Research Paper

Locus of Control and Emotional Intelligence in Students

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ABSTRACT

Locus of Control and Emotional Intelligence in students of arts and science faculty with relation to their gender. The sample consisted of 100 arts and science faculty male and female college students of Ahmedabad city of Gujarat state. Locus of Control of the sample was measured by I. Internal and II. External Locus of Control. This scale developed by Ms. Samayalangki Nongtdu and Dr. Yodida Bhutia (2018). The result indicates that there is no significant difference between Locus of Control of Arts students compare to science students and significant difference between Locus of Control of Male compare to Female. And Emotional Intelligence of the sample was measured by I. Intrapersonal Awareness, II. Interpersonal Awareness, III. Intrapersonal Management, IV. Interpersonal Management. This inventory developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2018). The result indicates that there is no significant difference between Emotional Intelligence of Arts students compare to science students and significant difference between and significant difference between Emotional Intelligence of Male compare to Female.

Locus of control is a trait that relates to one's perception of events in the world, in one's life. Locus of control is known as the most important axis of personality. Some people in life believe that they are the makers of their own destiny, that whatever they are is the result of their efforts and hard work. While some other individuals believe that they have no control over what happens in their life, whatever happens is certain. Cannot make any changes in it itself. Between these two types of opposing views, individuals who believe that they are the makers of their own destiny are said to have an internal locus of control. Individuals who believe that they have no control over events in their lives have an external locus of control. The first systematic study of locus of control was initiated by Rotter (1966). His studies gave a new direction to the study of various aspects of personality, psychophysiological processes and the field of psychology, according to Rotter (1966) the locus of control is the individual's responsibility for what happens to him. Proportion.

According to Buron (1986), people can generally be classified into two categories with regard to locus of control: On the one hand, there are people who believe in more integralism, that

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is, people who value their own efforts, strengths, and decisions. Such people are known as having an internal locus of control. While on the other hand there are people who give more importance to externalities i.e., luck or destiny. Such people are known as having an internal locus of control.

EMOTIONAL INTELLIGENCE

Humans are very intelligent animals. But Freud considered human beings as "animal impulses". The importance of impulses in human life is important in many ways. Knowledge of various aspects of impulse is very important in understanding human behavior. Impulse makes life colorful, life without impulse is like black and white TV. The experience and expression of impulse is universal. Although its physical aspects can be easily explained, its psychological, social and cultural aspects are less known.

The Greek philosopher Aristotle said many years ago that the question of impulsivity in human life is not the question of the appropriateness of the impulse and more especially the appropriateness of its expression. One of the tips he suggested to people for maintaining good relationships is that "you must have the ability to express anger to the right person, in the right amount, at the right time, for the right reason, and in the right way." American psychologists Peter Salovey and John Mayer refer to this type of self-control called as "Emotional Intelligence".

REVIEW OF LITERATURE

Tas, et al., (2018) a study on An Examination of Meaning in Life, Satisfaction with Life, Self-Concept and Locus of Control. The aim of this study is to examine meaning in life, satisfaction with life, self-concept and locus of control among teachers by several variables. The research group was composed of 363 teachers (114 [40%] women, 219 [60%] men) working in several districts of Istanbul. The data were collected with Meaning in Life Scale (MLS), Satisfaction with Life Scale (SWLS), Social Comparison Scale (SCS), and Rotter's Locus of Control Scale (RLCS). Pearson's Correlation Analysis, Independent Samples T-Test and Mann Whitney-U and Kruskal- Wallis H test were utilized. A positive relationship was found between experienced meaning in life and satisfaction with life and self-concept while a negative relationship was found between experienced meaning in life and locus of control. Expected meaning in life, satisfaction with life and locus of control were found to differ by gender. It was also determined that expected meaning in life and self-concept differed by marital status.

Kirmizi, Ozkan; Sariçoban and Arif (2018) conducted a study on Prospective EFL Teachers' Locus of Control and Academic Self-Efficacy in Turkish Context. This study tries to explore the relationship between prospective EFL teachers' locus of control and academic self-efficacy in Turkey. For the purpose of the study, the quantitative data of the research was collected through Multidimensional Locus of Control Scale developed by Levenson (1974) and adapted to Turkish by Kiral (2012). It is assumed that the higher the locus of control of EFL teachers, the higher level of academic self- efficacy is.

Kiral and Bilgen (2019) indicated that exploring the Relationship between Teachers' Locus of Control with Different Variables. The study was conducted with 335 Anatolian high school teachers working in Ayden province during 2015-2016 academic years to investigate the relationship between teachers' locus of control and different variables. "Multidimensional Locus of Control Scale" was used in the research which is one of the quantitative research methods. The research findings showed that teachers mostly exhibited internal locus of

control and this was followed by external and chance locus of control. There was no significant difference in the locus of control according to teachers' gender, marital status, length of service at that school and love the profession. The teachers' locus of control showed significant difference according to age, seniority, teaching specialty and socio- economic status of the school. Based on these findings, the research signified the important of aware raising activities to increase teachers' internal locus of control and delivering practice-based training to teachers through the support of academics working in his field.

Shah, S. A. (2017) "Emotional Intelligence Among Adolescents in Relation to Their Test Anxiety and Academic Stress." The main purpose of this research was to study emotional intelligence among adolescents in relation to their test anxiety and academic stress. To test our hypothesis a sample of around 250 adolescents (both boys and girls in equal ration) in the age range of 18 to 25 years. In this study one way ANOVA method were used. After analyzing the data result showed the significance difference among gender in emotional intelligence as well as in test anxiety.

Dudhatra, R. R. and Jogsan, Y. A. (2017) "Emotional Intelligence and Social Maturity in Young Male and Female." The main purpose of this research was to study emotional intelligence and social maturity in young male and female. For this purpose, 80 male and 80 female ware selected. In this study t-test and correlation method was used. The result revealed that emotional intelligence and social maturity in young male and female was positive.

Manicini, P. G. and Anderi, F. (2017) "Brief Report Trait Emotional Intelligence Peer Nominations and Scholastic Achievement in Adolescence." The main purpose of this research was to study brief report trait emotional intelligence, peer nominations and scholastic achievement in adolescence. For this purpose, total 321 adolescent were taken. The effects of perceived and actual peer nominations, gender, personality dimensions, and non-verbal cognitive abilities were also controlled. The results highlight that trait EI as assessed by means of the TEIQUE impacts Italian but not math's grades, while trait EI's factors predicted both academic subjects with significant contributions of self-control and sociability.

Akhtar W, Ghufran H, Husnain M and Shahid A (2017) From this study, "The Effect of Emotional Intelligence on Employee's Job Performance: The Moderating Role of Perceived Organizational Support" understood that the moderating role of perceived organizational support in the relationship between emotional intelligence and job performance. Data was gathered through self-administered questionnaire from a sample of 316 employees working in banks located in Islamabad. As hypothesized, job performance significantly associated with emotional intelligence and moderating effect of perceived organizational support was also substantiated. The data was analyzed statistically using IBM SPSS Statistics 20 to find out correlation and regression analysis between study variables, reliability of research instrument, strength of relationship between independent and dependent variables with moderating effect of perceived organizational support in the relationship between emotional intelligence and job performance was also substantiated. Findings suggest that emotional intelligence have positive impact on employee's job performance, and perceived organizational support moderate the relation between emotional intelligence and job performance such that the relationship between emotional intelligence and job performance is more stronger/positive when perceived organizational support is high. Detailed data analysis, discussion and conclusion with limitations and future research directions are also discussed.

PROBLEM OF THE STUDY:

A problem of present Study is to find out the **Locus of Control and Emotional Intelligence in Students.**

OBJECTIVE OF THE STUDY:

➢ The main Objectives of study were as under:
1. To study Locus of Control between Arts and Science faculty students.
2. To study Locus of Control between Male and Female students.
3. To study Emotional Intelligence between Arts and Science faculty students.
4. To study Emotional Intelligence between Male and Female students.

HYPOTHESIS OF THE STUDY:

To related objectives of this study Null-Hypothesis were as under:

H0₁ **"There will be no significant difference between Arts and Science faculty students with regards to Locus of Control."**

H0₂ **"There will be no significant difference between Male and Female students with regards to Locus of Control."**

H0₃ **"There will be no significant difference between Arts and Science faculty students with regards to Emotional Intelligence."**

H0₄ **"There will be no significant difference between Male and Female students with regards to Emotional Intelligence."**

METHOD:

Sample:

The sample consisted of 100 Students – 50 Arts Faculty students (25 Male and 25 Female) and 50 Science Faculty students (25 Male and 25 Female) drawn from the Ahmedabad of Gujarat state.

Tools:

To measure Locus of Control of the subjects, Locus of Control Scale developed by Ms. Samayalangki Nongtdu and Dr. Yodida Bhutia (2018) was used. There are 40 statements in it and the subject has to give his / her answer in five-point scales – Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

And to measure Emotional Intelligence of the subjects, Emotional Intelligence Inventory developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2018) was used. There are 100 statements in it and the subject has to give his / her answer in three-point scales – Always, Sometimes and Never.

Reliability

The reliability of the Locus of Control Scale was calculated by using **r = 0.65** which was corrected by Guttman Split-Half Coefficient **r = 0.78** which are significant at **.01 level** of significance.

The reliability of the Emotional Intelligence Inventory was determined by Split half method, K-R formula (20) method and test-retest method. The Split half method reliability was **.89,** K-R formula (20) method reliability was **.90** and the Test-retest method reliability was **.92**. The result is significant at .01 level of significance.

Validity:
Besides face validity as all the items of the Locus of Control Scale are Content of validity for the scale has been stabilized. The validity for the Emotional Intelligence Inventory has been established by adopting two different approaches, namely factorial and criterion related approach.

VARIABLES:

Name of Variables	Nature of Variables	Number of Levels	Level of Variables
Gender	Independent Variable	2	I. Male II. Female
Type of Faculty	Independent Variable	2	I. Arts II. Science
Locus of Control	Dependent Variable	2	I. Internal II. External
Emotional Intelligence	Dependent Variable	4	I. Intrapersonal Awareness II. Interpersonal Awareness III. Intrapersonal Management IV. Interpersonal Management

RESEARCH DESIGN:
The aim of present research was to a study the **Locus of Control and Emotional Intelligence in Students** with Relation to Their Gender. For these total **100** persons as a sample from Ahmedabad City (Gujarat) out of 100 students 50 were Arts Faculty male and female and 50 were Science Faculty male and female students. Here to measure Locus of Control and Emotional Intelligence. The Locus of Control Scale was used which was made by Ms. Samayalangki Nongtdu and Dr. Yodida Bhutia (2018) and The Emotional Intelligence Inventory was used which was made by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2018)**.** Here statistical **'t' test** method was used. The result discussion is as under.

2 x 2 Factorial Design

B [Gender]	A [Students]		
	A$_1$ [Arts]	A$_2$ [Science]	Total
B$_1$ [Male]	25	25	50
B$_2$ [Female]	25	25	50
Total	50	50	100

A = Students   A$_1$ = Arts Faculty Students   A$_2$ = Science Faculty Students
B = Gender   B$_1$ = Male   B$_2$ = Female

RESULT AND DISCISSION:

H0$_1$ "There will be no significant difference between Arts and Science faculty students with regards to Locus of Control."

Table-1 Showing 't' value, Mean and S.D. differences between the Locus of Control of Arts and Science faculty students.

Group	N	Mean	SD	't'	Level of Sig.
Arts	50	137.08	16.73	0.63	NS
Science	50	134.96	17.04		

[Tabulated 't' value at **0.05 level** = 1.98 & **0.01 level** = 2.63, NS= Not Significant]

Table-1 shows the mean for 50 arts faculty students and 50 science faculty students are **1137.08** and **134.96**. The S.D value for 50 arts faculty students and 50 science faculty students are **16.73** and **17.04**. The '**t**' value for arts faculty students and science faculty students, which is **t = 0.63**, has been found not significant at **0.05** level. This result supported hypothesis **"There will be no significant difference between Arts and Science faculty students with regards to Locus of Control."**

H0₂ "There will be no significant difference between Male and Female students with regards to Locus of Control."

Table-2 Showing 't' value, Mean and S.D. differences between the Locus of Control of Male and Female students.

Group	N	Mean	SD	't'	Level of Sig.
Male	50	132.34	17.46	2.2	0.05
Female	50	139.7	15.49		

[Tabulated 't' value at **0.05 level** = 1.98 & **0.01 level** = 2.63, NS= Not Significant]

Table-2 shows the mean for 50 male students and 50 female students are **132.34** and **139.7**. The S.D value for 50 male students and 50 female students are **17.46** and **15.49**. The '**t**' value for male students and female students, which is **t = 2.2**, has been found significant at **0.05** level. This result not supported hypothesis **"There will be no significant difference between Male and Female students with regards to Locus of Control."**

H0₃ "There will be no significant difference between Arts and Science faculty students with regards to Emotional Intelligence."

Table-3 Showing 't' value, Mean and S.D. differences between the Emotional Intelligence of Arts and Science faculty students.

Group	N	Mean	SD	't'	Level of Sig.
Arts	50	110.42	18.32	0.66	NS
Science	50	108.2	15.06		

[Tabulated 't' value at **0.05 level** = 1.98 & **0.01 level** = 2.63, NS= Not Significant]

Table-3 shows the mean for 50 arts faculty students and 50 science faculty students are **110.42** and **108.2**. The S.D value for 50 arts faculty students and 50 science faculty students are **18.32** and **15.06**. The '**t**' value for arts faculty students and science faculty students, which is **t = 0.66**, has been found not significant at **0.05** level. This result supports hypothesis **"There will be no significant difference between Arts and Science faculty students with regards to Emotional Intelligence."**

H0₄ "There will be no significant difference between Male and Female students with regards to Emotional Intelligence."

Table-4 Showing 't' value, Mean and S.D. differences between the Emotional Intelligence of Male and Female students.

Group	N	Mean	SD	't'	Level of Sig.
Male	50	105.88	17.31	2.09	0.05
Female	50	112.74	15.52		

[Tabulated 't' value at **0.05 level** = 1.98 & **0.01 level** = 2.63, NS= Not Significant]

Table-4 shows the mean for 50 male students and 50 female students are **105.88** and **112.74**. The S.D value for 50 male students and 50 female students are **17.31** and **15.52**. The '**t**' value

for male students and female students, which is **t = 2.09**, has been found significant at **0.05** level. This result not supports hypothesis **"There will be no significant difference between Male and Female students with regards to Emotional Intelligence."**

CONCLUSION:

We can conclude by data analysis as follows:
1. There was no significant difference in Locus of Control of Arts and Science faculty students.
2. There was significant difference in Locus of Control of Male and Female students.
3. There was no significant difference in Emotional Intelligence of Arts and Science faculty students.
4. There was significant difference in Emotional Intelligence of Male and Female students.

LIMITATION OF THE STUDY AND SUGGESTIONS FOR FUTURE RESEARCH:

Limitations of the study was the sample size was very small including only Arts and Science faculty bachelor degree students. The future study must include large data-base including other faculty like school students, commerce, pharmacy, engineering, I.T.I etc. and others field like business man and woman, police, fireman, mill worker, teachers, professor, government and private service man-woman, doctors etc.

Besides, in this study only Locus of Control and Emotional Intelligence in Students has been studied. The other important issues such as Achievement Motivation, Frustration, Depression, Adjustment, Stress, Psychological Well-Being, Mental Health, Physical Health have been ignored in the study and should be taken into consideration in future research.

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