

EMOTIONAL INTELLIGENCE AND SELF EFFICACY

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ABSTRACT

The paper is a study conducted to explore the emotional intelligence and self-efficacy among local and kashmiri students studied in Barkatullah University, Bhopal. Emotional Intelligence is defined as a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways (Low et al., 2004). It plays a crucial role in the development of self-efficacy of the adolescents. Self-efficacy belief determines how people feel, think, motivate themselves and behave. Maddux (2002) has described self-efficacy as what I believe I can do with my skills under certain conditions. Based on an examination of what need to be done to reach a desired goal. Standard tools were used to measure emotional intelligence and self-efficacy of the respective participants. The data were analysed with the help of Mean, Standard Deviation, ANOVA and Interco relation. Relationship between emotional intelligence and self-efficacy were examined. Result indicated that emotional intelligence was positively related with self-efficacy. Results are discussed in the light of importance of emotional intelligence.

Key words: Emotional intelligence and self-efficacy.

Emotional intelligence is the ability to monitor one's own and other's feeling and emotions to discriminate among them and to use this information to guide one's thinking and actions (Salovey and Mayer 1990). Emotional intelligence concerns the ability of a person to perceive, assimilate, understand and manage their as well as other's emotions (Lisa Fairley 1920). It is a set of skills that underline the accurate, assessment, evaluations, expression and regulation of emotions (Goleman and Slyter 1995 & 1997). The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and second adaptation. In the 1900s even though traditional definitions of intelligence emphasized. Cognitive aspects such as memory and problem solving several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. Greenspan (1989) also put forward, an emotional intelligence model followed by Salovey and Mayer (1990) and Golman (1995). Because it is a relatively new area of psychological research, the concept is constantly changing. The four major domains governed by emotional intelligence can be summarized as follows: 1) Understanding emotion of self. 2) Managing emotions of self 3) Understanding emotions of others 4) Managing emotions of others. Emotional intelligence is broader than social intelligence including not only reasoning about the emotions is social relationships, but also reasoning about internal emotions that are important for personal growth. Goleman (1996) have also stated that emotional intelligence increases with age and it can be learned, cultivated and increased in adulthood. In a series of longitudinal studies, it was shown that people can change their EI competencies over two to five years (Boyatzis, 2002). Mayer et al. (2000) also showed with a series of studies that emotional intelligence increased with age and experience which qualifies it as ability rather than a personality trait. Wong and Law (2002) working with different samples have found that, age is positively correlated with emotional intelligence across different job situations. Luther (2002) studied the relationship between self-perceived emotional intelligence and other personality measures including the five factor model. Two studies provide support that self-reported EI is mainly associated with personality traits (extraversion, agreeableness, conscientiousness, self-perceived creativity), life satisfaction and thinking styles with only a low relation to verbal intelligence. Furthermore, persons higher in the EI dimension "emotional efficacy" produced more creative performances than persons low in this domain. These findings suggest that self-reported EI cannot be considered as a rational form of intelligence so that it does qualify to fit into the framework of personality traits. Van Rooy, Alonso and Viswesvaran (2005) indicated that emotional intelligence scores tended to increase with age.

Self- Efficacy

The rise of the concept of self-efficacy was since the publication of Albert Bandura's (1977) psychological review article titled "Self efficacy towards a unifying theory of Behavior change." Bandura explained self-efficacy as "People's belief in their capabilities to produce desired effects by their own actions". Albert Bandura, (1994) Stanford University has defined perceived self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". Self-efficacy belief determines how people feel, think, motivate themselves and behave. Such beliefs produce their diverse affects through four major processes. They include cognition, motivation, affective and selection processes". Similarly Maddux (2002) has described self-efficacy as what I believe I can do with my skills under certain conditions. Based on an examination of what needs to be done to reach a desired goal. The basic premise of self-efficacy theory is the most important determinants of the behaviors people choose to engage in and how much they persevere in the effort in the face of obstacles and challenges. Empirical research investigating the relationship between EI and self-efficacy suggests that EI is an important factor that contributes in the development of self-efficacy beliefs among individuals. For instance, in his social cognitive theory Bandura (1997) argued that self-awareness, self-regulation, and control of emotions (all considered to be constituents of EI) are critical in the development of self-efficacy perceptions. In addition, in a study, which focused on the development process of self-efficacy, Gundlach, Martinko, and Douglas (2003) argued that EI, through its influence on the causal reasoning process and emotions involved in reacting to important workplace outcomes, has an impact in the development of self-efficacy among the individuals. Individuals with low self-efficacy invest less and give up sooner. Research evidence also indicated that individuals with high self-efficacy were able to resolve work-family conflicts whenever they arise (Bandura, 1997; Cinamon, 2005). In a study, conducted on Chinese secondary school teachers, Chan (2004) observed a positive and significant relationship between EI and self-efficacy. Adeyemo (2007) examined the moderating influence of emotional intelligence on the link between academic self-efficacy and achievement among university students. In another study, carried out on a sample of teachers, Salami (2007) observed a positive association between EI and self-efficacy.

Objectives:

- Do the Kashmiri and Local (Bhopal) students vary in the perception of emotional intelligence and self-efficacy?
- Do the male and female students vary in the perception of emotional intelligence and self-efficacy?
- What is the pattern of relationships of emotional intelligence with self-efficacy among the students?

Hypothesis:

- Perceived emotional intelligence and self-efficacy of the Kashmiri students will vary significantly as compared to local students.
- Perceived emotional intelligence and self-efficacy of the female students will vary significantly as compared to male students.

There will be significant positive relationships between emotional intelligence and self-efficacy.

Methodology

Sample:

A total of 100 students (50 males and 50 females) studying in different college and university of Bhopal participated in this study. Out of total 100 students, 50 students (25 males, 25 females) were Kashmiri PG students and the other 50 students (25 males, 25 females) were local students of M.P. the participants studying in the Barkatullah University of Bhopal. The age range of sample was 21-26 yrs.

Tools/measures:

1. Data on emotional intelligence was obtained by using self-report inventory developed by Schutte et.al. 1998.
2. Self-efficacy beliefs were measured using a slightly modified version of a self-efficacy scale developed by Sherer, Maddux, Mercandante, Prentice Dunn, Jacobs and Rogers (1982).

Results

Emotional intelligence

The result reflects that the effect of residential background on (E-I) emotional Intelligence was not significant ($F(1, 96) = 0.018, P > .05$). A close view on the mean scores, however, indicated that Kashmiri ($M = 86.52$) participants scored lesser as compared to local ($M = 89.02$) participants on the measures of emotional intelligence. Effect of sex on emotional

intelligence was also not significant, ($F(1, 96) = .04, P > .05$). The pattern of result reflects that male participants indicated higher emotional intelligence ($N=88.72$) as compared to female participants ($M=87.82$).

Self-Efficacy

It is evident from the result that the effect of residential background on self-efficacy was not significant $F(1, 96) = 1.77, P > .05$. A close view on the mean scores indicated that Kashmiri student ($M=98.6$) and Local student ($M=99.76$) perceived slightly different self-efficacy. Although a slight higher self-efficacy was perceived by local students as compared to the Kashmiri students. The pattern of result reflects that the male students ($M=100.66$) having higher self-efficacy as compared to female student ($M=97.7$). Similarly the effect of gender on self-efficacy was found to be significant $F(1, 96) = 0.73, P > .05$.

Correlation

Relationship between emotional intelligence and self-efficacy

The pattern of relationship between Emotional intelligence and self-efficacy was examined. It is reported that emotional intelligence was positively related self-efficacy ($r=.177, p < .05$). Separately for the Kashmiri girls relationship between emotional intelligence and self-efficacy was not significant ($r=.043, p > .05$). On the other hand for local girls, the relationship between emotional intelligence and self-efficacy was found significant ($r=.229, p < .01$). It was observed that emotional intelligence of local participants was significantly related to self-efficacy ($r=.358, p < .01$).

Discussion and Conclusion

It is ability to monitor one's own and other's feeling and emotions to discriminate among them and to use this information to guide one's thinking and actions (Salovey and Mayer 1990). It is important for reasoning about the emotions in social relationship as well as about the internal emotions that are essential for personal growth. It is important to reduce stress for individual and organizations, by decreasing conflicts, improving relationship and understanding and increasing stability, continuity and harmony. The findings of the study indicated that local participants displayed higher emotional intelligence as compared to Kashmiri participants. It appears that Kashmiri participants are living in Bhopal since three or four years to continue their studies hence they adopted themselves in the atmosphere, local culture and local way a life but not in same manner as to local students. Due to education and interaction with the students, all the students developed understandings according to existing social norms. These norms are now considered as important for civilized society. Due to pressure and demands from the society these students develop sufficient competencies too. Perceived control evaluate and manage emotions. Emotional intelligence plays an important role in developing social skills dealings with pressures, tensions which are encountered in the life. With the help of emotional intelligence the participants were able to adjust with themselves and others too. They develop empathy, self -understanding and feeling of others. Due to existence of emotional intelligence the students motivate themselves, they complement others develop new ideas and respecting new ideas coming from internal strength. It appears that due to these emotional changes student progress in their way of life and prepares them to deal with the obstacles. It is evident that participants belong to Bhopal displayed a little bit higher self-efficacy as compared to Kashmiri participants. It is indicated that these students were having more positive attitude and traits about their competence and belief about themselves. Mostly all the students showed preference in favor of their interest, their goal and their perception about themselves. They showed that they were not in hurry to take very difficult job. Similarly they were of the opinion that after failure one should try harder for the next time. It was observed that male participants displayed higher self- efficacy as compared to the girls. A close look, on the pattern of correlation between emotional intelligence and self- efficacy indicated a positive relationship. It simply suggests that high self-efficacious students displayed better emotional intelligence. The students having high emotional intelligence perceive their self-more positively as compared to students having low emotional intelligence.

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