

Self-concept, Emotional Intelligence and Achievement Motivation amongst College Girls in Context of Caste and Inhabitation

Rani Ranjan Sah

ABSTRACT

The present study was conducted on 400 girls with the objectives to examine the influence of (i) caste and (ii) inhabitation on self-concept, emotional intelligence and achievement motivation amongst college girls. It was hypothesized that (i) the subjects belonging to different categories (general, OBC and SC) would differ with respect to self-concept, emotional intelligence and achievement motivation and, (ii) the urban and rural subjects would differ with respect to self-concept, emotional intelligence and achievement motivation. For verification of these hypotheses the subjects were administered Self-perception (Self-concept) Scale, EI Scale and Achievement Motivation Scales and data were obtained. The obtained data were analysed using t-test. The obtained t-value were found significant. Thus, hypothesis no. (I) & (II) both were retained. It was found that caste as well as inhabitation both significantly influence the self-concept, EI and achievement motivation. High caste dominated over OBC and OBC dominated over SC in terms of self-concept, EI and achievement motivation respectively. Further, urban respondents excelled over rural respondents in terms of the growth and development of self-concept, EI and achievement motivation. Thus, it is concluded that self-concept, EI and achievement motivation all are conducive to caste and inhabitation.

Introduction:

The study under reference comprised of three psychological components which need elaboration. The first component is self-concept which refers to concept of a person about one self. This is an important variable used in the present research. After more than a decade of relative neglect, self-concept is enjoying renewed popularity and attention by both researchers and practitioners. There is growing awareness that of all the perceptions individual experiences in the course of living, none has more profound significance than the perceptions we hold regarding our own personal existence- our concept of who we are and how we fit into the world.

Self-concept (also called self-construction,

self-identity or self-perspective) is a multi-dimensional construct that refers to an individual's perception of 'self' in relation to any number of characteristics, such as academic (and non-academics), gender roles, and sexuality, racial identity, and many others. Self-concept refers to the global understanding a sentient being has of him or herself. It is perception factor that ties together how people feel about themselves with how well they will receive further experiences. It is the way one thinks about oneself. It is influenced by self-actualization tendencies and other's evaluations.

Lewis (1990) suggests that development of a concept of self has two aspects-

(i) **The Existential Self** : This is 'the most

Research Scholar, Dept. of Psychology, Patna University, Patna

basic part of the self-scheme or self-concept, the sense of being separate and distinct from others and the awareness of the constancy of the 'self'. The child realises that they exist as a separate entity from others and they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

(ii) The Categorical Self : Having realised that he or she exist as a separate experiencing being. The child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or herself an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age and gender.

In early childhood the categories children apply to themselves are very concrete (e.g. hair colour, height, and favourite things). Later, self-description also begins to include reference to internal psychological traits comparative evaluations and to how other them. Self-concept development is a continuous process. In the healthy personality there is constant assimilation of new ideas and expulsion of old ideas throughout life.

It is also becoming clear that self-concept has at least three major qualities of interest to counsellors : (i) it is learned (ii) it is organised (iii) it is dynamic. The self-concept is not restricted to the present. It includes past selves and 'possible selves' represent individual's ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond of hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self. Another component is emotional

intelligence. Traditionally, I.Q. or Intelligent Quotient has been treated as the predictor of future success in life. Earlier the conventional concept of intelligence was considered as the only factor that accounts for success or failure in life. In the past few decades, however, particularly after the publication of the views of Goleman (1995) the concept of emotional intelligence and E.Q. have become more popular concepts and a basis for explaining future success and achievement or failure in human life, which the traditional concept of I.Q. is now considered related more to academic achievement. The success in professional and social life is attributed to E.I. or emotional intelligence.

Emotional intelligence (E.I.) is an ability, skill or in the case of the trait. E.I. model, a self-perceived ability to identify, assess, and control the emotionals of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait E.I. models are the most widely accepted in the scientific literature.

Substantial disagreement exists regarding the definition of E.I. with respect to both terminology and operationalizations. There has been much confusion about the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly re-evaluating even their own definitions of the construct. Salovey & Mayer's (1990) conception of E.I. strives to define E.I. within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of E.I. was revised to 'The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth.'

The model claims that E.I. includes four types of abilities : (i) Perceiving Emotional : The ability to detect and decipher emotions in faces, voices and cultural artifacts including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional

information possible. (ii) Using Emotions : The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand. (iii) Understanding Emotions : The ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time and (iv) Managing Emotions : The ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The current measure of Mayer & Salovey's model of E.I., the Mayer-Salovey Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotional-based problem-solving items. Consistent with the model's claim of E.I. as a type of intelligence, the test is modeled on ability-based I.Q. test. By testing a person's abilities on each of the four branches of emotional intelligence, it generates scores for each of the four branches of emotional intelligence, it generates scores for each of the branches as well as a total score.

The model introduced by Daniel Goleman (1995) focuses on E.I. as a wide array of competencies and skills that drive leadership performance. He defined it, "As the capacity for recognizing our own feeling and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from but complementary to academic intelligence or the purely cognitive capacities measured by I.Q."

Goleman's model outlines four main E.I. constructs : (i) Self-awareness : The ability to read one's emotions and recognize their impact while using gut feeling to guide decisions. (ii) Self-Management : It involves controlling one's

emotions and impulses and adapting to changing circumstances. (iii) Social-Awareness : The ability to sense, understand, and react to other's emotions while comprehending social network and (iv) Relationship Management : The ability to inspire, influence and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of E.I. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The third component is achievement motivation refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standard (David McClelland, 1976). Urban-rural inhabitation is another potential factor yielding differential influence on psychosocial, cultural attitude and values need by people living in urban and rural communities (Hey et al. 1979) Choubey & Sinha, 1974).

However, the present research is planned to examine the association and influence of caste and inhabitation with the variables due to conflicting findings of previous studies. The present investigation will be exploratory as well as confirmatory.

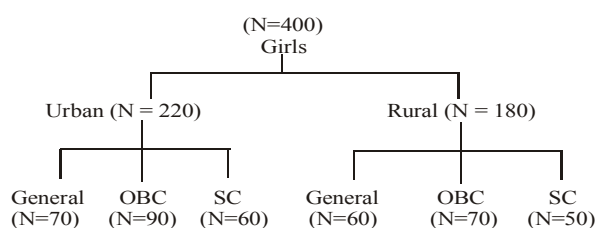
Objectives: The study aimed to investigate into the effect of caste, inhabitation on the growth and development of self-concept, EI and achievement motivation.

Hypotheses:

- (i) The subjects belonging to different categories (general, OBC and SC) would differ with respect to self-concept, emotional intelligence and achievement motivation.
- (ii) The urban and rural subjects would differ significantly with respect to self-concept, emotional intelligence and achievement motivation.

Method of Study:

Sample : The sample comprised of 400 girls. The lay out of sample were as under



The samples were selected from among colleges of central and peripheral areas of Patna District, using incidental-cum-purposive sampling technique. Other than the conditions required for the research, they were matched so far as practicable.

Design : Sample A-B Design was used.

Tools Used

- (i) A Personal Bio-Data Sheet was used to seek the personal information about the respondents.

- (ii) Self-Perception Inventory by K.G. Aggrawal was used to measure self-concept of the respondents.

- (iii) EI Scale by Hyda, Anukoal, Pelka, Sanjyat and Dhar, Upinder was used to measure EI of respondents.

- (iv) Achievement Motive Scale by Bhargava, V.P. was used to measure achievement motivation of the respondents.

Procedure of Data Collection

The subjects were approached individually or in a small group and were administered. The tools along with PBS were distributed one by one and data were obtained. Then, the data were analysed using t-test.

Results and Interpretations

Table-1

Mean, SD and t-values examining the influence of caste system on self-concept, EI and achievement motivation.

Variables	Castes	N	Mean	SD	t-value	df	p
Self-Concept	General	130	23.03	1.04	8.808	288	<.01
	OBC	160	22.09	2.65			
	General	130	24.03	1.04	18.58	238	
	SC	110	19.96	2.13			
	OBC	160	22.09	2.65	7.37	268	
	SC	110	19.96	2.13			
EI	General	130	59.30	5.06	7.559	288	<.01
	OBC	160	55.18	4.02			
	General	130	59.30	5.06	10.338	238	
	SC	110	52.59	4.97			
	OBC	160	55.18	4.02	4.544	268	
	SC	110	52.59	4.97			
Achievement	General	130	23.55	2.30	9.579	288	<.01
	OBC	160	21.50	1.05			
	General	130	23.55	2.30	20.83	238	
	Motivation	SC	110	18.56			
	OBC	160	21.50	1.05	18.607	268	
	SC	110	18.56	1.46			

It is clear from the result table that there is a significant difference between general Vs OBC in terms of self-concept ($t = 8.508^*$), EI ($t = 7.559^*$) and achievement motivation ($t = 9.579^*$). Further, general caste and SC respondents differ significantly in terms of self-concept ($t = 18.58^*$), EI ($t = 10.338^*$) and achievement motivation ($t = 20.53^*$). Finally, OBC and SC students differ significantly in terms of self-concept ($t = 7.37^*$), EI ($t = 4.544^*$) and achievement motivation ($t = 18.607^*$). Thus

hypothesis no. (1) is retained. The findings might be interpreted on the ground of socio-economic deprivation on the part of respondents of different castes leading to differ significantly from one another in terms of self-concept, EI and achievement motivation. Thus, the growth and development of self-concept, EI and achievement motivation is the function of caste.

Table-02

Mean, SD, t-value showing a comparison between urban and rural respondents on the measure of self-concept, EI and achievement motivation.

Variable	Inhabitation				t-value	df	p
	Urban(N = 230)		Rural (N = 170)				
	Mean	SD	Mean	SD			
Self-concept	24.57	2.64	19.15	1.94	23.77	3.98	<.01
EI	67.44	5.45	43.94	3.88	50.21	398	<.01
Achievement Motivation	24.40	2.01	18.03	1.19	40.32	398	<.01

It is clear from the results table-02. That urban respondents excelled significantly over rural respondents in terms of self-concept ($t = 3.77^*$), EI ($t = 50.21^*$) and achievement motivation ($t = 40.32^*$). Thus, hypothesis no. (2) is retained. The findings might be interpreted on the ground of facilitating conditions enjoyed by urban people than rural people. Thus, it is concluded that growth and development of self-concept, EI and achievement motivation all are conducive to urbanisation than ruralization.

Conclusion:

1. Caste significantly influence the growth and development of self-concept, EI and achievement motivation. General caste excelled over OBC and SC and OBC excelled over SC respondents in terms of having high level each of self-concept, EI and achievement motivation. Thus, self-concept EI and achievement all the function of caste.
2. Inhabitation significantly influence the growth and development of self-concept, EI and achievement motivation. Urban respondents excelled over rural respondents in terms of self-concept, EI and achievement motivation. Thus, growth and development of psychological traits namely self-concept and EI all are function of urban rural inhabitation.

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