

Emotional Intelligence and Locus of Control Among Students Across India

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ABSTRACT

The Emotional intelligence is characterised as the facilitator of relationship experience, language, attraction, comprehension, and control that stimulates intellectual and emotional development. Many who are more mindful of their thoughts are more likely to resolve interpersonal issues. They have more decision-making ability as well. And the locus of control which is called the confidence of an entity in the force of his or her influence over his or her own life. This concept has two dimensions, internal and external aspects of control. Students ought to be emotionally intelligent in today's competitive environment, to be high internal locus of control and but low on externality, and to have the chances of success in academic life, and these ideal characteristics have been shown to be characteristics of students who do well in studies. The aim of this study is to explore the relationship between emotional intelligence and the locus of control among students across India. The research is exploratory in nature. To identify the independent and dependent variables and to assess their relationship with each other, the descriptive correlation survey research design was adopted. A correlation is a research design, in which the researcher uses to understand the relation between the studied variables. This study finds the correlation between emotional intelligence and locus of control among students across India. For this analysis, a nonprobability convenience random sampling method was used. The primary aim of the research was to psychologically study students across India. The sample consist of 225 students including 99 men and 126 women across India within the age range of 18-30 with an average age of 24, who were randomly selected from the population. The Emotional Intelligence Scale (Emily. A. Sterret, 2000), the Locus of Control Scale (Rotter, 1966), and a personal information form provided to the samples. The sample yield a moderate level of emotional intelligence and moderate level of locus of control. The findings of this research suggest that a close association exists between emotional intelligence and the locus of control and no gender differences in emotional intelligence. In light of the associated literature, the observations were examined.

Keywords: *Emotional Intelligence, Locus of Control, Students, Correlation*

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Not education, not knowledge or mental horsepower, not experience, none of this act as an effective indicator as to why one individual succeeds and another does not succeed. The purpose of this research is to analyse the relationship between emotional intelligence and the locus of control among students across India.

Emotional intelligence: Emotional intelligence is used in a diverse range of skills and personal traits and is generally regarded as intrapersonal and interpersonal skills that go beyond a single field of prior experience, intelligence quotient (IQ), and intellectual or technical skills. Emotional intelligence helps a human being to control his feelings and guides them to accomplish goals in the right way. In multiple areas, emotional intelligence has applications. Intrapersonal and extra-personal communications, behavioural and personal welfare, psychology, medical and physical health, psychiatry, therapy and advice, job and employment, corporate and industrial management, economic growth etc. - are among such areas. (Ahmadi & Hendijani, 2018). Emotional intelligence is an individual's capacity to positively interpret, perceive, and handle one's feelings relative to those of others. It needs psychological adjustment in comparison to other persons. It is possible to characterise emotional intelligence as a significant aspect that defines a child's progress and psychological well-being. According to Omoniyi and Adelowo (2014), an individual with high emotional intelligence manages order and life peace in such a way that he encounters less stressful events in his life. Porter (2005) claimed that individual has fulfilled emotional needs, including the need to respect, love and display autonomy. (Oluseyi Akintunde & Olusegun Olujide, 2018). The four main components of emotional intelligences studies in this research are self-awareness, self-management, social-awareness, social-management.

- a. Self-Awareness:** Self-awareness development requires tuning in to your true emotions. You can control them if you assess your emotions. Emotional awareness is the capacity to consider your own thoughts and their implications.
- b. Self-Management:** The abilities that allow people to monitor their thoughts, emotions and behaviour are self-managements skills. If you have good self-management skill, you can individually set goals and take the initiative to attain them. Purposeful self-management will help you guide your future goals and ensure that you aim for opportunity that gets closer to your goals
- c. Social Awareness:** Your ability to identify the social context that affects behaviour and to choose the most likely appropriate behavioural interventions. It can be thought of as systematic and the ability to get along with others and allow them to interact with the social intelligence.
- d. Relationship Management:** Relationship management is defined as "using your awareness of your own feelings and those of others to effectively manage interactions."

Emotional Development during Adolescence: Adolescence is marked by emotional distress and severity, a phase in which all emotions are increased. In emotional expression, they are not constant. They can also express their thoughts in conjunction with abstract things. They develop skills in diverse social environments to cope with pressures. The sudden bodily shifts that trigger unexpressed worries and feelings of shame sometimes confuse adolescents. (Tanveer Habeeb, 2016)

Locus of control: Locus of control is a notion commonly discussed in psychology that defines the causal connection between one's own actions and the rewards one receives. (Kairupan et al., 2020) A person's effort to regulate values, skills and abilities as well as events in life is the locus of control. The locus of control represents the belief in habits that

have an impact on life events. In other words, the locus of control implies an individual's internal or external pursuit for the reasons for life's positive and negative events. (Ibrahim & Elsabahy, 2020)

Emotional Intelligence, and Locus of Control

As measured by the Intelligence Quotient, each person has different emotional intelligence and integrates each other with pure academic abilities. Educational system should not only emphasize intellectual skills, but also be able to understand the actions of an individual, including personality, emotional intelligence, and locus of Control that can affect one's attitudes (Indriasari et al., 2020) . According to a study by Türk-Kurtça and Kocatürk there were substantial and negative correlation between external locus of control and emotional intelligence (Türk-Kurtça & Kocatürk, 2020). A cycle of success and failure will inevitably be witnessed in an individual's life. Achievements and setbacks that arise in the individual's life are linked to the individual's self-confidence and over self-control that is accomplished. If someone has a degree of faith in the determination of destiny inside him, procrastination will be decreased, though procrastination will not always be affected if someone has strong emotional intelligence.(Rusbandi & Usman, 2020)

Gender Differences in Emotional Intelligence

Grossman and Wood, (1993) observed that in society, there is a widespread misconception that women perceive and express their emotions more deeply than their male counterparts. Stereotypes of gender and emotional expression appear to be inaccurate and deceptive. Mixed findings are provided by experiments on gender disparities in ability EI and trait EI. The findings in Austin et al (2007) and by the study of Brackett, Mayer and Warner (2004) suggest that women rate slightly higher than men, whereas males have a higher sense of Emotional Intelligence & Locus of Control personal autonomy than females. Moreover, Brackett, Mayer and Warner study in 2004 tell us that males with lower EI capacity indulge in considerably more potentially dangerous behaviour than their female peers, such as consuming illicit substances, consuming alcohol heavily, and engaging in deviant activity. (Gildea, n.d.)

The primary aim of the research was to psychologically study students across India. The research was structured to evaluate the psychological constructs of emotional intelligence and locus of control, as well as the inter-relationships between these factors, quantitatively. It was also aimed to examine any significant difference between men and women in emotional intelligence across India.

METHODOLOGY

Statement of the problem:

1. To find the relationship between Emotional intelligence and Locus of control among students across India.
2. To find if there are any significant difference in gender for emotional intelligence.

Objectives:

1. To determine the level of emotional intelligence and locus of control among students across India.
2. To determine the correlation between emotional intelligence and locus of control among students across India.
3. To determine the significant difference on emotional intelligence between male and female students across India.

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Hypothesis

- H₀1: There is a no correlation between emotional intelligence and locus of control among students across India.
- H₀2: There is no significant difference on emotional intelligence between women and male students across India.

Sample

The population of the study is students across India. In order to select sample from the population a non-probability convenience sampling method was used according to the required criteria. Informed consent from the participants were taken to make sure the willingness to participate and provide data for the study followed by the standardized questionnaire of emotional intelligence and locus of control. The sample consist of 225 students (99 men and 126 women).

Instruments

To obtain information from the students, two questionnaires were used:

- a. **Rotter Internal-External Locus of Control Scale:** Rotter's locus of control test initially introduced by Rotter in 1966. A 23-item scale along with 6 filler questions was developed by Rotter to determine whether an individual appears to believe that circumstances and events are under their own control or under the control of external forces. This scale is a model of forced-choice in which a participant decides between an internal or external interpretation. The higher the score (15-23), the more likely the participant is to have an external control locus, and the lower the score (1-7), the more likely the participant is to have an internal control locus. The test-retest reliability varied from .55 to .83 and internal consistency varied from .65 to .79
- b. **Emotional intelligence (EI):** Emotional intelligence has been determined in this study, by a standardized questionnaire developed by Emily. A. Sterret. The four domains of emotional intelligence were measured: self-management, self-awareness, social management, social awareness. The ratings on these four components of Emotional range from a low score of 5 to a high score of 25. The questionnaire consists of 20 items in which five options were given to each item: never, rarely, sometimes, mostly and always. Any component where the score is below 18 is an area where it should be improved.

Procedure

This online survey was carried out among student across India in the month of October to December 2020 using electronic platform i.e., with help of Google form. The survey consisted of demographic and personal knowledge questions. The basic tool that was used in the survey was to evaluate emotional intelligence and locus of control of the participants. A sociodemographic sheet was used to collect demographic information on the participant such as age, gender, education, mail ID, the sociodemographic sheet and other details thus provided is kept strictly confidential. The source (link) to the invitation to participate in the study was sent to students across India. Participants were given enough time to complete the given questionnaire. The engagement of any participant was voluntary and English proficiency was necessary to ensuring that they were able to complete the questionnaires and understand what was expected of them. A cover page explaining the essence and intent of the study was obtained, followed by the informed consent form and the two questionnaires (EI and LOC). Participants were granted the right to confidentiality and anonymity, as well as the right to withdraw at any point from the research. After data collection, results were analysed and interpreted. Informed consent of the participants was taken to make sure their willingness

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to participate in the research. Participants was given the freedom to leave the study whenever they wanted to and no participants was forced to complete the study. All the participants details were kept confidential. No monetary benefits or bribe were given to the participants for their participation. And no harm is done to the participants mental and physical health in this study. Misuse of participants personal details were not done.

Statistics was done with the help of SPSS. After the collection of relevant data, it was processed and analysed with descriptive statistics, to compare the level of Emotional Intelligence & Locus of Control of students across India. Mean, Standard deviation and t-test was employed. To test the hypothesis the significance level was set at 0.05 percent. The next phase of data analysis consisted of computing all possible bivariate correlations among the variables so Inferential statistics were used to find the correlation between the study variables. The correlation of the variables was done with the bivariate correlations and independent sample t test was used to find the difference between emotional intelligence between women and men students across India.

RESULTS

The collected data was coded and analysed using SPSS

Table 1 Descriptive Statistics of the Study Variable.

	N	Minimum	Maximum	Mean	Std. Deviation
Self-awareness	225	9	24	17.97	2.936
Self-management	225	10	24	17.60	3.105
Social awareness	225	8	24	18.15	2.631
Relationship management	225	8	25	17.99	2.608
EI	225	40	97	71.70	8.833
LOC	225	2	20	11.56	3.128

Table 1 shows that descriptive statistic of the study variables. The mean value 71.70 and standard deviation of 8.833 of emotional intelligence of the sample indicates that the sample on the average has a moderate level of emotional intelligence. The mean value 11.56 and standard deviation of 3.128 of locus of control indicates that the sample on the average has a moderate level of locus of control. Therefore, the sample on an average has a moderate level of emotional intelligence and moderate locus of control.

Table 2 Correlation for Study Variables.

	Emotional Intelligence	Self-awareness	Self-Management	Social awareness	Relationship Management	Locus of control
Locus of control	-.188**	-.193**	-.167*	-.078	-.141*	1

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 2 indicates that there is a negative correlation between emotional intelligence and locus of control among the students across India, at 0.05 level of significance. As locus of control is

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negative correlated to all the subdivision of emotional intelligence, we can interpret that, on an average in the collected sample the students with high intelligence have external locus of control and students with low emotional intelligence have internal locus of control.

Table 3 Independent t-test analysis of gender differences on emotional intelligence.

	Gender of the participants	N	Mean	t	sig	df
Self-awareness	Female	124	17.94	-.142	.887	221
	Male	99	18.00	-.139	.889	193.533
Self-management	Female	124	17.34	-1.370	.172	221
	Male	99	17.91	-1.358	.176	202.915
Social awareness	Female	124	18.15	.061	.951	221
	Male	99	18.13	.060	.952	185.804
Relationship-Management	Female	124	17.88	-.714	.476	221
	Male	99	18.13	-.704	.483	196.224
Emotional Intelligence	Female	124	71.31	-.718	.473	221
	Male	99	72.17	-.705	.482	191.693

Table 3 shows the Independent t-test analysis of gender differences on emotional intelligence. It shows a mean value of 72.17 which indicates moderate level of emotion intelligence in the sample. And the table clear shows that there is no significance difference in the emotional intelligence between women and men across India when the sample was collected.

DISCUSSION

The findings in Table 1 show the mean values of emotional intelligence among students across India and the locus of control. The findings obtained show that there are average scores for emotional intelligence within the sample, it may mean that students across India when the research was carried out had an average potential to control their own feelings and those of those with whom they interact. In the other hand, with respect to the findings obtained with regard to the three dimensions of the locus of control seen in Table 1, it can be concluded that, on average, students have a modest level of locus of control. It can therefore be claimed that the sample feels responsible for their own victories and shortcomings as well as the external strength they have had in their lives.

The findings in table 2, states that there is a negative correlation between emotion intelligence and internal locus of control among students across India. Thus, the null hypothesis which states “There is a no correlation between emotional intelligence and locus of control among students across India.” is been rejected. Which supports the previous studies. The table 2 also shows that the locus of control has a negative correlation with the subdivisions of emotional intelligences such as self-awareness, self-management, social awareness and relationship management., this finding supports with the study conducted by Bellamy, Gore & Sturgis in 2005 who discovered that of sub-division of Emotional intelligence was strongly associated with internal LOC. (Gildea, n.d.)

The sample consist of more women compared to that of men, and the result indicates that there is no significance difference in the emotional intelligence between women and men thereby accepting the null hypothesis which indicates that “There is no significant difference on emotional intelligence between women and men students across India.” This finding indicates that there is no relation with respect to gender on emotional intelligence. This finding supports the study conducted by Petrides and Furnham in 2000 who stated that where there was no major gender gap in total trait Emotional intelligence and also supports the

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findings of Gildea (2002) who reported that there is no significant difference in male and female locus of control and emotional intelligence (Gildea, n.d.) but doesn't support the findings of Feldman Barrett, Lane, Sechrest and Schwartz (2000) study which found that women regularly ranked higher than men in emotional intelligence.

Ford and Thomas (2009) had earlier identified in their study that they appear to develop a negative attitude towards their studies when students attribute their performance to chance, resulting in poor academic achievement. Therefore, emotional intelligence and locus of control are good predictors of academic development of students because of the impact of learning and performance attitudes. In their academic work, students with high emotional intelligence, i.e., able to interpret and recognise their own emotions and feelings of others and control their emotional actions, performed well and developed a more optimistic outlook towards learning.

Limitations

- a) The sample of participants were relatively well educated, English-speaking and had access to technology, thereby restricting the generalizability of findings to students without such privileges.
- b) At the data collection level of the present analysis, background is one probable challenge to internal validity. By presenting rival interpretations of observations, different family, unique experiences or considerably different experiences among participants or groups may challenge internal validity.
- c) As Onwuegbuzie (2003) stated that Population validity is one potential challenge to the external validity of the present study and nearly all educational experiments at the data collection level. According to Johnson and Christensen (2000), this risk surrounding population validity has two causes. Next, a survey seldom makes all participants of the target population eligible for collection. Second, due to logistical considerations like time, capital, and logistics, random samples are difficult to procure. Any of these variables is important to external validity in the present research. All target population members (i.e., Indian students) were not eligible for inclusion in the analysis, and the use of a random sample was restricted by limited resources and logistics. Thus, population validity poses a challenge to external validity in the current analysis as well as in other non-experimental studies involving students.

CONCLUSION

In explaining the study assumptions, it can be said that by understanding, perceiving and modifying and regulating emotions, improving emotional intelligence as a mixture of various personalities helps individuals to regulate and optimize their cognitive processes. Whereas The locus of control may be called the confidence of an entity in the force of his or her influence over his or her own life. If students are given adequate training and exposed to enabling environment, they can develop high level of emotional intelligence would improve them think logically and gain more success in future.

By Reflecting the major findings obtained from the study we found that the sample population has a moderate level of emotional intelligence and a moderate level of locus of control and it was found that there exists a negative correlation between emotional intelligence and locus of control among the students across India. And there is no significant gender difference in emotional intelligence.

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Conflict of Interest

The author(s) declared no conflict of interest.

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