

A Study of Factors Contributing Self-Concept of College Students in India

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Abstract

The journey of life starts with self and ends with self. Self-discovery is one of the interesting experiences. Self-concept is the combination of attitudes, ideas, and contributions of individuals who they are, while the capacity to understand people on a profound level is the consequence of instruction and reflects how really an understudy, instructor, or establishment has satisfied its instructive objectives. This study aims to determine whether or not emotional quotient (EQ) and sense of self (Self-Concept) are interrelated. A total of 165 students from 10 different colleges in Jaipur were randomly selected for the research. It was revealed that substantial association between emotional intelligence and one's self-concept.

Keywords: Self-concept, Emotional Intelligence, Colleges, Higher Education, Self-Management

1. INTRODUCTION

Human behavior is complex in many ways. Understanding human nature is something that fascinates everyone. Most of these thinkers were philosophers who sought to understand human nature and its causes (D. C. Cicero, 2020). Philosophy gave birth to psychology, but psychology was ripped away. It at last turned into a positive science as the extent of speculative reasoning diminished and the extent of goal explore examination expanded. A person's self-concept is a collection of beliefs and assumptions about the person's attributes and characteristics, including but not limited to their intelligence, attractiveness, and sexual orientation. The response to the inquiry "Who am I?" is the quintessence of self-idea. An individual's self-idea is comprised of their past, present, and future selves, as well as their self-diagrams (Onetti et.al., 2019). How much a singular's information on themselves is clear cut, inside reliable, and in the know regarding their mentalities and attitudes is what we call mindfulness, which is particular from self-idea (Povedano-Diaz, 2019). Self-concept is more of a mental or descriptive aspect of a person, but self-esteem is more of an emotional or subjective aspect.

1.1. SELF-CONCEPT

Self-concept has a significant role in the conversation. Each person's behavior that has been as closely adapted to the notion of self-causes it (M. J. Easterbrook et.al. 2020). When compared to all other species, humans are better equipped to comprehend who they are, see themselves in all of their actions, and analyze each one in order to know and understand the behavior that is appropriate for their surroundings. The expression "self-idea" is utilized to characterize a singular's general assessment of themselves. To realize oneself is to have an idea of oneself, or, in other words, to be mindful (Martela and Riekkki, 2018). The term "self-concept" refers to a person's belief, confidence, notion, and conviction about who and what they are as well as their characteristics and features.

An individual's self-idea is the worth the person puts on their own characteristics, qualities, capacities, and activities. The manner in which you ponder yourself is a powerful mental instrument. The self-idea and its improvement through time has gotten significant consideration in both hypothetical and exact brain science research (E. S. Kluwer et. al. 2020). Much exertion has been placed into characterizing the two most utilized

terms, self-idea and confidence; yet, there have been hardships with self-idea research because of the absence of clearness about the distinctions between these ideas. How you see and evaluate yourself constitutes your self-concept. It encompasses all of your self-perceived beliefs, concepts, and viewpoints. Self-concept has a role in a person's growth as a social and autonomous individual. A person with a positive self-image takes every decision with a wider perspective (Akhtar, 2020). Through its different elements or components, self-concept benefits all aspects of life. In his academic career, achieving the desired outcomes in terms of improved managing of interpersonal connections is crucial and critical. It can only be done because of their positive self-concept. His view of himself is his self-concept. Students with high self-concept may be able to manage themselves in a variety of settings, while the opposite may be true (Lucía Herrera, 2020). Now-a-days Post-graduate India's future lies with its students. When people realize how important their perception of themselves is, they work tirelessly to enhance it. Students in the Postgraduate (P.G.) level are often older and more responsible than those enrolled in courses at lesser levels (Đuricová, L., & Frgelcová, E, 2020). They will understand the value of cultivating a positive identity.

1.1.1. Various Self-Concept Elements:

Thinking about one's self might be influenced by several ideas. Social character hypothesis is one's very own notable hypothesis self-idea (Hartanti, J et.al, 2020). Personal identity and social identity are the two essential components of the self-concept theory. Dr. Bruce A. Bracken, a psychologist, proposed that there are six distinct categories connected to self-concept in 1992.

- The ability to connect with others is called social ability.
- Competence: Ability to meet basic needs.
- Affect: the awareness of one's emotional feelings.
- Concerns about beauty, health, physical condition, and attractiveness in general.
- Academic: academic achievement or failure.
- Family: how effectively one works as a member of a family unit.

Components of Self-Concept		
Spiritual Self	Social Self	Material Self
The term "spiritual self" refers to a person's inside view on their own identity, including their traits, skills, passions, emotions, and aspirations.	Social self refers to how others see you. Like: Predominantly determined by social positions and group affiliations	Physically present things, persons, or locations with the pronouns me or <u>my</u> represent the material self. like - Extra corporeal self-Bodily self.

Three separate parts make up one's self-concept:

- Self-image - how you see yourself.
- Self-esteem or Self-worth - the value you invest in yourself.
- Ideal self - what I really want to be.

Most of a person's self-esteem ultimately comes down to their values, physical appearance, social standing, and personal history.

1.2. Emotional Intelligence

The term "emotional intelligence" has grown in popularity among the general public, emphasizing the significance of a person's growth in regulating their own and other people's emotions. It involves being aware of and in command of one's own and other people's feelings. People who can regulate their emotions and read and deal with other people's emotions more successfully than those who can't, however, engage in internal conflicts that make it difficult for them to concentrate on their task.

2. REVIEW OF LITERATURE

Alkhateeb et.al. (2022)- The motivation behind this study was to examine scholastic self-idea and the connection between scholarly self-idea and scholastic achievement among college Qatari understudies. Scholarly self-idea study is broadly kept in Western societies, while scholastic self-idea research among Qatari understudies is scant. In this exploration, an example of 274 undergrad college understudies was utilized. Information assortment instruments included segment qualities like orientation and age; understudies' aggregate Grade Point Normal (GPA) as scholarly accomplishment; and the Scholastic Self-idea Poll, which comprised of 40 things separated into four subscales: Maths, Verbal, Scholarly, and Critical thinking. The examination tracked down a significant yet humble connection between scholarly self-idea and scholastic achievement.

Nne and Ekene (2021) studied that academic self-concept has received significant attention in educational research due to its close association with long-term academic motivation and success. The academic accomplishment was defined by as "general proportion of understudies' mental, social, profound, and imaginative results that address a sign of progress or disappointment in the scholastic setting in any scholarly area". Scholarly expected selves and scholastic self-idea are connected yet separate thoughts. As indicated by research, students' scholarly self-idea and future instructive goals are altogether related. While scholarly potential selves are future-arranged and versatile, scholastic self-idea is past-situated and fixed (Lee, 2021). Thus, various viewpoints are found with regards to self-concept.

Pawar, A., & Saha, A. (2023)- Teenagers are susceptible to a number of psychosocial stresses that are seldom recognized or addressed. They could suffer several losses, and often there aren't many tools accessible to support them in coping with these losses and their effects. Self-idea is an impression of how a teen perspective oneself in regions where achievement is crucial for them. Low self-idea might be a consequence of issues and difficulties, yet it can likewise result from issues. Youngsters might have an ideal self-idea in specific regions while having a negative one in others. The motivation behind this exploration is to analyze the level of self-idea among young people signed up for the Govt. Secondary School in Samayanallur, Madurai Area. There are 50 youth government students in total. Mr. Section: The study sample was Samayanaruru School selected from among 367 students. A simple sampling method was used in this study. This descriptive research on the self-concept of school-going teenagers included 50 young people between the ages of 10 and 19 and was carried out in the Madurai area. The Adolescent Self-Concept Short Scale and an interview schedule were the instruments used in this research to gather data. The primary paper will detail the research's results. It is clear from this study that further research is necessary to fully understand the elements influencing teenagers' self-concept.

Borling, K., Abraham, E. C., Pamplona, C. D., Carbonell, J. A., & Valdez, A. (2023) This article explores the relationship between teenage risk behavior and self-concept and self-care. The connection between taking care of oneself and in danger conduct, which influences the juvenile and their way of behaving, is examined in the paper. Attention then shifts to the relationship between self-concept and risk-taking behavior as an important factor in the development of a risk-taking personality. The authors spend time on the meta-analysis of the selected studies in the last section. Because self-care affects one's self-concept, we might hypothesize about how much self-care growth will enable us to intervene and avoid at-risk

behavior based on the established linkages. The research's key finding is that adolescents' self-concept development is essential in all aspects for maintaining some level of equilibrium in life and for achieving the right objectives in one's own life.

Herrera, Al-Lal, and Mohamed (2020) viewed at scholastic accomplishment as well as self-idea, character, and the capacity to appreciate anyone on a deeper level in the members in light of orientation and social foundation (European versus Amazigh). 407 children who were enrolled in the last two years of elementary school made up the sample for the study. The gender split was 192 men (47.2%) and 215 women (52.8%), with an average age of 10.74. 142 individuals (34.9%) belonged to the European cultural group, whereas 265 people (65.1%) were Amazigh. The scholarly accomplishment of the kids was assessed involving their grades in the three branches of knowledge of arithmetic, Spanish language and writing, and innate sciences. As per the goals, the grades in the Spanish Language and Writing subject fluctuated relying upon the orientation of the understudies. Self-idea, character, and the capacity to understand anyone at their core all showed comparative distinctions in sexual orientation. Contingent upon the ethnic gathering, one's view of their body likewise differed.

Limneos (2023)-The cross-sectional review's goal is to plan the production of young people's self-idea utilizing the Wharfs Harris space technique and to record any orientation explicit parts of this cycle. Three age groups of 290 teenagers each participated in the study. The review instrument was the Docks Harris Youngsters' and Teenagers' Self-Idea Scale. The findings show no statistically significant changes in adolescent groups' overall self-concepts according to age, with the exception of a few self-concept categories. The gender analysis of age disparities yields more precise findings. Boys' physical self-concept (PHY) evolves with time, but girls' behavioral self- and anxiety (BEH, FRE) alter over time. All school personnel may use the study's findings as a guide in their work.

Duraku and Hoxha (2018) looked inspected how confidence, concentration on capacities, self-idea, social help, mental pain, and Survival strategies affected exam anxiety and academic performance in college and high school students. Various accredited tests were administered to 284 Kosovar students, most of whom (60.3%) were enrolled in university. The advantages of social help have been found to safeguard against test nervousness. Higher test nervousness was connected to more viable review methods, having a decent mental self-view, and encountering mental trouble. Scholarly accomplishment has been associated with confidence levels.

2.1. OBJECTIVE OF THE STUDY

1. To study awareness of college students towards self-concept and emotional intelligence
2. To state a correlation between self- concept and emotional intelligence of college students in Jaipur
3. To examine how female college students' self- concept relate to their emotional intelligence

2.2. HYPOTHESIS OF THE STUDY

1. Self-concept and emotional intelligence do not significantly correlate among college students.
2. Self-concept and emotional intelligence among college males do not significantly correlate.
3. Self-concept and emotional intelligence among college females do not significantly correlate.

3. RESEARCH METHODOLOGY

3.1. Research design: Undergraduate and graduate students from Jaipur (Rajasthan) were the subjects of a survey. The survey's sample strategy was a straightforward random sampling procedure. 165 pupils each received a questionnaire. Two parts made up the questionnaire. Questions on the demographic profile, including gender, age, and stream (arts-commerce-science), were included in the

initial part of the survey. Emotional intelligence and self-concept criteria were among the questions in the second section of the questionnaire. To gauge attitudes regarding the self-concept in academic fields of experience, researchers employ the Rosenberg Self-Concept Scale. Low, Moderate, and High Self-Concept are the three groups into which the total scores are split.

3.2. Selection of Sample: The study's overall sample consisted of 165 students (boys and girls) chosen from Jaipur.

3.3. Statistical Techniques Used: The data analysis used the following statistical techniques. Product moment correlation, mean, standard deviation, and Karl Pearson's t-test.

4. RESULTS AND DISCUSSION

The gathered information was examined and evaluated as follows:

Table 1: Statistical Analysis of Demographic Profile on the Self-Concept

Demographic Profile	Self-Concept			Total	Percentage
	Low	Moderate	High		
Gender					
Male	22	26	18	66	40.0%
Female	15	62	22	99	60.0%
Total	37	88	40	165	100.0%
Age					
18-20 years	15	44	12	71	43.0%
20-25 years	15	26	10	51	30.9%
Above 25	10	28	5	43	26.0%
Total	40	98	27	165	100.0%
Stream					
Arts	5	24	15	44	26.6%
Commerce	5	33	15	53	32.1%
Science	8	28	32	68	41.25
Total	18	85	62	165	100.0%

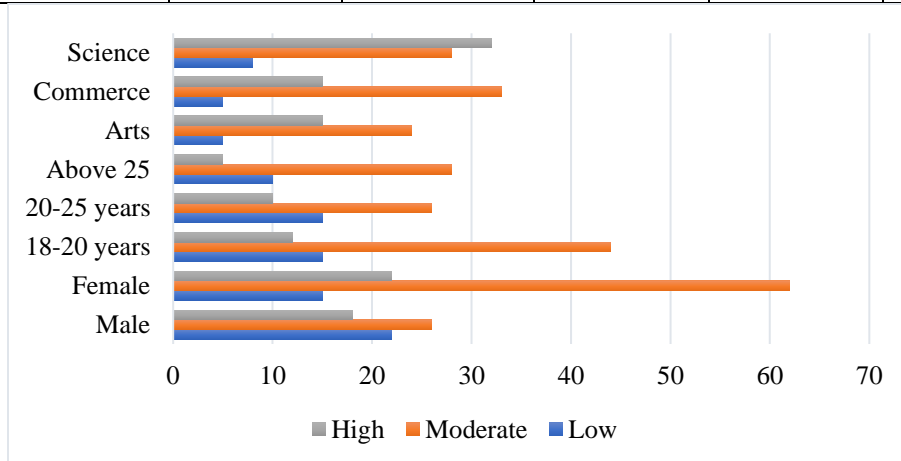


Fig.2. Respondents of the study

According to Table 1, female students were more self-confident than male pupils. In terms of self-concept levels, there is a large gender difference between men and women. ($p > 0.05$). There is also a statistically

significant correlation between ages and the respondent's self-concept level ($p < 0.05$), and there is considerable association with stream and the self-concept level of their pupils ($p < 0.05$).

Table 2: Pearson Correlation

	Self-concept	Emotional Intelligence
Self-Concept (Self-Discipline, Self-Motivation, Self-Knowledge, Self-Control, Self-Management)	1.000	0.826
Emotional Intelligence (Empathy, creative thinking, presentation skills)	0.826	1.000

The emotional intelligence and self-concept in the table, Pearson correlation coefficients are shown. All aspects of self-concept, including self-discipline, self-motivation, self-knowledge, self-control, and self-management, are fully positively associated, according to a correlation coefficient of 1.000. This shows that as one component of self-concept improves, the other parts also tend to do so linearly. Similarly to this, a correlation value of 1.000 suggests a completely positive relationship between Different aspects of emotional intelligence such as empathy, innovative problem-solving, and presentation skills. This suggests that while one aspect of emotional intelligence develops, the other aspects also tend to do so linearly. Furthermore, an individual's sense of self is significantly correlated ($r = 0.826$) with their level of emotional intelligence. This demonstrates that those with higher EQ also tend to have a more positive view of themselves. There seems to be a strong relationship between these two factors, which raises the possibility that they influence and reinforce one another.

Table 3: Self-concept and emotional intelligence among college students are correlated

Category	N	Df	R-value	Table values	Result
Self-Concept and Emotional Intelligence	165	122	0.173	.10 .16	Significant

Table 3 shows that the calculated value is $r=0.173$. This is greater than the Odds Level 122 table incentive and is measurably huge at the 0.05 level. As a result, it's clear that those college students who score higher on tests of emotional intelligence also tend to have more positive views of themselves. Therefore, the idea that among college students there is no meaningful connection between self-concept and emotional intelligence is rejected.

Table 4: Self-concept and Emotional intelligence among female college students

Category	N	Df	R-value	Table values	Result
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Self-Concept and Emotional Intelligence	99	119	0.152	.147 .274	Not Significant
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The assessed worth of $r=0.152$ is not exactly the table incentive for the level of opportunity 119 as displayed in the past table at the 0.05 degree of importance. As a result, among female college students, there is no connection between emotional intelligence and self-concept. Therefore, it is acknowledged that among college females, there is no meaningful association between self-concept and emotional intelligence.

Table 5: Self-concept and emotional intelligence of male college students are correlated

Category	N	Df	R-value	Table values	Result
Self-Concept and Emotional Intelligence	66	128	0.193	.147 .276	Significant

*Significant at 0.05 level

**Not significant at 0.01 level

Table 5 shows that the estimate for $r=0.193$ is greater than the table value for 128 degrees of freedom at the 0.05 significance level. Thus, among male college students, self-concept and emotional intelligence are significantly correlated. Therefore, the claim is that among male college students, self-concept and emotional intelligence do not significantly correlate.

5. DISCUSSION ABOUT THE FINDINGS

The key research results are discussed in Table 6 below.

HYPOTHESIS TESTING

Table 6: Hypothesis

Sr. No.	Hypothesis	R-value	Accepted /Rejected
1	There is no significant relationship between self-concept and emotional intelligence among college students	0.173	Rejected
2	There is no significant relationship between self-concept and emotional intelligence among college boys.	0.152	Accepted
3	There is no significant relationship between self-concept and emotional intelligence among college girls.	0.193	Rejected

The correlation between self-concept and EQ is substantial, as seen in Table 6. According to the results, kids who have a positive image of themselves tend to be smarter than their peers who don't. However, there is a negligible link between female college students' self-concept and emotional intelligence. This demonstrates that girls with high self-concept do not have greater IQ, and girls with poor self-concept do not have low emotional intelligence. The research demonstrates a substantial association between self-concept and emotional intelligence in college students, i.e., male students with greater self-concept have better intelligence, whereas male students with lower self-concept have lower emotional intelligence. It verifies previously held beliefs on the link between self-concept and Emotional Intelligence.

6. CONCLUSION

Based on these findings, a substantial association between self-concept and Emotional Intelligence was discovered among college students. However, when this association was studied independently among boys and girls, the female students showed no such relationship, whilst the males precisely followed the overall findings. With these findings in mind, the following recommendations have been made. The importance of planning in today's world influences the work of education planners and policy makers. When considering the composition of the curriculum and extracurricular activities, chances and experiences that may improve children's self-concept might be considered.

Every area of education starts with the curriculum. The activities that students must participate in both within and outside of the institution are included in the curriculum. It implies that the pupil must follow the fugitive or the route. As a result, the curriculum designers should include experiences and activities that help improve students' perceptions of themselves. The primary tools for improving kids' self-concept are books. It is the obligation of course reading writers to work on understudies' self-discernment.

While creating the text books, the writers should consider what subjects and courses can help students improve their self-concept. The instructor should set up the class activities such that each student has an equal chance to participate. Such methods that would improve pupils' self-concept need to be supported. Teachers should concentrate on engaging activities that will improve their pupils' learning. For the experience of dauntlessness to get reflected in their characters as far as a high self-idea, which will thusly prompt the improvement of a fair character, the guardians ought to give their youngsters the legitimate opportunity and favorable climate for the outflow of their viewpoints and sentiments.

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