

AN ANALYSIS OF EMOTIONAL INTELLIGENCE AND ITS EFFECTS ON SELF-EFFICACY

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ABSTRACT

Emotional Intelligence (EI) is an unfamiliar term to the general population. Much of Western society focuses on Intelligence Quotient (IQ). However, there is so much more to the human brain and capacity. EI is the key to successful performance in both work and personal environments. Self-efficacy is the sense of believing in oneself, this personal belief can ultimately change an outcome of a situation or goal. The objective of the present study was to analyze the relationship that an individual's level of EI has on their level of self-efficacy. Data was collected and analyzed from 102 participants during an online survey designed to measure level of EI and level of self-efficacy. Participants of the study were gathered using convenient sampling and met the minimum required age of 18 to participate. The key finding from this research study revealed a positive and significant relationship between EI and self-efficacy. Practical implications from this analysis contributes to how an individual's emotions and competency are related to one another by having the ability to depict successful performance in relation to understanding human intellectual capacity.

Keywords: emotional intelligence, self-efficacy, performance, workplace, success

INTRODUCTION

Emotional Intelligence (EI) is an unfamiliar term to the majority of general population. Much of Western society focuses on Intelligence Quotient (IQ). However, there is so much more to the human brain and capacity. EI is the key to successful performance in both work and personal environments. EI integrates overall success in human social conversation and understanding (Sosik & Megerian, 1999). Emotional Intelligence can be best described as one's ability of identifying the meanings of emotions and to incorporate mental-analysis of logic and problem solving on the foundation of them (Mayer, Caruso, & Salovey, 1999). Self-efficacy is best described as an individual's firm belief in his or her competence in a specific context (Lunenbergh, 2011). Self-efficacy fundamentally reflects a person's own belief in themselves to perform behaviors in relation to their performance and goals (Bandura, 1977). Due to prior

research in education settings, performance has a clear relationship between EI and self-efficacy independently; however, there is a substantial lack of testing between the two constructs themselves. The question arises, do individuals who possess a higher level EI reflect a high level of self-efficacy? The discoveries from this research further explored the limited knowledge between EI and self-efficacy by incorporating the workplace. The objective of the present study was to analyze the relationship that an individual's level of EI has on their level of self-efficacy.

Participants

Participants of the study were gathered using convenient sampling. Participants were obtained via phone calls, text-messaging, e-mails and social media direct messages to family, friends, and acquaintances of the researcher. Subjects of the experiment consisted of both male and female participants. All participants met the minimum required age of 18 to engage in this research study. 102 responses were included in the study from the original 126 responses. Of the 102 participants, 64 were females and the remaining 38 persons were males. Majority of the participants were White/Non-Hispanic. Regarding demographic percentages, 71% of the participants were White/Non-Hispanic, 11% were Black/African American, 8% were Hispanic, 6% were Other, 5% were Asian, and 1% were Multiracial. 30% of participants work in a Professional atmosphere, 20% were Self-Employed, 14% were Other, 11% were Entry Level, 8% were Managerial, 7% were Unemployed, 7% were Executive, and 3% were Retired. The average age of all participants was 43 years old. The ages of participants ranged from 18-71 years old. All surveys were taken through the Survey Monkey program.

Instruments

The study was a questionnaire survey based experiment. Two instruments were applied in the study. The first instrument measured a person's levels of EI. The second instrument measured each individual's level of self-efficacy. The EI instrument utilized was the Global Emotional Intelligence Test (GEIT) developed by the Global Leadership Foundation. The GEIT used 40 questions derived from the original 158-itemed Global EI Capability Assessment instrument. All 40 questions represented the four quadrant Emotional Intelligence Competency Model. Each contained two possible answer choices that best describe how the participant best related to the situation or characteristic. The ten question quadrants included: Self-Awareness, Self-Management, Social Awareness, and Relationship Management statements. The GEIT's representation of each quadrant contributed to a stronger and more in-depth understanding of EI. The level of self-efficacy of an individual was evaluated by the General Self-Efficacy Scale (GSE). The GSE was developed by Professor Dr. Ralf Schwarzer of the Freie Universitat of Berlin, Germany. This instrument contained ten total items, including four response options for

each of the statements which reflect a 4-point Likert-scale. Completion time needed for both scales varied between each individual, but on average, took about 10 minutes.

Procedure

The participants of the study were acquired using convenient sampling. An informed consent form was given to each participant prior to completing the survey. The informed consent form expressed the overall nature of the study, their right to withdraw at any time, and confidentiality. There were three parts of the entire survey. The first part of questions involved demographics. In this demographic section, individuals were asked to identify their racial ethnicity. The racial ethnicity options were: (White/Non-Hispanic, Black/African-American, Hispanic/Latino, Asian, Multiracial, Other, or Prefer not to answer). In addition, the participants were asked: completion of education in years, employment status including years of experience, any military experience, and annual income. The second part was to complete the 40 question instrumentation involving EI. Upon completion, participants then completed the third and final part of the survey, the 10 question instrument on self-efficacy. Post-completion of the survey, participants were informed that the survey was completed.

RESULTS

After using a correlation, results revealed that individuals who possess higher levels of EI will have higher levels of Self-efficacy. The correlation that was constructed to find an association between the two main constructs of study: EI and self-efficacy. The correlation results between EI and self-efficacy, disclosed a Sig. (*p*) value of .02, which is less than specified .05 alpha level. Therefore, we accept the hypothesis that there is a correlation between EI and self-efficacy. In addition, the correlation results showed a positive correlation between EI and self-efficacy reflecting r -squared = .053. In regards to gender differences, the average female EI score averages were found to 1.28 higher than male EI score averages. In addition, average male self-efficacy scores were shown to be 0.22 higher than female self-efficacy scores. The correlation findings unveiled a statistically significant relationship between EI and self-efficacy for both males and females ($p=.02$, $\alpha=.05$). Therefore, we accept the hypothesis.

DISCUSSION

The main hypothesis of this study was to explore the possible relationship between EI and self-efficacy. The results following statistical analysis produced a statistically significant correlation between EI and self-efficacy. A component that served as a platform for this study was the need for a comprehensive understanding of what EI and self-efficacy are and how EI, particularly, plays a necessary role in an individual's self-efficacy. The results of this study found that individuals who have higher levels of EI will have significantly higher levels of self-efficacy.

These findings support prior research results that there is a clear and meaningful association between these two constructs. The connection between EI and self-efficacy proposes that EI is an positively associated element of an individual's belief in themselves (Rathi & Rastogi, 2009). The discoveries that were made in this research study supported the original hypothesis between EI and self-efficacy.

The most meaningful and impactful discovery from this research is the positive correlation between EI and self-efficacy. The main hypothesis for this research study was supported. The findings from this research report a strong association between EI and self-efficacy, supporting prior research on these topics.

What sets this research study apart from findings of prior research is the general nature of both constructs. What the researcher means by this, is that this research study did not focus on just one definitive faction of individuals. Instead, this research study was arranged to allow for general population responses from individuals of all backgrounds and experiences. Most prior research concerning EI and self-efficacy targeted the effect of each construct in an educational setting. Findings from Chan (2004), claimed analogous results depicting a positive relationship between EI and self-efficacy in secondary school teachers. Likewise, similarly to discoveries by Salami (2007), the present research results indicated a positive relationship. The research study proposed by Adayemo (2007) also found that the academic achievement of university students heightened alongside the combination of high EI and self-efficacy. However, this research study was not just looking at professors/teachers and students, instead it involved the participation from the general public. Looking ahead, future research should be performed on larger population to create greater generalizability. The ultimate goal behind all these compelling results is incorporating an implementation of full understanding by associating EI and self-efficacy in the workplace.

Limitations in this study included not being able to utilize all 126 participant responses. A total of 24 responses had to be eliminated due to incomplete responses. In addition, the method of acquiring participants by using convenient sampling was not a clear representation of the population. Unfortunately, gender was not evenly distributed. Female response scores (64) almost doubled male response scores (38). Also, majority of the participants (71%) were White/Non-Hispanic which is not a representation of the entire population.

Future research should persist with analyzing the effects that EI has on self-efficacy. More contributions to finding a deeper and rich understanding regarding how these two constructs are related can bring value to the workplace by understanding employee potential. The acknowledgement of the powerful relationship between EI and self-efficacy should be

considered in today's organizations as a measurement tool for current and future employees' performance and success.

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