



SELF-CONCEPT AND EMOTIONAL COMPETENCY AMONG DAY SCHOLARS & HOSTELLERS

Dr Rajkumari¹, Ms. Ashu² Ms Jyoti³

¹Assistant Prof. Department of Education BPSMV, Khanpur Kalan, Sonapat

^{2,3}M.Ed Student, Department of Education

ABSTRACT

The aim of the study is to do a comparative study between day scholars and hostellers on the basis of self -Concept and emotional competency. The study was directed to aligning the self -Concept and emotional competency of students those live in home and hostels. A sample of 100 students of day scholars and hostellers in the B.P.M.S.V. was selected using stratified random sampling technique. The data is composed the self - Concept questionnaire and emotional competency questionnaire. The data is examined using descriptive statistics and correlation examine. The result showed that self -Concept significantly influenced the emotional competency of students. The difference between variables is found not significant.

KEYWORDS: *self-concept, emotional competency, day scholars, hostellers*

Self-concept: Self concept strongest matches to the assembling of notion, perceptions and ideas that individuals hold about themselves. It encompasses various aspects such as personality traits, abilities, values, roles, and identities. Self-concept is shaped by experiences, interactions with others, societal influences, and introspection. It plays a crucial role in shaping behavior, attitudes, and decision-making processes. The characteristics of self-concept include:

- Complexity: Self-concept is multifaceted, consisting of various dimensions such as personality traits, abilities, roles, and identities.
- Stability and Change: While certain aspects of self-concept may remain relatively stable over time, others can be influenced by experiences and circumstances, leading to change.
- Clarity: Clarity refers to the degree of understanding and consistency individuals have about their self-concept. It can vary from clear and well-defined to ambiguous and uncertain.
- Consistency: Self-concept strives for coherence and consistency, aligning with one's behaviors, beliefs, and values.
- Flexibility: Despite its stability, self-concept can also be flexible, allowing individuals to adapt to new situations and experiences.
- Social Comparison: Individuals often evaluate their self-concept by comparing themselves to others, which can influence perceptions of self-worth and identity.

Emotional competency: Emotional competency refers to the ability to recognize, understand, and manage one's own emotions effectively, as well as to recognize, understand, and influence the emotions of others. It involves a set of skills related to emotional intelligence, such as self-awareness, self-regulation, empathy, social awareness, and relationship management. Emotional competency enables individuals to navigate their emotions in various situations, communicate effectively, build positive relationships, and make sound decisions based on emotional awareness and understanding.

The merits of emotional competency include:

Improved Relationships: Individuals with emotional competency can navigate interpersonal interactions more effectively, leading to better communication, conflict resolution, and stronger relationships.

Enhanced Leadership: Emotional competency is a crucial attribute for effective leadership. Leaders who understand and manage their emotions well can inspire and motivate others, build trust, and foster a positive work environment.

Better Decision Making: Emotional competency allows individuals to make more informed and rational decisions by considering both logical reasoning and emotional factors. This leads to better problem-solving and judgment in various contexts.



Stress Management: People with emotional competency are better equipped to handle stress and adversity. They can regulate their emotions, cope with challenges, and maintain resilience in the face of difficulties.

Increased Empathy: Emotional competency fosters empathy, the ability to understand and share the feelings of others. This leads to more compassionate and supportive interactions, both personally and professionally.

Enhanced Mental Health: Developing emotional competency can contribute to improved mental well-being by promoting self-awareness, self-acceptance, and effective coping strategies for managing emotions and stress.

REVIEW OF RELATED LITERATURE:

S. Deshpande and Shobhana Abhyankar (2014), has studied self concept and emotional competency among day **students and boarders**: A comparative study. For this she collected information from 243 children To obtain the **information**, used self concept scale and emotional competency scale (Sarasvati's and Sharma and Bhardwaj). The result obtained after collecting the information from day students and boarders is as follows ($t=2.678, p<.01$); boys scored higher than girls.

Melinda Coetzee , N. Martins , Johan S. Bassoon and Helene M.(2004) work son the relationship between personality preferences , self-esteem and emotional competency the collected samples from 107 south African leaders to study their responses .The MBTI, CFSEI-AD, and the 360°ECP were published . A positive relationship was found between three products.

JUSTIFICATION OF THE STUDY

The self-concept and emotional competency of day scholars and hostellers can be affected by different situation related to their living conditions. For day scholars, their self-concept possibly constructed by their experiences at home Interactions with family members and their social circle outside of school. Their sense of identity may be stronger based on personal relationships. On the other hand, hostellers may develop a different self-concept as they navigate independent living away from their families. They may have more opportunities for self-discovery and forming new relationships, which can impact their self-perception and emotional competency. In terms of emotional competency, day scholars may have different challenges and opportunities compared to hostellers. From this, it can be ascertained that self concept and emotional competitiveness among day scholars and hostellers.

STATEMENT OF THE PROBLEM

“Self-concept & emotional competency among day scholars and hostellers”

OBJECTIVES OF THE STUDY

1. To compare the self- concept of day scholars & hostellers in the B.P.M.S.V.
2. To compare the emotional competency of day scholars and hostellers in the B.P.S.M.V.
3. To compare emotional competency and self-concept of B.P.M.S.V. students.

HYPOTHESIS OF THE STUDY

1. There will be no significant between the self-concept of day scholars and hostellers students.
2. There will be no significant between the emotional competency of day scholars and hostellers students.
3. There will be no significant between the emotional competency and self concept of B.P.M.S.V. students

METHODOLOGY OF THE STUDY

The students of day scholars and hostellers completed a questionnaire that included questions about self- concept and emotional competency. There were some questions which are of negative nature and the scoring of those questions scored as 1,2,3,4,5. Rest of the questions were positive in nature hence the scoring of those questions scored as 5,4,3,2,1, depending upon the box selected by the students. The survey was conducted using data collected through day scholars and hostellers

SAMPLE OF THE STUDY

This sample is collected from 100 students are day scholars and hostellers are students of B.P.M.S.V.
100 Adolescents = 50 Day scholars + 50 Hostellers



Tools of the study

- ❖ Self -concept Questionnaire
- ❖ Emotional competency Questionnaire

STATISTICAL TECHNIQUES USED

The data were analyzed using the following number of techniques Mean ,Standard deviation T-Test

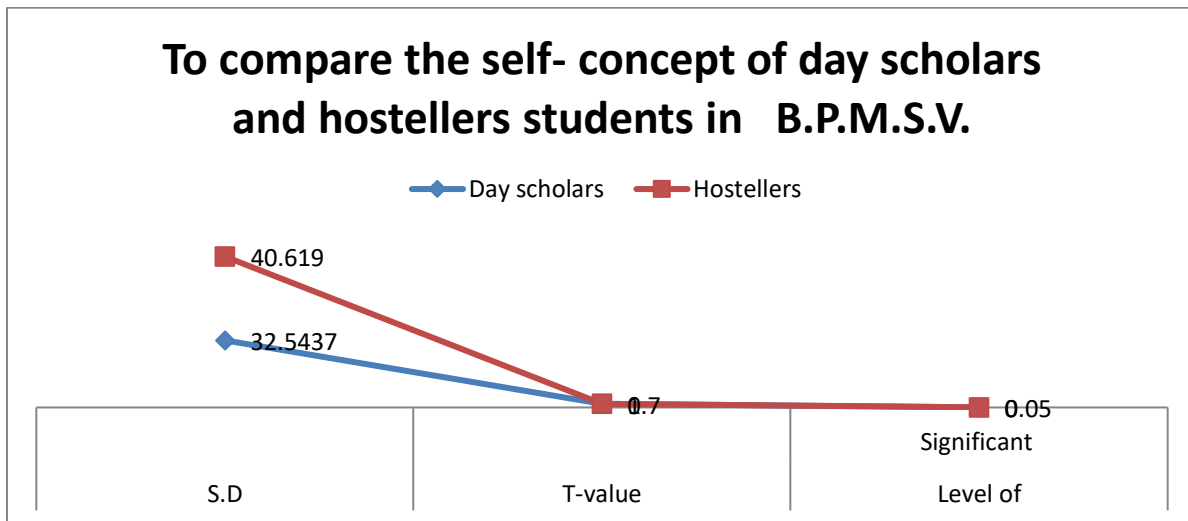
VARIABLES IN THE STUDY

- Self -Concept
- Emotional competency

RESULTS

Objective: To compare the self- concept of day scholars and hostellers students in B.P.M.S.V.

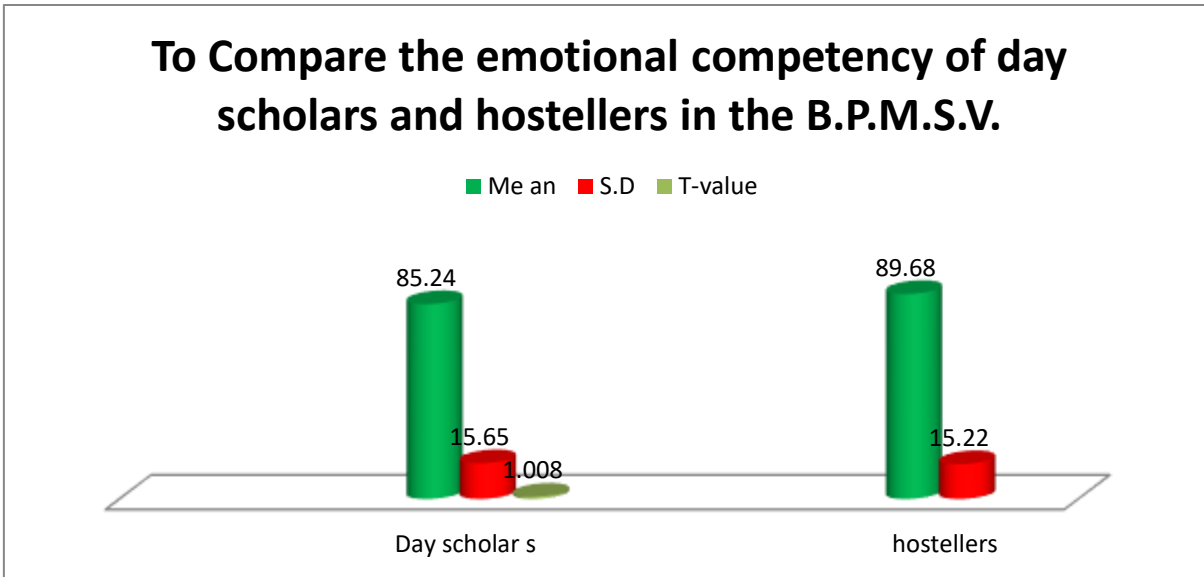
Groups	N	Mean	S.D	T-value	Level of Significant
Day scholars	25	214.68	32.5437	1.7	0.05
Hostellers	25	232.64	40.6190		



Discussion: The mean score of self- Concept of day scholars and hostellers students is 214.68 and 232.64. The t-value of 1.7253 and is significant at 0.05 level. For that season, the null hypothesis

Objective: To compare the emotional competency of day scholars and hostellers in the B.P.M.S.V.

Groups	N	Mean	S.D	T-value	Level of significant
Day scholars	25	85.24	15.65	1.008	0.05
hostellers	25	89.68	15.22		



Discussion: The mean score of emotional competency of day scholars and hostellers students is 85.24 and 89.68. The t- values of 1.0080 and is significant at 0.16 Level. For that season the null hypothesis.

Objective: To compare the self- concept and emotional competency of B.P.M.S.V. students

Variables	t-value
Self-Concept	0.1863
Emotional competency	

Discussion: The number of students in the case study is 100. The self-Concept and emotional competency is 0.1863. So the null hypothesis. Although technically a positive correlation, the relationship between our variables is weak.

CONCLUSION

It be seen that self -Concept influence the emotional competency of students. I would prefer to suggest personally that educators must encourage positive self -Concept by providing emotional support, creating a positive learning environment. Parents also play a significant role in promoting Self concept by providing emotional support, love and encouragement.

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