

Study of the Relationship between Emotional Intelligence and Self Efficacy among School Going Adolescents

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ABSTRACT

Background

This project is performed with the aim of studying the relationships between children's emotional intelligence and self-efficacy. Regarding the importance of Emotional intelligence on children the question that arises that; what is the effect of children's emotional intelligence on self-efficacy? This study aims to find the answer. In India, most of the earlier studies are not comprehensive enough to understand the relationship between emotional intelligence and self efficacy among adolescents .This study focuses on the effects of emotional intelligence and self efficacy among school going adolescents and explores how these both affect child's academic performance and their overall social personal and cognitive development.

Aim

To examine the relationship between the emotional intelligence and self efficacy of adolescents who are attending schools.

Method

This study is cross- sectional, school based, single contact, time bound study. Stratified Random sampling technique was used to select the samples of the study. Total sample size will be 84 school going adolescents of class XI and XII.

Journal of Social Work Education and Practice

International Peer reviewed Journal
Volume I Issue 1

21

At first GHQ-60 was applied on selected students and who scored less than or equal to 12 included for further assessment. After that, Socio demographic data, Mangal Emotional Intelligence Inventory and Generalized Self Efficacy Scale were applied on the all participants.

Results

The results obtained indicated that there is significant relationship between emotional intelligence and self efficacy found. It is also found that there is significant difference in the total score of emotional intelligence of students in which males scored higher than females.

Key words: emotional intelligence, self efficacy

INTRODUCTION

The key concept of this study is emotional intelligence. Aristotle is perhaps the first person who considered the importance of feelings in humanistic actions. According to him, getting angry is so easy, everybody is able to become angry, but becoming angry at the correct person and to the correct degree, in correct time, for correct reason, and in the correct way is not easy (Goleman, 1995). In 1985, a PhD student in Arts in an American university accomplished a thesis on emotional intelligence (Hein, 2004). The merging of emotion and intelligences as a cognitive ability under the caption of emotional intelligence was proposed by Yale psychologist Peter Salovey and John Mayer (1990) of University of New Hampshire. Even though the term emotional intelligence has received considerable attention recently, earlier psychologists and philosophers had already laid down the foundation. In 1990, Salloy and Meyer used the term “emotional intelligence” with their knowledge about the works carried out on the non-recognition part of the intelligence (Cherniss, 2000). The investigations carried out on emotional intelligence addresses the abilities of this structure,

21

Journal of Social Work Education and Practice

International Peer reviewed Journal
Volume I Issue 1

22

involving emotional conception, emotional adjustment, emotional recognition, and emotional facilitating relevant to psychological adaptation (Salovey, Mayer, 1990, Mayer & Salovey 1995), and have introduced emotional intelligence as a better predictor of success and social adaptation, compared with the traditional structure of intelligence quotient (Goleman, 1995).

The four connected skills of emotional intelligence in Meyer and Salloy's theory are as follows: 1- recognizing the emotion. i.e., the ability of finding emotion in ourselves and others, 2- using emotions to facilitate thinking, ability of using emotion to attract others' attention, transferring the feelings, and entering the cognitive processes such as problem solving and decision making, 3- defining the concept of emotion, understanding emotional information, the underlying causes for emotional status and their combination, and advancement and changing of one form of emotion to other forms, 4- managing the emotions that are related to adapting the feelings and applying the effective strategies to promoting and understanding personal advancement Ciarrochi. & Mayer 2006).

Another concept of this study self-efficacy derived from the idea of social knowledge by Albert Bandura (1997) that points to the individual's beliefs and judgments and his abilities to perform responsibilities and duties; for a person with low self-efficacy, it is less probable to perform new behaviors or change the behaviors that became habit for him/ her. Human being is an active creature and influences his life's events.

Self-efficacy has been found to be related to academic achievement, behaviours and attitudes. It is expected that self-efficacy will be related to students' behaviours and attitudes. Bandura also stated that an individual's idea

22

Journal of Social Work Education and Practice

International Peer reviewed Journal
Volume I Issue 1

23

about his self-efficacy constitutes the main part of his/her self-awareness. Persons with strong self-efficacy feeling look at the troublemaking matters as the problems they must overcome; persons who show deeper interests in difficult activities have more commitment to their interests and activities and overcome the disappointment and hopelessness (Bandura,1994). On the other hand, people with low self-efficacy feeling avoid troublemaking tasks; they believe that conditions and responsibilities of such problems are beyond their ability and strength. They concentrate on their personal failures and negative results, and lose their confidence in their personal abilities and strength (Bandura 1994). Self efficacy of students is more important for their academic and personal growth. Thus identification of the importance of emotional intelligence and self efficacy is relatively a new area of research.

METHOD

Study population was the students who are attending class XI and XII and their parents from St Xavier's School, Hazaribagh. Total sample size of the study were 84 school going adolescents of class XI and XII (male-42 &female -42) and their parents. There are four section in class XI and three in XII. Thus 12 adolescents (6 males and 6 females) were randomly selected from each section. Stratified random sampling was used for selecting sampling.

After describing the aims of this research and attracting the participants' cooperation, GHQ- 60 was used for screening the participants. After that, the 100-item Mangal's, Jerusalem & Shwazer's 10-item questionnaires were used to evaluate the children's emotional intelligence, and the children's self-efficiency, respectively. The current research was a field research and some statistical criterions and methods including frequency, percentage, average, standard deviation, correlation coefficient were used to analyze the data.

23

Journal of Social Work Education and Practice

International Peer reviewed Journal
Volume I Issue 1

24

General Health Questionnaire-60

General Health Questionnaire (GHQ-60) introduced by Goldberg and Williams in 1972. The GHQ-60 is a measure of current mental health. It includes the principal components of social function/optimism, general dysphoria, general illness, negativism, sleep disturbance and depressive thoughts. It focuses on two major areas-the inability to carry out normal functions and the appearance of new and distressing experiences. It has been translated into 38 different languages, testament to the validity and reliability of the questionnaire.

Mangal Emotional Intelligence Inventory

Emotional intelligence inventory was developed by S.K Mangal, faculty department of education, M D University, Rohtak in 2004. Emotional intelligence inventory has been designed for use with Hindi and English knowing 16+ years age of school, college and university students for the measurement of their emotional intelligence in respect of four areas or aspects of emotional intelligence namely, Intrapersonal Awareness(knowing about one's own emotions), Interpersonal Awareness (knowing about others emotions), Intra personal management (Managing one's own emotions) and Interpersonal Management (managing other emotions) respectively. It has 100 items, 25 each from the four areas to be answered as yes or no. This test is standardized on 2200 children of both sexes.

Generalized Self Efficacy Scale

German version of General Self Efficacy was developed by Matthias Jerusalem and Ralf Schwarzer in 1979 and later revised and adapted to 26 other languages by various co-authors. The scale is available in 33 languages. The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing

24

all kinds of stressful life events. The scale is designed for the general adult population, including adolescents. The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. Time: It requires 4 minutes on average. Scoring: Responses are made on a 4-point scale. The scale is uni-dimensional.

RESULTS

The result shows that there is significant relationship between emotional intelligence and self efficacy.

Table 1

| EMOTIONAL INTELLIGENCE | DOMAINS | Self Efficacy (Pearson 'r' value) |
|------------------------|---------------------------|-----------------------------------|
| | Total Score | .438** |
| | Intra personal awareness | .474** |
| | Inter personal awareness | .421** |
| | Intra personal management | .440** |
| | Inter personal management | -.064 |

p<0.01**

Table 1 shows that there is significant correlation between emotional intelligence total score and self efficacy among school going adolescents at p<0.01 level. All the domains of emotional intelligence (intra personal awareness, inter personal awareness and intra personal management) except inter personal management is positively correlated with self efficacy of school going adolescents at p<0.01 level.

The result also shows (Table 2) that there is significant difference in the total score of emotional intelligence of students in which males scored higher (63.69 ± 12.070) than females (57.71 ± 12.262) at $p < 0.05$ level.

Table 2

| EMOTIONAL INTELLIGENCE | Variable | Male (N=42) (Mean±SD) | Female (N=42) (Mean±SD) | df | t | P |
|------------------------|---------------------------|---------------------------|-------------------------------|----|------------|--------|
| | Total EI | 63.69±12.070 | 57.71±12.262 | 82 | 2.251 | .027* |
| | Intra personal awareness | 15.40±4.019 | 12.67±4.206 | 82 | 3.050 | .003** |
| | Inter personal awareness | 14.90±4.477 | 11.90±5.295 | 82 | 2.804 | .006** |
| | Intra personal management | 16.93±3.432 | 15.55±3.179 | 82 | 1.913 | .059 |
| | Inter personal management | 16.40±3.729 | 17.60±3.116 | 82 | - 1.588 | .116 |

$p < 0.01^{**}$

$p < 0.05^*$

DISCUSSION

Emotional Intelligence and Self Efficacy

The current study (Table-5) showed that there was significant relationship between adolescents' emotional intelligence and self efficacy in all the dimension except inter personal management. A previous study (Salami, 2010) found that all the independent variables (emotional intelligence, self efficacy and psychological well being) were significantly related to each other. Another study which was conducted by Hashemi (2011) among English and Foreign Language University students to investigate the relationship between emotional intelligence and self efficacy, showed that there was significant relationship between their students' emotional intelligence and self efficacy beliefs.

Gender difference and Emotional Intelligence

The current study (Table-7) showed that there was significant difference in the total score of emotional intelligence among the two genders. There was also significant difference in the domain of intra personal awareness and in inter personal awareness. In the present study boys had scored higher than girls in various domains of emotional intelligence scale i.e. Intrapersonal awareness and inter personal awareness dimensions. In a previous study Ahmad et al (2009) investigated Emotional Intelligence among male and female and the gender difference on Emotional Quotient Inventory revealed that males had high emotional intelligence as compared to females at $p < 0.01$ level.

Another study by Chu (2002) revealed that males had higher level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing one's emotions as well as social skills.

**Journal of Social Work Education and
Practice**
International Peer reviewed Journal
Volume I Issue 1

28

Kaneez (2006) studied the gender difference on emotional intelligence which showed that there was a significant difference between men and women on some subscales of emotional intelligence i.e. Assertiveness, Independence, Stress Tolerance and Impulse Control. It is normally observed that men show more assertiveness, self recognition about himself, show more independence and management according to the situations than the women. Independence, impulsive, assertiveness is usually observed in men. Similarly, in the present study, the emotional intelligence scale also included few questions regarding assertiveness, independence and self-management. So, it can be explained on the basis of previous studies that males are more assertive, self-independent and more manageable in different situations which is why their scores are higher than females on the scale.

Khalili (2011) studied gender differences in Emotional Intelligence among employees of small and medium Enterprise and his findings disclosed that men had higher level of emotional intelligence than women.

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28

Journal of Social Work Education and Practice

International Peer reviewed Journal
Volume I Issue 1

29

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29

Journal of Social Work Education and Practice

International Peer reviewed Journal
Volume I Issue 1

30

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30