



SELF-EFFICACY OF COLLEGE STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE

Dr. Gurmit Singh

Assistant Professor, Malwa Central College of Education for Women, Ludhiana, Punjab.

Abstract

Present study was undertaken to investigate the significance of relationship between self-efficacy and emotional intelligence. Study was conducted on 200 students selected randomly from the colleges in Ludhiana city. Data was collected by using Self-Efficacy Scale (SES) by Mathur and Bhatnagar (2012) and Emotional Intelligence Test (EIT) by Zainuddin and Ahmed (2011). The result of the study showed significant positive relation between self-efficacy and emotional intelligence of college students.

Key Words: *Self-Efficacy, Emotional Intelligence, College Students.*

Introduction

With the passage of time needs, demands and aspirations of the individual as well as of the society have been changed rapidly. These changes have influenced human beings in all aspects. Every human being whether a child, an adolescent or an adult possesses his own individual personality, which is reflected in terms of self-efficacy and self concept and it, is the basic component of character make-up of the individual. Self-efficacy effects every area of human endeavor, by determining the beliefs person holds regarding his or her power to affect situations, thus strongly influencing both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health.

Self- efficacy

Self-efficacy reflects that individuals have about their ability to use systems effectively. It has been shown in earlier studies that higher is the induced level of self-efficacy, greater is the performance achievement (Bandura, 1977). Individuals with high self-efficacy work harder and longer than individuals with low self-efficacy (Wood & Bandura, 1989 a). It affects effort in doing a task, persistence, interest expressed and difficulty level of goal selected for performance (Gist, 1987).

Kinzie, Delcourt, and Powers (1994) defined self-efficacy as an individual's confidence in his or her ability, which may impact the performance of tasks: "Self-efficacy reflects an individual's confidence in his/her ability to perform the behaviour required to produce specific outcome and it's thought to directly impact the choice to engage in a task, as well as the effort that will be expended and the persistence that will be exhibited."

Thus, self-efficacy is a person's belief in his or her ability to complete a future task or solve a problem. People with higher self-efficacy will make all efforts to complete a task leading to their better performance whereas people with low self-efficacy generally tend to avoid a task leading to their poor performance.

Emotional Intelligence

Emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you and your perception of others. Salovey and Mayer (1990) defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

Goleman (1998) defined emotional Intelligence as 'the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships'. Petrides and Furnharm (2001) described emotional Intelligence as "a constellation of emotion-related self-perceived abilities and dispositions located at the lower levels of personality hierarchies". Emotional intelligence has also been found to be related to students' academic achievement, behaviours and attitudes (Salami & Ogundokun, 2009; Wong, Wong & Chau, 2001).

Thus, emotional intelligence means management of emotions. It refers to individual differences in the perception, processing, regulation and utilization of emotional information. It enables the individuals to understand their emotions and respond accordingly in any situation. Positive and negative emotions of a person affect his ability to perform any task as a person with high emotional intelligence will be emotionally more stable, motivated, and self-confident will perform better in a task as compared to the one having low emotional intelligence.



Review of Related Literature

Rathi and Rastogi (2009) conducted a study on graduate post graduate employees and found a significant positive relation between emotional intelligence and occupational self-efficacy.

Rastegar and Memarpour (2009) conducted a study on Iranian EFL teacher and found that there is significant and positive relationship between emotional intelligence and English teachers' self-efficacy.

Abdolvahabi, Bagheri, Haghghi and Karimi (2012) conducted a study on Physical Education teachers and found significant positive relation between emotional intelligence and self efficacy.

Saini (2012) conducted a study on senior secondary school students and found a significant positive relation between self-efficacy and emotional intelligence.

Siyamaknia, Tabrizi and Zoghi (2013) conducted a study on instructors of universities and high schools located in East and West Azarbaijan, Iran. They found a high significant positive relationship between emotional intelligence and self-efficacy.

Sarkhosh and Rezaee (2014) conducting a study on teachers of University of Tehran revealed high positive correlation between emotional intelligence and self-efficacy.

Mohammadi and Saravani (2015) conducted a study on the teachers of Saravan city of Iran. They found significant positive relation between self-efficacy and emotional intelligence.

Emergence of the Problem

Review of related literature reveals that most of the research work on the topic has been done in Iran (Rastegar & Memarpour, 2009; Abdolvahabi, Bagheri, Haghghi & Karimi, 2012; Siyamaknia, Tabrizi & Zoghi, 2013; Sarkhosh & Rezaee, 2014; Mohammadi & Saravani, 2015). In India very less research has been done on the proposed topic.

Objectives

To investigate the significance of relationship between Self-Efficacy and Emotional Intelligence of prospective teachers.

Hypothesis: There will be no significant relationship between Self-Efficacy and Emotional Intelligence of prospective teachers.

Method and procedure

Descriptive survey method was used in the present study.

Sample of the Study

Sample consisted of total 200 students selected randomly from the colleges of Ludhiana city, Punjab (India) giving equal representation to Science and Arts stream.

Tools used

- Self-Efficacy Scale (SES) by Mathur and Bhatnagar (2012).
- Emotional Intelligence Test (EIT) by Zainuddin and Ahmed (2011).

Result and Discussion

To investigate the significance of relationship between self-efficacy and emotional intelligence Pearsons' coefficient of correlation was worked out and the value is given in the table below:

Table: Relationship between self-efficacy and emotional intelligence of college students

Variables	N	r
Self-Efficacy	200	0.15*
Emotional Intelligence	200	

*Significant 0.05 level of confidence

Above table reveals the value of correlation between self-efficacy and emotional intelligence of college students is 0.15, which is significant at 0.05 level of significance ($p < 0.05$). Null hypothesis which states that 'There will be no significant relationship between Self-Efficacy and Emotional Intelligence of prospective teachers' is thus rejected.



Self efficacy of the college students is positively related to their emotional intelligence. As the emotional intelligence of the students increases it lead to increase in self-efficacy.

Implications: It is suggested on the basis of the result of the study that the parents and the schools should create conducive conditions for the development of emotional intelligence of the students. Increase in emotional intelligence will lead to the improvement in self-efficacy.

References

1. Abbitt, J.T. & Klett, M.D. (2007). Identifying influences on attitudes and self-efficacy beliefs towards technology integration among pre-service educators. *Electronic Journal for the integration of technology in Education*, 6(1), 28-42.
2. Abdolvahabi, Z., Bagheri, S., Haghghi, S. & Karimi, F. (2012). Relation between emotional intelligence and self-efficacy in practical courses among Physical Education teachers. *European Journal of Experimental Biology*, 2(5), 1778-1784. Available at www.pelagiaresearchlibrary
3. Bandura A. (1977). Toward a unifying theory of behavioural change. *Psychological Review*, 84, 191-215.
4. Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
5. Kinzie, M.B., Delcourt, M.A.B. & Powers, S.M. (1994). Computer technologies: Attitudes and self-efficacy across undergraduate disciplines. *Research in Higher Education*, 35, 745-768.
6. Mathur, G.P. & Bhatnagar, R.K. (2012). *Manual for self-efficacy scale (SES)*. Agra: National Psychological Corporation.
7. Mohammadi, A.B. & Saravani, M.R. (2015). Relationship between self-efficacy and emotional intelligence in teachers of Saravani City. *Indian Journal of Fundamental and Applied Life Sciences*, 5(S2), 18060-1863. Available at www.cibtech.org/sp.ed/jls/2015/02/jls.htm
8. Petrides, K.V. & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425-448.
9. Rastegar, M. & Memarpour, S. (2009). The relationship between emotional intelligence and self-efficacy among Iranian EFL teachers. *ScienceDirect*, 37, 700-707. Available at www.sciencedirect.com
10. Rathi, N. & Rastogi, R. (2009). Assessing the relationship between emotional intelligence, occupational self-efficacy and organizational commitment. *Journal of the Indian Academy of Applied Psychology October 2009*, 35(Special Issue), 93-102.
11. Saini, R. (2012). Self-efficacy in relation to emotional intelligence of senior secondary school students. *Indian streams Research Journal*, II(IX). Available at <http://isrj.org/ArchiveArticle.aspx?ArticleID=1437>
12. Salami, S.O. & Ogundokun, M.O. (2009). Emotional intelligence and self-efficacy as predictors of academic performance. *Perspectives in Education*, 25(3), 175-185.
13. Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185- 211.
14. Sarkhosh, M. & Rezaee, A.A. (2014). How does universe teachers' emotional intelligence relate to their self-efficacy beliefs. *Porta Linguarum*, 21, 85-100.
15. Siyamaknia, N., Tabrizi, A.R.N. & Zoghi, M. (2013). On the relationship between emotional intelligence and teachers' self-efficacy in high school and university contexts. *Indian International Journal*, 3(6), 71-79.
16. Wong, C., Wong, P. & Chau, S. (2001). Emotional intelligence, students' attitude towards life and the attainment of education goals: An exploratory study in Hong Kong. *New Horizons in Education- the Journal of Education*, Hong Kong Teachers Association (HKTA), 44, 1-11.
17. Wood, R.E. & Bandura, A. (1989 a). Social cognitive theory of organizational management. *Academy of Management Review*, 14, 361-384.
18. Wood, R.E. & Bandura, A. (1989b). Impact of conceptions of ability on self-regulatory mechanism and complex decision making. *Journal of Personality and Social Psychology*, 56(3), 407-415.
19. Zianuddin, R. & Ahmed, A. (2011). *Roqan emotional intelligence test*. Agra: National Psychological Corporation.