latest knowledge of technology, fashion, movies and books. Student with negative self concept may view themselves negatively. Negative self concept in physical appearance may affect the entire self concept and make them prove to mental problems.

Table 05: Showing mean scores, S.D. and t value of male and female college students with regard to their emotional intelligence (df=118)

Emotional Intelligence	N	Mean	S.D.	t	Significance level
Male College Students	25	132.28	9.8	4.556	Significant
Female College Students	95	120.72	15.7		

Table value for one tailed test for 118 df is 1.98 at 0.05 level and 2.61 at 0.01 level. It is observed from table 05 that ‘t’ value of 4.556 for difference in mean scores of male and female is significant at both level of .01 and .05 with df 118. The mean score of male college students (132.28) is higher than the mean score of female college students (120.72). Thus, the hypothesis ( $H_5$ ), “There is no significant difference between the male and female college students on emotional intelligence” is retained. This shows that academic achievement of students is affected by their emotional intelligence. Those students who are emotionally more stable, they perform better in the examinations. Male college students interact throughout day with other types of person than home and college. Female students generally interact at home and at college. Male students have to answer the various questions in balanced form in addition to home and college. They try to control their emotions and show them at right place at right time and in right direction. They become more tolerant at the time of frustration and anger. They are self motivated and have the power to take the right decision even in frustration, anger and anxiety. Therefore, male college students have higher level of emotional intelligence as compared to female college students to get more opportunities for self concept.

**Conclusions:**

It is concluded that (i) there is positive correlation exists between academic achievement and self concept (ii) Similarly a positive correlation is found in academic achievement and emotional intelligence. (iii) It is found that there is no significant difference is found in academic achievement of male and female college students. (iv) Male students have high self concept than female college students as former has more exposure in the surrounding. Male college students sometimes may view themselves negatively and make them prone to mental problems. (v) Male college students have high emotional intelligence as compare to female college students. Male students have more outer exposure so they can easily control their emotions and show them at right time at right place in right decision.

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