

Study of Emotional Intelligence, Self-Construal and Self-Efficacy among Local and Kashmiri Students

Anupam Lata

Department of Psychology
Barakatullah University, Bhopal

ABSTRACT

The paper is a study conducted to explore the emotional intelligence, self-construal and self-efficacy among local and Kashmiri students studied in Barakatullah University, Bhopal. A representative sample of hundred students (50 boys and 50 girls) was drawn, out of 50, 25 were local and 25 were Kashmiri boys and girls. Schutte self-report inventory of emotional intelligence (Schutte, et al 1988); Self-construal and Self-efficacy scale (Colgate University Journal of the Science Questionnaire) were used to measure emotional intelligence, self-construal and self-efficacy of the respective students. The data were analysed with the help of Mean, Standard Deviation, ANOVA and Interco relation. Finding suggested that the students do not differ significantly on Emotional Intelligence and Self-efficacy. But they differ significantly on self-construal.

Key words: Emotional intelligence, self-construal, self-efficacy

INTRODUCTION

We all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important. It (EI) is sometimes referred to as emotional quotient or emotional literacy. Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. 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). Individuals with emotional intelligence are able to relate to others with compassion and empathy, have well-developed social skills, and use this emotional awareness to direct their actions and behaviour. The term was coined in 1990 by psychologists John Mayer and Peter Salovey. In 1995, psychologist/journalist Daniel Goleman published the highly successful Emotional Intelligence, which built on Mayer and Salovey's

work and popularized the EI concept. 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: Understanding emotion of self. Managing emotions of self, understanding emotions of others, Managing emotions of others. Emotional intelligence is broader than social intelligence including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for personal growth. 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 “self-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 not qualify to fit into the framework of personality traits. Tapia (1999) and Dunn (2002) observed higher emotional intelligence among girls can also be

explained in terms of some of their personality characteristics. As per their research girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. More sensitivity was found towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys.

Self-Efficacy

Self efficacy is a person's belief about their ability to succeed in a particular situation. Psychologist Albert Bandura described these beliefs as determinants of how people think, behave, and feel. Self- efficacy refers to "peoples' beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". Self-efficacy can play a role in not only how you feel about yourself, but whether or not you successfully achieve your goals in life. Self-efficacy is part of the self-system comprised of a person's attitudes, abilities, and cognitive skills, according to Bandura. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self-efficacy is an essential part of this self-system. Self-efficacy also determines what goals we choose to pursue, how we go about accomplishing those goals, and how we reflect upon our own performance. Self-efficacy is believing that, "you accomplish what you want to accomplish". According to Bandura's theory, people with high self efficacy that is those who believe they can perform well are more likely to view difficult task as something to be mastered rather than some things to avoid. Self efficacy should not confuse with self esteem. Self esteem is what I believe about myself and how I feel about what I believe about myself. Stanlely and Maddux (1986) also confirmed that low self efficacy expectances created greater depressed mood than high self-efficacy expectances and that included mood had no effect on self-efficacy expectations for the anticipated social interactions. Garland, Weinbery, Bruga and Jackson (1988) found that individual tasks goals influence self efficacy. Schunk, (1989) study the effect of self efficacy beliefs on cognitive processes takes a variety of forms. Personal goal

setting is influenced by self appraisal of capabilities. The stronger the perceived self efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them. Most courses of action are initially organized in thought. 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 import ant 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).

Self-Construal

Construal are how individuals perceive, comprehend, and interpret the world around them, particularly the behaviour or action of others towards themselves. Self-construal is a perception of the self. Self-construal refers to the way in which a person thinks about and defines the self. Importantly, self-construal is not only a way of viewing oneself but also a way of understanding one's relationship to the larger social world. When people are construing or thinking about themselves in an interdependent way, they are likely to think first and foremost about their roles in relationships. Self construal seems to vary across contexts and individual selfconstrual also affects cognitive performance, esthetic preferences social interaction and many other facets or aspects behavior. Since this original conceptualization, two forms of interdependent self have been differentiated.

The first is called a relational self construal, in which individual primarily defines themselves by their roles in interpersonal relationship (Brewer & Gardner 1996). The second is the collective self construal, which is more aligned to the original conceptualization of an interdependent self construal in which individuals primarily define themselves as member of a broader, abstract society. When this distinction between a relational and collective self construal is applied researchers tend to refer to an independent self construal as the personal self construal. Cross and Madson (1997) suggested that an individual's self-construal will influence the experience, expression, and perception of emotions. It can be argued that people who tend to have higher metapersonal self- construal. Gabriel, Renaud, and Tippin (2007) uncovered some result that align with this proposition. In this study, for some participants a relational construal was evoked. That is, these participants read an anecdote about a person who sacrificed their own success to help some relatives. For other participants, a personal construal was evoked there participants read an anecdote about a person who did not sacrifice their own success to help some relatives. If a relations construal was evoked, participants felt more confident about themselves after they described one of their friends for several minutes. If a personal construal was evoked, participants felt less confident after this exercise.

OBJECTIVES

In view of the above studies present research was planned and designed to attain the following objectives.

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

and self efficacy among the students?

HYPOTHESIS

In the present study the following hypothesis are formulated:

- Perceived emotional intelligence of the kashmiri students will vary significantly as compared to local students.
- Perceived self-construal of kashmiri students will vary significant as compared to local students.
- Perceived self-efficacy of the kashmiri students will vary as compared to local students.
- Perceived emotional intelligence of the female students will vary significantly as compared to male students.
- Perceived self-construal of the male students will vary significantly as compared to female students.
- Perceived self-efficacy of the male students will vary as compared to female students.

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 student, 50 students (25 males, 25 females) were Kashmiri PG students and the other 50 students (25 males, 25 females) were local student of M.P. the participants studying in the Barkatullah University of Bhopal. The age range of sample was 21- 26 yrs.

Tools/measures:-

Data on emotional intelligence was obtained by using self report inventory developed by Shcttue et.al. 1998. The self construal of the adolescent was measured by using self construal scale by Marks and Kityama (1991).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). In the present study effect of residential background and sex on perceived Emotional Intelligence, Self- Construal and Self-Efficacy. Participants of the study gave their responses on structured questionnaires of self-efficacy, self-construal and Emotional

Intelligence. Participant's response were recorded and analyzed with the help of descriptive statistics and Analysis of variance (2x2 factorial design)

RESULT

Emotional Intelligence

It is evident that the effect of residential background on (E-I) emotional Intelligence was significant $F(1,96)= 3.018, P<0.05$. A close view on the mean scores, however, indicated that Kashmiri ($M=86.52$) students scored lesser as compared to local ($M=89.02$) students on the measures of emotional intelligence. Effect of sex on emotional intelligence was significant, $F(1,96)= 4.04, P< 0.05$. A close view on the mean scores also reveals that they became students ($N=87.72$) and male student ($M=89.82$) displayed similar emotional intelligences.

Self- Construal

It is evident that the effect of residential background on self-construal was significant. $F(1,96)=7.93, P<0.01$. A close view on the mean scores indicated that Kashmiri students ($M=76.86$) scored higher on the measure of self-construal as compared to local student ($M=75.3$) Perceived slightly different self-construal A close view on the mean scores also indicates that the male students ($M=76.66$) displayed higher self-construal score as compared to female students ($M=75.5$). Similarly the effect of sex perceived on self-construal was found to be significant $f(1,96)=6.12, P<0.01$. The pattern of result of perceived self-construal was somewhat different. The interaction of residential background and sex on self-construal was found to be significant $F(1,96)=3.599, P<0.05$.

Self- Efficacy

The results depict that the effect of residential background on self-efficacy was significant $F(1,96)=5.77, P<0.01$. 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. A close view on the mean scores also indicates that the male students ($M=100.66$) having higher self-efficacy as compared to that of female student ($M=97.7$). Similarly the effect of sex perceived on self-efficacy was found to be significant $f(1,96)=3.73, P<0.05$. The pattern of result of perceived self-efficacy was somewhat different. The interaction of residential background and sex on self-efficacy was also found to be significant

$f(1,96)=6.44, P<0.01$.

CORRELATIONAL ANALYSIS

The pattern of relationship between Emotional intelligence, self-construal and self-efficacy was examined. Now it is clear from the result that the relationship between emotional intelligence and self-construal is positive ($r=0.367$). It simply suggests that high self-efficacious students displayed better emotional intelligence. Similarly the relationship between self-construal and self-efficacy, was also found significant. Separately for the Kashmiri girls the relationship between self-construal and emotional intelligence was obtained significant ($r=0.496$). The similar pattern was also obtained for the local girls sample ($r=0.51$).

DISCUSSION AND CONCLUSION

The present study was planned to investigate the effect of residential background and gender on Emotional intelligence, self-construal and self-efficacy as perceived by the students. The relationship of emotional intelligence with self-construal and self-efficacy were also examined in the present study. The result of the study is discussed in the light of objectives.

Emotional Intelligence

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 Kashmiri students perceived emotional intelligence higher than local students. Present finding supports that the students from Kashmir localities are almost more emotionally intelligent than their local counterpart. It appears that Kashmiri students

are living in Bhopal since three or four years to continue their studies hence they adopted themselves in the local atmosphere, local culture and local way a life. As consequence they are socialized in the same manner as equal to students of Bhopal locality. 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, 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. The pattern of result supports that male and female students prepare themselves equally to deal with the life situations. Male and female students are getting educations to prepare themselves to encountered the challenges applies. The findings support that gender bias is becoming less and females are also enjoying equal opportunity in their life.

Self Construal:-

It refers to the perception, that individual have about their thoughts, feelings and actions in relation to others. Independent self construal refers to one's perceiving a clear boundary that separates the self from others and to give in higher priority to personal goals then to group goal. Interdependent self construal refers to one's defining the self in terms of relationship to others and to give in higher priority to group goal then to personal goal. The finding obtained on the measure of self construal indicates that the effect of residential background on self-construal was significant. It was observed that Kashmir students scored higher on the measure of self-construal as compared to the Bhopali students. A close look on the pattern of result support that Kashmiri students were inclined towards developing interdependent as well as independent self equally the same was not observed in the case of local Bhopali students. The result support that the

Kashmiri students were more interested to work in group, to work for the group and to follow the group decision. Probably, it happens due to socialization practices available to them here during their three or four years sustain in Bhopal. Effect of gender on self- construal was also found to be significant. It suggested that male students showed more positive approach to assess their self as compared to female student. The male students love to work with group and want to respect the authority figure and group interest. The pattern of result also indicated that they evaluate their self more positively and develop a sense of collective self. The result also support that according to need of situation the male students displayed matter independent and interdependent self as compared to female student.

Self-Efficacy:- The major function of self-efficacy is to help an individual in deciding whether or not to pursue certain courses of action of how long to continue those they have undertaken in day to day life. Result indicated that effect of residential background on the perception of self-efficacy was significant. It is evident that all the students whether belong to Kashmiri displayed higher amount of self-efficacy. It is indicated that the students were having almost positive attitude and traits about their competence and belief about themselves. 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. They set the goal and try to achieve it, they rely on themselves more than other. The similar pattern of result was obtained in case of gender on self- efficacy. Effect of gender on self-efficacy was significant Girls manifested high amount of self-efficacy. It appears that due to available resource at home and at academic institution student perceive large amount of input to shape their personality and develop a competencies, skills and aspirations. A close look, on the pattern of correlation between emotional intelligence, self- construal and self- efficacy indicated a positive relationship between self- construal and emotional intelligence. The pattern of result

also suggested that students having high emotional intelligence perceive their self more positively as compared to students having low emotional

intelligence. Similar pattern of result was obtained for girl's student whether they were from Kashmir or Bhopal.

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