

## Locus of Control and Emotional Intelligence among High and Low Self-Efficacious School Students

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### ABSTRACT

The present study examined the role of self- efficacy on the locus of control and emotional intelligence among the students studying in various secondary schools of Ranchi district of Jharkhand state. The study was conducted on a sample of (boy and girl) high and low self- efficacious students by following the criterion of selection  $M \pm 1$  SD. Hindi version of General Self- Efficacy Scale by Sood ( 1998) was used to classify subjects in high and low. Locus of control Scale by Menon and Verma (1908) and Emotional Intelligence Scale by Mangal and Mangal were administered to assess locus of control and emotional intelligence. Result shows that there is a variation in the level of locus of control and emotional intelligence between high and low self- efficacious students. It is also found that there is a statistically significant gender difference in locus of control and emotional intelligence between high and low self – efficacious students. It means that boy and girl school students were significantly differ in their locus of control and emotional intelligence.

**Keywords:** *Locus of Control, Emotional Intelligence, Self-Efficacious School Students*

**E**motional Intelligence is an important set of psychological abilities that relates to life successes. It is empathy and communication skills as well as social and leadership skills that are central to ones successes in life. Emotional intelligence is a fascinating concept in recent years because now intelligence quotient alone is not sufficient for success in life. Goleman (1995) explains that it is far better to have a high emotional quotient rather than high intelligence quotient to become the productive and valued member of society. Salovey, et al.(1990) have proposed that emotional intelligence could be a key factor in differentiating between those people who are able to successfully deal with stressful encounters from those who face difficulty in similar situations. Goleman (1998) defines Emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship. He gave four emotional constructs. – constituting emotional intelligence, self-awareness, self-management,

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social awareness and relationship management. On the basis of above definitions it can be stated that emotional intelligence consists of such abilities which help a person to identify, access and manage his emotions and those of others in a healthy and productive manner.

Locus of control is one of the stable dimensions of personality. Locus of control is defined by Rotter (1996) as a generalized expectancy of the extent to which a person perceives that events in one's life are consequences of one's behavior. Araromi (2010) divided Locus of Control into two non-dimensional units namely, Internal Locus of Control and External Locus of Control. Internal control refers to the perception of positive or negative events during consequences of one's own actions and thereby are under personal control. External control refers to the perception of positive and negative events as being unrelated to one's own behavior in certain situation and therefore beyond personal contact. People described as 'internal' believe that they exercise more control over events and outcomes affecting them. In contrast 'externals' tend to believe that they have little control over what happens to them. Persons high on externality feel that any occurrence in the life of human being is essentially determined by factors beyond his control. Opposites to it internals feel that they are themselves for any occurrence. On the other hand, people with external locus of control confirming than tend to believe that most of the events in their lives result from being lucky, being at right place at right time and they have little control over their destinies. They believe that their behavior is guided by fate, luck, or external circumstances. People of internal locus of control are more likely to try to find out why they perform poorly on a task and are less conforming than are those who feel that events are beyond their control. People of internal locus of control act as if they feel that they have control over their environment Amadi (2010) is of the opinion that having an internal locus of control could also be regarded as having self-agency, personal control, and self-determination.

Self-efficacy is a person's belief in his or her ability or competency to perform a task, reach a goal or overcome an obstacle, beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy is the individuals' assessment of their capabilities to organize and execute actions required to achieve successful levels of performance. Bandura (1997) asserts that perceived self-efficacy can be explained as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives and that these beliefs determine how people feel, think, motivate themselves and behave. People with a strong sense of efficacy set themselves more challenging with a poorer sense of efficacy. Self-efficacy makes a difference in how people feel, think and act. In terms of feeling a low-sense of self-efficacy is associated with depression, anxiety and helplessness. In terms of act, self-related cognition is a major ingredient of motivation process in comparison to low self-efficacy people. Self-efficacy levels can enhance motivation. People with high self-efficacy choose to perform more challenging tasks, they set for themselves higher goals and stick to them. Actions are pre-shaped in thoughts and people anticipate either optimistic or pessimistic scenarios in life with their level of self-efficacy. Self-efficacy affects behavior of the individual in different ways. Self-efficacy influences choice of behavior. People are

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liking to engage in tasks in which they feel competent and confident and avoid those in which they do not. Second, self- efficacy may help to determine how much effort people will expand on an anxiety and how long will they persevere. Third, self-efficacy beliefs influence individual's thought patterns and emotional reactions.

In recent years there has been increasing interest among psychologists to investigate the relationship and association between emotional intelligence and locus of control. Hence the conduction of the study seems justified.

### ***Objectives***

The main objectives are

1. To examine the locus of control, level of emotional intelligence among the high and low self efficacious students.
2. To test whether there is any significant gender difference between the high and low self efficacious students in locus of control and emotional intelligence.

### ***Hypotheses***

Based on the findings of the previous studies following hypotheses were formulated.

1. People with high self-efficacy will have higher level of emotional intelligence and external locus of control as compared to low self –efficacy.
2. There will be statistically significant gender difference between high and low self – efficacious students on locus of control and emotional intelligence.

## **METHODOLOGY**

### ***Sample***

The data were collected on a sample of 210 school students (mean age of 16.8 years) studying in various secondary schools of Ranchi district of Jharkhand. The sample were stratified on the basis of gender (105 boys and 105 girls).

### ***Tools***

Following tools were administered on subjects to obtain the data.

1. Personal Data Questionnaire (PDQ): This questionnaire is used to elicit information regarding the age, sex, education etc. of the subject.
2. Hindi Version of General Self- Efficacy Scale by Sud (1998): This is a four point scale consist of 10 items, where the scores range from 10to 40.This scale is highly reliable. It yields the internal consistencies between alpha 0.75 and 0.91 respectively. Its concurrent validity has also been established on the basis of appropriate correlation.
3. Locus of Control Scale by Menon, Wig & Verma (1988). It is a short, simple seven items Hindi Scale. This scale is scored in the direction of internal attitude that is greater the score higher is the belief in internal control. The other end lower of the score suggest external orientation .Reliability of the scale was 0.77 and validity was found to be 0.79.

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4. Emotional Intelligence Scale by Mangal and Mangal : This scale has 100 items, 25 each from four areas – Intra- personal Awareness (knowing about ones own emotions), Inter- personal Awareness (knowing about other emotions), Intra- Personal Management (managing ones own emotions), and Inter- Personal Management (managing other emotions). One score to be provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence. The reliability co-efficient is 0.89 to 0.92 and validity co-efficient of this test is 0.613.

### **Procedure**

After establishing a workable rapport, the samples were administered the locus of control scale and emotional intelligence scale. The two groups were compared on their level of locus of control and emotional intelligence by using percentage and t test. The obtained results are presented in tables 1 & 2.

**Table: 1 Level of Locus of Control among High and Low Self- Efficacious Students**

Internal Locus of Control			External Locus of Control	
	No.	%	No.	%
High	21	19.4	23	21.30
Low	19	17.6	25	23.14

Table 1 reveals the percentage of internal and external Locus of control among high and low self-efficacious students. 19.4% high self-efficacious students having internal locus of control, where as low self-efficacious students having 17.6% of internal locus of control. In external locus of control high and low self-efficacious students having 21.3% and 23.14% respectively. It means that high self-efficacious students having high internal locus of control and low external locus of control as compared to low self –efficacious students. It states that students with an internal locus of control attributes success to their own efforts and abilities. They will be more motivated more likely to learn and is more likely to have good study habits and positive academic attitude (Scott, 1997). In contrast students having high external locus of control may tend to see their achievements as largely outside their own control. They attribute their success to luck or fate and may make fewer efforts needed to learn (Ferguson, 1987).

Table 2 states the percentage of high and low level in Emotional Intelligence among high and low self-efficacious students. In emotional intelligence 26.8%

**Table: 2 Level of Emotional Intelligence among High and Low Self –Efficacious Students**

High Emotional Intelligence			Low Emotional Intelligence	
	No.	%	No.	%
High	29	26.8	56	51.85
Low	35	32.4	60	55.60

High self- efficacious students having high emotional intelligence where as 32.4% low self-efficacious students having high emotional intelligence. Similarly 51.85% high self-

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efficacious students having low emotional intelligence where as 55.6% low self- efficacious students having low level of emotional intelligence. It means that percentage of high and low level of emotional intelligence is lower in high self-efficacious school students as compared to low self- efficacious students. Students who had high self- efficacy and high emotional intelligence were motivated to participate in relevant academic activities and developed positive attitudes that led to success in school. It reveals that students who had high emotional intelligence i.e. could perceive and understand their own emotions and emotions of others and could manage their emotional behavior performed well in their academic work and developed more positive attitude towards learning. The above finding rejected the first hypothesis that students with high self efficacy will have high emotional intelligence and external locus of control.

Table 3 represents gender difference among high and low self- efficacious school students on Locus of Control. The mean scores of high self- efficacious boy and girl students were 9.50 and 6.70 respectively. The difference between their mean score was 2.80 and the obtained t value was 8.00, statistically significant at 0.01 level.

**Table 3: Gender Difference in Locus of Control**

Boys				Girls			
Group	No.	Mean Scores	SDs	No.	Mean Scores	SDs	t
High self- efficacious	54	9.50	2.08	54	6.70	1.69	8.00**
Low self- efficacious	54	9.76	2.08	54	6.02	2.03	9.35**

*Note: Significant at 0.01 level.*

Similarly in low self- efficacious group the mean scores of boy students was 9.76 where as the mean scores of girl students was 6.02. The difference between their mean scores was 3.74 and t value was 9.35, statistically significant at 0.01 level. It reveals that boy and girl school students were significantly differ in their locus of control.

Table 4 shows gender difference among high and low self- efficacious school students on emotional intelligence.

**Table 4: Gender Difference in Emotional Intelligence**

Boys				Girls			
Group	No.	Mean Scores	SDs	No.	Mean Scores	SDs	t
High self- efficacious	54	55.44	7.71	54	48.62	4.83	5.50**
Low self- efficacious	54	56.90	6.26	54	50.35	4.34	6.36**

*Note: Significant at 0.01 level*

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In emotional intelligence the mean scores of boy and girl high self –efficacious students were 55.44 and 48.62 respectively. The difference between their mean scores was 6.82. The obtained t value was 5.50, statistically significant at 0.01 level. In the similar way the mean scores of low self- efficacious boy students was 56.90 where as the mean scores of low self- efficacious girl students was 50.35. The difference between their mean scores was 6.55, obtained t value was 6.36, which was statistically significant at 0.01 level. It depicts that boy and girl school students were significantly differed on emotional intelligence. This finding confirms the second hypothesis that there was gender difference among boy and girl high and low self-efficacious school students on locus of control and emotional intelligence.

## CONCLUSION

The findings in this study have shown that locus of control and emotional traits such as emotional intelligence needed to be given adequate attention in order to enhance student's academic achievement. Students who had high self-efficacy and high emotional intelligence showed intrinsic motivation and self-discipline. They developed an appropriate attitude toward learning and participated in activities that could bring academic success. Emotional intelligence and self –efficacy predicted student's behaviors and attitudes intrinsic motivation and self- discipline.

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