Influence of Emotional Intelligence in Self-Concept

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Abstract

With the completion of this work is to study the impact of emotional intelligence and self-concept, being the sample size of 134 students. To measure emotional intelligence 24 and TMMS was used for self AF5 was used. The results released into the Cronbach's alpha show that all scales have adequate internal consistency. The data analysis showed that there is an influence of emotional intelligence on self-concept, emotional care being the dimension which has a higher weight.

Keywords: Emotional intelligence, Self-concept, Structural equations.

Introduction

In recent years, emotional intelligence has attracted the interest of researchers (Bar-On, 2006, Goleman, 1995). As pointed out by Goleman (1995, 1998), emotional intelligence can understand the ability to recognize feelings in themselves and others, and have enough ability to handle satisfactorily. For their part, Mayer, Salovey and Cause (2000) argue that it is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotions and regulating emotions of oneself and also of others. 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. They are aware of their strengths and weaknesses, are reflective and self-assured, among other things. Thus, we understand that emotional intelligence is a skill, which involves three processes (Berrocal Fernandez and Ramos, 2000): 1. Perception, or the ability to consciously recognize our emotions and identify what we feel, being able to give a label. 2. Understanding, that is, integrating what we feel in our thoughts, being able to consider the complexity of

emotional changes. 3. Regulation, ie, lead and manage effectively both positive and negative emotions.

Therefore, being emotionally intelligent involves using and managing emotions effectively. 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. To all we must add, to paraphrase Musitu and García (2001), that the delimitation of the term self-esteem and self-concept is not clear, to the point that both approaches are used interchangeably to refer to as knowledge man has of himself.

Self-concept is one of the most important variables within the motivational (Núñez, Pienda González-García, González-Pumariega, Rods, Alvarez and González Torre, 1998). As noted by Malo, Bataller, Houses, Gras and Gonzalez (2011), 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). Thus, Sanchez (2009) believes that the self is responsible for many successes and failures, as it promotes a positive self-esteem, promoting safety and personal trust to develop skills. Broadly speaking, we could identify components are self-knowledge (Sanchez, 2009): (a) recognize what emotions you are feeling and why they feel, (b) Understanding the links between thoughts, feelings, words and actions; (c) Understand how emotions influence the performance and actions, (d) Know the intra-personal characteristics, that is, the ethical and moral values, goals, etc.. (E) Identify interpersonal skills, and finally, (f) Recognize attitudes and behavioral characteristics.

In summary, empirical evidence shows that the self is related to self-acceptance and well-being (Garcia and Musitu, 1999; Garcia, Musitu and Veiga, 2006). The data seem to indicate that the self is crucial to psychosocial well-being of people. Well, in this study sought to determine whether a relationship exists between emotional intelligence and self-concept. To our knowledge, the dimension of emotional intelligence relevant to the definition of self is the emotional attention. It is the human capacity to feel and know one's feelings in the moments that are happening. We understand, therefore, to identify the emotions is the first step to learn to control our emotional states, which in turn affects a safer personal and professional life (Goleman, 1998). These approaches lead us to establish that the overall objective of this study is to analyze how emotional intelligence influences on self-concept. To achieve this goal, we set the following assumptions:

Hypothesis 1. *The three components of emotional intelligence (emotional attention, emotional clarity and emotional repair) significantly and positively influence self-concept.*

Hypothesis 2. *We predict that feeling and expressing emotions appropriately (emotional care) will exert greater dimension and positive significant influence on self-concept.*

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, with the main purpose of the hypotheses proposed in the package Lisrel.

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), in the Castilian version adapted by Fernández-Berrocal, Alcaide, Dominguez Fernandez- McNally, Ramos and Ravira (1998). As regards the structure of the instrument, it should be noted that includes three subscales, consisting of 8 items each: emotional attention (being able to feel and express feelings appropriately); clarity of feelings (emotional states fully understand) 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 "totally agreement "(for example," Pay close attention to the feelings "). Regarding the reliability of the instrument, it should be noted that Cronbach alpha score amounts 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 questinnaire consists of 30 items that assess 5 dimensions of the self: self-concept academic/occupational, social selfc-concept, self-concept emotional, phsysical self-concept, self-concept and family (eg, "easily with friends"). Specifically, we use the validated version (Garcia and Musitu, 1994), which showed adequate reliability (Cronbach's alpha of .70).

Data Analysis

To perform the hypothesis testing were performed analyzes. First, we calculated descriptive statistics (mean, standard deviation, skewness and kurtosis) for all subscales of emotional intelligence and the self-concept construct. Second, mean differences were conducted for all levels (student t-test). Third, we calculated the Pearson correlation analysis for all subscales of emotional intelligence and self-concept. Fourth, we conducted a structural analysis (linear regression Conventional, being self dependent variable and independent variables the three subscales of emotional intelligence: emotional attention, emotional clarity and emotional repair).

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 emotional intelligence, we found that emotional care is that scores a higher average of 3.41 ($SD =. 7535$), followed by repair of the emotions of 3.41 ($SD = 0.977$) and emotional clarity with an average score of 3.22 ($SD =. 68$).

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

	SELF-CONCEPT	EMOTIONAL ATTENTION	EMOTIONAL CLARITY	EMOTIONAL REPAIR
Mean	5.9819	3.4128	3.2252	3.4104
typical deviation	.74110	.75355	.68378	.97740
asymmetry	-.321	.114	.402	2.512
Asymmetry error	.209	.209	.209	.209
kurtosis	1.296	-.665	.066	16.769
Kurtosis Error	.416	.416	.416	.416

The results obtained in the comparison of mean scores (t-student test, see Table 2) indicate that statistically significant differences inter-constructs (self-concept and emotional intelligence subscales) and intra-construct (emotional intelligence subscales). Specifically, the data show that all values are within the range of confidence, shedding the following results: t = 93,435 self, p =. 000; emotional clarity t = 54,600, p =. 000; emotional attention t = 52,427, p =. 000 and t = 40,392 emotional repair, p =. 000.

Table 2. Mean differences (t for a sample) on the subscales of emotional intelligence and self-concept

	t	gl	Sig. (bilateral)	Mean Difference	95% confidence interval for the difference	
					lower	Higher
EMOTIONAL ATTENTION	52.427	133	.000	3.4128	3.2841	3.5416
EMOTIONAL CLARITY	54.600	133	.000	3.2252	3.1084	3.3421
EMOTIONAL REPAIR	40.392	133	.000	3.4104	3.2434	3.5775
SELF-CONCEPT	93.435	133	.000	5.9819	5.8553	6.1085

Correlation Analysis

In order to identify whether emotional intelligence and self-concept related to a statistically significant, conducted a correlation analysis using Pearson test (r). The results given in Table 3 show the correlations between the three subscales of emotional intelligence (emotional attention, emotional clarity and emotional repair) and the self-concept. As reflected by the data, only shows a statistically significant and positive relationship between self-concept and emotional care (r =. 180).

Table 3. Correlations between the subscales of emotional intelligence and self-concept

	SELF-CONCEPT	EMOTIONAL ATTENTION	EMOTIONAL CLARITY	EMOTIONAL REPAIR
SELF-CONCEPT	---			
EMOTIONAL ATTENTION	.180(*)	---		
EMOTIONAL CLARITY	.098	.075	---	
EMOTIONAL REPAIR	.159	-.059	.078	---

*p<.05

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 60.40 and associated p-value p =. 000. The confidence interval of the mean squared error is acceptable and the point estimate is .130. 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 emotional intelligence and self-concept
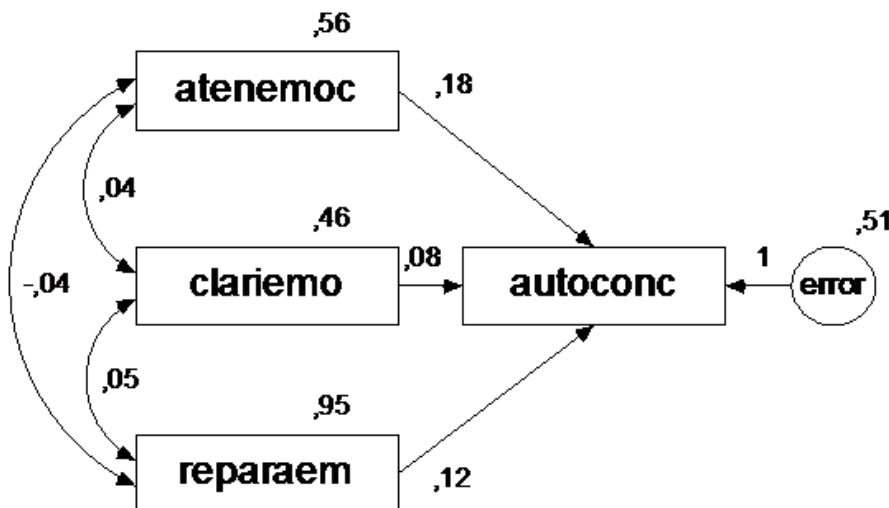
Note: emotional attention –ATENEMOC-, emotional clarity –CLARIEMO-, emotional repair –REPARAEM- and self-concept (AUTOCONC)

In this case, it is striking (see Figure 1) that the three predictors of self-concept scales. In a more precise analysis of Figure 1, we found that the emotional care influences more on self-concept (r =. 18), followed by repair of emotions (r =. 12) and, finally, emotional clarity (r = .08). In summary, the data indicate that in the construction of self is essential the role of emotional intelligence, being a little more precise, we could say that all components of emotional intelligence (emotional care, repair of emotions and emotional clarity) are essential. In addition, the data indicate to what extent each of these subscales affect self-concept. Thus, it is especially important for self-concept that people are able to feel and express emotions appropriately, followed by being able to regulate emotional states and, finally, a good understanding of emotional states.

Conclusions

The main objective of this work was to study the influence of emotional intelligence in the self-concept. The results support this approach as well as to highlight the impact that all subscales of emotional intelligence (emotional attention, emotional clarity and emotional repair) in the self-concept. In regard to hypothesis testing, it should be noted that our first approach, where the three components of emotional intelligence (emotional attention, emotional clarity and emotional repair) significantly and positively influence self-concept, it is confirmed. Specifically, the data seem to indicate that emotional intelligence is essential in building the self-concept. These findings tend to confirm the arguments of Schutte et al. (2002), who found a relationship between emotional intelligence and self-concept. In our case, our data represent a further step as they reflect how emotional intelligence influences self-concept.

On the other hand, in the second, where we stated that feeling and expressing emotions appropriately dimension will exert a greater influence on the significant and positive self-concept, is confirmed. Thus, these findings indicate that, despite all be important components of emotional intelligence is particularly important is the impact of emotional care in the dimension self-concept. In a sense, the findings reflect that feeling and expressing emotions appropriately substantial influence on self-concept.

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 emotional intelligence influences one's mental construction, but also the data provide objective evidence of how this influence is generated.

Once you reach this point where we have shown the impact of emotional intelligence in self-concept, 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 show that knowledge of one's emotions is essential in the perception of themselves that people make. Furthermore, these findings show the importance that seems to have emotions, not only for integrating the environment (feel and express properly), but also the image of ourselves. On the other hand, in our opinion, the fact that emotional control is the second important aspect of self-concept, would have us believe that perceived control is a key issue in the emotional control and self-concept. In summary, these data serve to reinforce the need to train people in emotional intelligence to improve their self-concept.

In short, to paraphrase Torres, Pompa, Meza, Ancer and Gonzalez (2010), self-concept plays a decisive position in the complex process of psychosocial development of the individual. However, in light of the data, it seems fair to say that emotional intelligence is essential in building the self-concept. In this sense, emotional intelligence becomes, once again, a key variable in the well-being.

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