ORIGINAL ARTICLE

Role of Gender in Self-Concept and Emotional Intelligence of Adolescent Students in Kashmir

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Abstract

The transition from childhood to adolescence may result in increased demands and expectations, encouraging young adolescents to adopt higher standards when evaluating their self and different cognitive and emotional abilities. Moreover perception of one's self and emotional intelligence is generally seen affected by gender and sociocultural context. In order to explore the role of role of Gender in Self-Concept and Emotional Intelligence of adolescent students in South Kashmir, the present was conducted on a sample of 200 students from different high and higher secondary schools of Kulgam district. Self-concept questionnaire and Emotional intelligence scale was used to collect data which was later analysed by using t-test and regression analysis. Results revealed significant difference in physical, social, educational concepts as well as in emotional intelligence across gender.

Keywords: Emotional intelligence, Self-concept, Adolescence, Gender .

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Self-concept

The perception of oneself is referred to as one's self-concept. Self-concept is expressed through attitudes, feelings, and knowledge about one's abilities, skills, appearance, and social acceptability (Byrne, 1984). Knowing oneself is essentially having a self-concept. Having a self-concept is a universal feature of the human experience. However, each individual's cognitions that comprise self-concept are distinct (Baumeister, 1987).

An individual's self-concept is derived from their social environment and serves as a deciding factor in how they behave in their environment. A recent study by Legette and Costes (2021) found that placing a sixth-grade student in an honors class increased positive math-related self-concept over the course of a school year. Finally, behavioral experiences are required to construct self-concept, and self-concept both directs and influences behavior.

Researchers and scholars generally agree on this definition and understanding of self-concept, but self-concept as a construct appears to be

widely used and applied. Legette and Costes (2021) demonstrated how the environment affects self-concept in the context of a specific academic subject. However, self-concept has been studied in a variety of educational contexts and among a wide range of student populations.

Findings pertaining to two student populations, students with disabilities and gifted students, are particularly pertinent to the proposed study. Bear et al. (2002) conducted a meta-analysis of 61 studies to compare self-concept in children with learning disabilities and children without learning disabilities. This comprehensive review of the literature revealed that students with learning disabilities have a lower opinion of their academic abilities than students who do not have learning disabilities. Another meta-analysis that focused on self-reported data found similar results. On objective measures of academic self-concept, children and adolescents with learning disabilities performed worse than peers without learning disabilities (Prout & Marcal, 1992). affects self-concept in the context of a specific academic subject. However, self-concept has been studied in a variety of educational contexts and among a wide range of student populations.

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There are numerous methods for assessing self-concept. In fact, "there appear to be as many self-concept measures as there are researchers on the topic" (Hattie, J, 2014, Ch. 7). One possible explanation is that most studies of self-concept examine the construct in relation to other psychological or academic constructs. Analyzing facets of self-concept rather than self-concept as a whole is one way to measure a more salient self-concept. Because of the numerous influences that contribute to the formation of an indiscriminate self-concept, it is subject to frequent reconciliations.

Emotional Intelligence

In recent decades, there has been a surge of interest in emotional intelligence (EI) in both academic and professional circles. The importance of EI in early ages for variables such as academic performance (Bar-On, 2003; Ferrando et al., 2010; Parker et al., 2004), social interaction (Bar-On, 1997), and consumption of toxic substances (Limonero, Tomás-Sábado, & Fernández-Castro, 2006) has sparked increased interest in EI among adolescents in recent years. Academic and social adaptability (Mestre, Guil, Lópes, Salovey, & Gil-Olerte, 2006; Serrano & Andreu, 2016) and self-concept (Coelho, Marchante, & Sousa, 2016).

Few investigations have been conducted on the development of EI in adolescence. Keefer, Holden, and Parker (2013) investigated the psychometric features of the Young Version Short of the Emotional Quotient Inventory (Bar-On & Parker, 2000). Over a six-year period in a Canadian sample of 10-18-year-olds (this was the first study to investigate longitudinal variations in EI over a period of many years), observed non-variance in three (intrapersonal, interpersonal, and adaptability) of the four scales between the ages of 12 and 18. The rise in emotional competence among older age groups is consistent with the hypothesis that emotional abilities will improve with increasing maturity and life experience (Mayer, Caruso, & Salovey, 1999; Saarni, 1999). Nonetheless, decreases in perceived EI among younger age groups contradict the maturity hypotheses, though they are consistent with other domains of self-perception and self-competence (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002; Marsh, 1989; Wigfield & Wagner, 2005).

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Adolescents' confidence in their abilities to comprehend and manage their emotions may also deteriorate when puberty causes increased emotional sensitivity (Somerville, Jones, & Casey, 2010). The transition from childhood to adolescence may result in increased demands and expectations, encouraging young adolescents to adopt higher standards when evaluating their abilities (Wigfield & Wagner, 2005). Despite the fact that emotional abilities continue to increase during this period, the aggregation of these impacts may result in the reported declines in emotional perceptions. Similarly, it appears that EI's various components develop differently before maturity. As a result, there are still unsolved questions that demand additional investigation. Most research tends to suggest the presence of certain disparities in the effect of sex on EI (Joseph & Newman, 2010; Salguero, Fernández-Berrocal, Balluerka, & Aritzeta, 2010). According to Bar-On (1997b), women are more emotionally aware, have greater empathy, and relate to people better. Men, on the other hand, are better at managing and regulating their emotions. On the interpersonal scale, women tend to outperform males. whereas men tend to score higher on the intrapersonal, flexibility, and stress management measures for self-perception. Ugarriza and Pajares, 2005; Bar-On, Brown, Kirkcaldy, and Thome, 2000; Bar-On, Brown, Kirkcaldy, and Thome, 2000). Women outperform males on the intrapersonal and interpersonal measures, but men outperform women on the adaptation scale, according to Keefer et al. (2013).

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Some research indicates that women have better self-perception than males (Saklofske, Austin, & Minski, 2003; Van Rooy, Alonso, & Viswesvaran, 2005), while others find that men have better self-perception than women (Kong, Zhao, & You, 2012; Mikolajczak, Luminet, Lerooy, & Roy, 2007; Shi & Wang, 2007). However, Fernández-Berrocal, Cabello, Castillo, and Extremera (2012) feel that age mediates sex differences, therefore we should be cautious when concluding that sex is a deciding variable in EI until we have extensively examined potential interaction with other factors.

In order to explore the role of gender in self concept and emotional intelligence of adolescent students specifically in the valley of South Kashmir, the present study was taken up with the objectives of studying self concept and emotional intelligence among adolescent boys and girls of district Kulgam. It also explored the impact of gender and

Self-Concept	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	P value
Physical	Male	50	25.16	2.427	.343	5.78	.001
	Female	50	28.38	3.096	.438		
Social	Male	50	30.00	2.563	.363	3.26	.001
	Female	50	28.04	3.386	.479		
Temperamental	Male	50	28.02	4.901	.693	.062	.95
	Female	50	27.96	4.802	.679		
Educational	Male	50	30.74	3.827	.541	2.21	.02
	Female	50	29.16	3.303	.467		
Moral	Male	50	30.80	3.194	.452	4.62	.08
	Female	50	29.68	3.542	.501		
Intellectual	Male	50	25.78	4.674	.661	.66	.50
	Female	50	26.40	4.677	.661		
TSC	Male	50	170.50	10.77	1.52	1.27	.20
	Female	50	167.62	11.75	1.66		

In table-1 mean SDs and t-tests of two groups of participants for the measurement of Self-concept along with its dimensions. Males were significantly found to have better self concept in social dimension and educational dimensions than females while as females were better in physical domain of self concept. However on other dimensions of self concept, there was no significant difference between males and females.

Table-2 Mean differences of gender on Emotional Intelligence

Emotional Intelligence	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	p Value
Empathy	Male	50	17.70	2.517	.356	2.59	.07
	Female	50	16.30	2.866	.405		
Self-Motivation	Male	50	23.76	2.722	.385	2.94	.001
	Female	50	22.16	2.713	.384		
Emotional Stability	Male	50	14.30	2.033	.287	.39	.69
	Female	50	14.14	2.000	.283		
Managing Emotions	Male	50	16.76	1.465	.207	4.94	.001
	Female	50	15.30	1.488	.210		
Integrity	Male	50	12.08	1.771	.250	.05	.95
	Female	50	12.10	1.619	.229		
Self-development	Male	50	7.40	1.429	.202	4.17	.001
	Female	50	8.36	.776	.110		
Value Orientation	Male	50	7.50	1.111	.157	3.32	.001
	Female	50	8.24	1.117	.158		
Commitment	Male	50	8.34	.961	.136	.48	.62
	Female	50	8.24	1.098	.155		
Altruistic Behaviour	Male	50	7.92	.986	.140	3.11	.001
	Female	50	7.28	1.070	.151		
EMI	Male	50	132.18	9.09	1.28	2.31	.02
	Female	50	128.22	7.94	1.12		

In table-2 mean, SDs and t-tests of two groups of participants for the measurement of Emotional Intelligence along with its dimensions. Male students were found to have significantly better emotional intelligence in self-motivation, managing emotions and altruistic behavior than female students whereas female students were found to have significantly better emotional intelligence in Self-development and Value orientation than male students. Overall Emotional Intelligence was found to be significantly better in male participants as compared to female participants and none of the other dimensions shows a significant difference.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig
1	.005[a]	.000	-.021	10.79416	.001	.999

a. Predictors: (Constant), GENDER, AGE

b. Dependent Variable: TSC

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	167.482	11.006		15.217	.000
	AGE	.008	.654	.001	.013	.990
	GENDER	.106	2.204	.005	.048	.962

a. Dependent Variable: TSC

Table- 3 Multiple regression predicting demographic variable from Self-Concept

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig
1	.250[a]	.062	.043	8.53589	3.228	.044

a. Predictors: (Constant), GENDER, AGE

b. Dependent Variable: EMI

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	137.161	8.704		15.759	.00
	Age	-.537	.517	-.104	-1.037	.30
	Gender	3.595	1.743	.207	2.063	**.04**

In Table-3 multiple regression analysis was used to identify the possible significant predictor of Self-Concept. Multiple regression revealed that Self-Concept showed a non-significant contribution of demographic variables (age and gender).

Table- 4 Multiple Regression predicting demographic variables from Emotional Intelligence

In Table-4 multiple regression analysis was used to identify the possible significant predictor of Emotional Intelligence. Multiple regression revealed that Emotional Intelligence showed a significant contribution on demographic variables (age, and gender) in explaining scores on emotional Intelligence $\Delta R=.250$, $\Delta R^2 =.062$, $F(1,99)=3.228, p<.o5$. These variables jointly explained the 6% of variance in the scores of Emotional intelligence.

Gender was found positively significantly related to Emotional Intelligence (ß=-.207,t= 2.06,p<.005).

Discussion

The current study employed a total (N=100) male and female volunteers from District Kulgam to measure their self-concept and emotional intelligence. The current study developed three hypotheses statistically evaluated using parametric tests such as the t-test and regression. The following hypothesis will be explored in relation to the findings obtained: The 1st hypothesis of the current study is that there would be a substantial difference in self-concept and its dimensions between males and girls. The physical self concept was seen better in female participants than males. The obtained finding were supported by the results obtained by Aşç (2003) who has revealed that female university participants have high physical concept as compared to their male counterparts. Similarly better social self concept in males can be understood by findings obtained by Onorato & Turner (2004) who indicated that men are better in social self concept due to interaction with other people at their workplaces and institutions. Further, better educational conceptions in males were supported by the study done by Thomas & Gadbois, (2007) who have reported that males have more clear concepts about their education studies because they know if they were get proper education that will help them to earn bread and butter. In Kashmir, they get more chances to go abroad for higher studies as compared to females.

The 2nd hypothesis is that there will be a substantial difference in emotional intelligence between males and females. Finding showing males with strong self-motivation is consistent with results obtained from Fudali-Czy, Mamcarz, Martynowska, Domagaa-Zyk, & Rothwell, (2022) study in which they reported that high level of self-motivation in males helps them to achieve good and keep moving forward. The greater emotional management ability in males helps them to deal effectively with their life challenges (Rollero, Daniele, & Tartaglia, 2019). Furthermore, females had considerably higher levels of self-development. The findings lead us to the fact that females are more concerned about their self-development, maintenance, and body image (Dejours, 2014).

Overall emotional intelligence was found better in males than females. However there are some researches which show that females are better than males in emotional intelligence () but there is debate on the question whether women outperform men on actual performance tests as some researches have shown replicated the previous findings(Kret, & De Gelder, 2012).

The lasthypothesis of the study states that there would be a significant impact of demographic variables viz. gender and age on self-concept and emotional intelligence. Emotional Intelligence showed a significant contribution of demographic variables (age, and gender) and only Gender was a significant predictor of Emotional Intelligence. Such finding is consistent with few previous studies (Cabello, Sorrel, Fernández-Pinto, Extremera, & Fernández-Berrocal, 2016).

Conclusion and Limitations

Based on the results obtained from the current study it has been remarked that female adolescents have high level of physical concept as compared to male adolescents while as males have better social concept. In emotional intelligence males were found better than females which somehow needs to explore further in future researches as prevous researches have gioven conflicting findings in this area. Finally, gender was seen having great impact on emotional intelligence through regression analysis as well.

At the same time this study has a number of drawbacks. First, the study only utilized small sample of 200 students, hence the findings cannot be generalized. Second, these investigations relied solely on self-report data, which could be skewed by respondents' social desirability or conscious awareness of their own worth. Third, only two sociodemographic variables were analysed in regression analysis.

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