

# Self-concept in College Students: Does It Affect The Emotional Domain?

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## Abstract

With the completion of this work is to study the incidence of self-concept of emotional intelligence. The sample used includes 134 students and the instruments used were the TMMS 24 for emotional intelligence and AF for the self-concept. The results released into the Cronbach's alpha show that all scales have adequate internal consistency. Data analysis show that all dimensions of self-concept influence the emotional domain, being greater the impact of self-concept work/school.

**Keywords:** Emotional Intelligence, Self-Concept, High School Student.

## Introduction

The self is a psychological construct studied from almost all areas of psychology (Baumeister, Campbell, Krueger and Vohs, 2003; Gergen, 1984, Palacios and Zabala, 2007; Stevens, 1996), several studies demonstrating its correlation with the welfare staff (Casas et al., 2007; Diener, 1994; Furr and Funder, 1998; Leung and Leung, 1992; Martinez Buelga and Cava, 2007; Mruk, 2006) and psychosocial adjustment in adolescence (Fuentes, García, Grace and Lila, 2011). There are few studies that relate self-concept of emotional intelligence. It would make sense to note, too, that many authors consider that the performance of college students could be increased by improving their self-concept (Garcia and Musitu, 1999, Kilpatrick, Kerr, Yu, Brown and Hodgson, 2009).

Broadly speaking, self-concept could be defined as a mental representation that is made to integrate the experience, feelings and emotions that it produces (Marchago, 2002). This mental representation is multidimensional, hierarchical and consists of physical appearance and physical ability (Harter, 1998). Similarly, as shown by Torres, Pompa, Meza, Anzer and Gonzalez (2010), self-concept is an essential construct in the psychosocial development of individuals, which is critical in several areas of personal, familial, social, academic, physical and emotional.

On the other hand, another important factor for college students is to have emotional control. This is a key variable for both academic success and personal work. As pointed out by Goleman (1996), emotional intelligence can understand the ability to recognize feelings in themselves and others, and have enough ability to handle satisfactorily. For Goleman (1996)

emotional intelligence is reflected in the way people interact with the world. In this sense, emotionally intelligent people take into account their own feelings and those of others.

In line with the tenets of Bar-On (1997), an emotionally intelligent person has a set of skills, noncognitive skills and competencies essential for success in life, meet the demands and pressures of the environment. Furthermore, some authors, such as Schutte, Malouff, Simunek, McKenley Hollander (2002), found a positive relationship between emotional intelligence and self-esteem. Thus, the *objective* of this work is *to study*, using structural equations, *if the self-concept influences the emotional domain*.

## **Method**

### *Participants*

The sample comprised 134 students from the University of Almería. With respect to gender, it should be noted that 67 were girls (50%) and the remaining amount (67 people) are boys. With regard to the age of the participants should be noted that the ages are between 18 and 60 years, with a mean age of 19.2 (SD = 1.1).

### *Procedure*

The administration of the questionnaires was carried out collectively during school hours, being entirely voluntary participation. The implementation of the activity was conducted under the supervision of a researcher who submitted the job objective and ensures absolute confidentiality of the results. After conducting the survey data, the matrix was purified and then subjected to statistical analysis.

### *Measuring instruments*

*Trait Meta-Mood Scale (TMMS 24)*. To analyze the emotional intelligence scale was used for meta-knowledge traits of emotional states of Salovey, Mayer, Goldman, Turvey and Palfai (1995). As regards the structure of the instrument, it should be noted that includes three subscales, composed of 8 items each: emotional attention (being able to feel and express feelings appropriately), clarity of feelings (good understanding emotional states) and emotional repair (being able to properly regulate emotional states). Thus, this instrument consists of 24 questions with response format is Likert 5-point value of 1 indicating "strongly disagree" with the content of the question, while the score of 5 reflects that the person is "strongly agree" (for example, "Pay close attention to the feelings.") Regarding the reliability of the instrument, it should be noted that the score Cronbach alpha amounted to .65.

*Self-Concept Form 5 (AF5)*. The analysis of this construct was performed using a questionnaire that is expanded and updated version of the Self-Concept Test Form A (AFA). The questionnaire consists of 30 items that assess 5 dimensions of the self: Self-concept academic / occupational, social self-concept, self-concept emotional, physical self-concept Self-concept and family (eg, "easily with friends"), note that in our case the group factorial off only 4 dimensions (work/academic, social, familial and physical), which showed adequate reliability (Cronbach's alpha of .70).

### *Data Analysis*

For information related to our work we will target several different analysis in statistical software. First, we calculated descriptive statistics (mean, standard deviation, skewness and kurtosis) for all subscales of self-concept and emotional intelligence (software SPSS 17 for windows).Second, we conducted a structural analysis in software AMOS 19 (linear regression

Conventional, being emotional intelligence dependent variable and independent variables the four subscales of self-concept: family, social, work and physics).

## Results

### *Descriptive statistics and mean differences*

Table 1 shows the data for descriptive statistics for the subscales of emotional intelligence and self-concept (mean, standard deviation, skewness, standard error of skewness, kurtosis and standard error of kurtosis). As you can see, most of the values for skewness and kurtosis are within normal range. With respect to the mean scores and standard deviations, the values are above the cutoff in all cases. Specifically, in the case of the subscales of self-concept, we found that work care is that scores a higher average of 6.80 ( $SD = .987$ ), followed by repair of the family of 6.19 ( $SD = 1.23$ ), social (mean = 4.81;  $SD = 1.73$ ) and physics with an average score of 4.20 ( $SD = 1.29$ ).

Table 1. Descriptive statistics of the subscales of self-concept and emotional intelligence

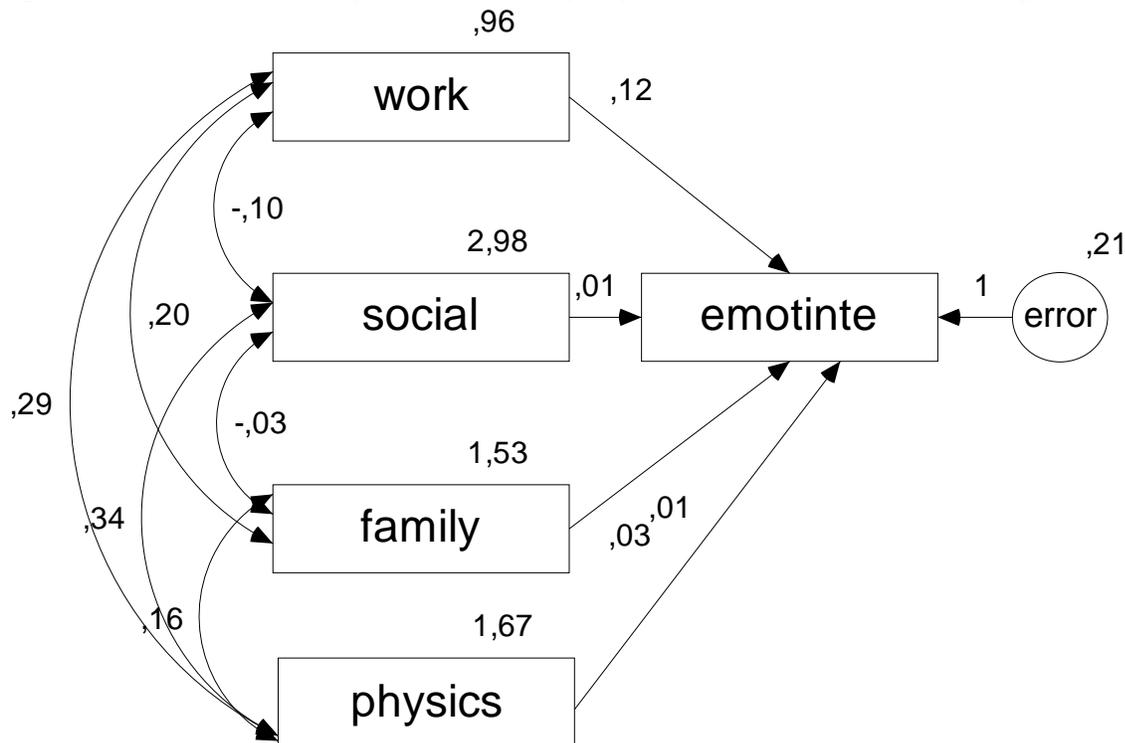
	WORK	SOCIAL	FAMILY	PHYSICS	EMOTINTE
Media	6.8018	4.8128	6.1948	4.2090	3.3495
Desv. típ.	.98275	1.73371	1.23977	1.29820	.48136
Asimetría	-.477	.103	-.899	-.101	.406
Error típ. de asimetría	.209	.209	.209	.209	.209
Curtosis	1.020	-.265	4.308	-.457	.773
Error típ. de curtosis	.416	.416	.416	.416	.416
Mínimo	3.07	1.14	.00	1.00	2.00
Máximo	8.93	9.29	9.40	7.33	5.00

**Note:** emotional Intelligence –EMOTINTE-, self-concept family –FAMILY-, self-concept work/academic –WORK-, self-concept social –SOCIAL- and self-concept physical –PSHYSICS-.

### *Structural Equations "path analysis"*

To determine whether the different subscales of emotional intelligence self-concept affect the structural analysis was used. This procedure is useful to analyze which variables of emotional intelligence can act as predictors of self-concept. This was used as the dependent variable self-concept, being the independent variables all subscales that make up emotional intelligence. To assess the accuracy of the model was used to different indices, such as the statistic of Satorra and Bentler Chi which gives a value of 90340 and its associated p-value  $p = .000$ . The confidence interval of the mean squared error is acceptable and the point estimate is .150. The index values are not set standards and comparative fit index are clearly higher than .95. In conclusion, all loadings and variances of exogenous factors are statistically significant. Therefore, Figure 1, despite having low values with statistically significant results.

**Figure 1.** Structural model of the subscales of Self-concept and emotional intelligence



**Note:** emotional Intelligence –EMOTINTE-, self-concept family –FAMILY-, self-concept work/academic –WORK-, self-concept social –SOCIAL- and self-concept physical –PSHYSICS-.

In regard to intra-scalar correlations (see Figure 1), ie, the dimensions that make up the self-concept scale, we found that all statistically significant relationships they establish. Specifically, the highest positive relationship is apparent from the physical pair-social ( $r = .34$ ), followed by physical work ( $r = .29$ ). Also shows the relationship between family and work status ( $r = .20$ ), followed by physical and family ( $r = .16$ ). In regard to negative relationships, we discover that this is achieved in social and work relationships ( $r = -.10$ ), and family and social ( $r = -.03$ ).

In this case, it is striking (see Figure 1) that the four sub-scales (family, social, work/academic and physical) are predictors of emotional intelligence. In a more precise analysis of Figure 1, we found that self-concept related to work or school environment influences more on emotional intelligence ( $r = .12$ ). Furthermore, as shown in Figure 1, the remaining sub-scales, although they present statistically significant weights are quite low. Specifically, we find the impact that the sub-scale family self-concept of emotional intelligence ( $r = .03$ ), followed by social self-concept ( $r = .01$ ) and physical self-concept ( $r = .01$ ). In summary, the data indicate that in the emotional domain all subscales of self-concept are essential, being especially relevant sub-scales related to the work environment and / or academic.

#### Conclusions

In particular, throughout this paper sought to know whether the self-concept influences the emotional domain of college students. The data show that actual self-concept seems to be

essential to the emotional domain. These findings tend to confirm the arguments of Schutte et al. (2002), who found a relationship between emotional intelligence and self-concept.

Furthermore, our results indicate that the greatest impact category is associated with workplace/school, followed by family, social and physical. Therefore, this paper shows that when a student has a good self-concept in academic and family tend to a greater extent, to understand how others feel and relate better with others. In a sense, this indicates that young people a good self-concept are more likely to succeed, handling stressful situations and rarely losing control. In this sense, these data seem to indicate that within the educational context we should work self-concept to achieve a greater mastery of the emotional skills.

Broadly speaking, we could argue that the principles offered by Marchago (2002), who pointed out that the self is a mental representation that is made to integrate the experience, feelings and emotions, are confirmed by our work. Therefore, the most significant finding could be that not only is evidence that self-concept influences in emotional intelligence, but also the data provide objective evidence of how this influence is generated.

Also, this study confirms the findings obtained by Salvador (2012), who shows that emotional intelligence influences the self-concept. In a sense, considering the cited work, and also bearing in mind these findings could say that there is probably a feedback process between self-concept and emotional domain. Therefore, if we are to fully analyze any of the two terms would be studied simultaneously. It would therefore not to neglect any of them to ensure successful interventions.

Once you reach this point where we have shown the impact of self in emotional intelligence, it should be noted that this work is not without limitations. Among them we highlight the characteristics the sample used, which is not equitable in terms of age and sex. Moreover, it is necessary to emphasize that this work is a cross-sectional study, so that the data are determined by the properties of the moment. With regard to the scope of the data is limited to a specific context, it would be advisable to extend this research to other sectors and, if possible, other socio-cultural contexts, so that these results could be generalized.

Despite these limitations, this research contributes to previous research in several directions. One of them, the results shown that self-knowledge seems to be the key to emotional mastery. Furthermore, these data lead us to reflect on the content offered to students. In this regard, and based on the data, it makes sense to stop at a precise analysis of the content offered to university students. We could therefore argue that it is necessary to look at self-knowledge as a means to achieve the emotional domain. In summary, these data serve to reinforce the need for people to know themselves well before they get to control his emotions.

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