

# Effect of Emotional Intelligence and Achievement Motivation on Occupational Self-Efficacy

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## ABSTRACT

The present study aims to investigate the effect of emotional intelligence and achievement motivation on occupational self efficacy of teachers. For this purpose 240 participants (120 male and 120 female) were selected by using the method of purposive sampling. Data was collected with the help of standardized tools: Emotional Intelligence Scale of Hyde, Pethe and Dhar, Achievement Motivation test of Bhargava, and Occupational Self Efficacy Scale of Sanjyot Pethe. Data was analyzed using statistics like mean, standard deviation and Analysis of Variance. Obtained result suggests that gender produce a difference in occupational self efficacy of teachers not in terms of emotional intelligence but achievement motivation. It means that achievement motivation contributes the variable of gender to influence the occupational self efficacy in teachers. But emotional intelligence was not found to contribute gender to influence the occupational self efficacy. Although, emotional intelligence and achievement motivation independently significant to influence occupational self efficacy.

**Key Words :** Emotional Intelligence, Achievement Motivation, Occupational self efficacy

## INTRODUCTION

In educational settings, occupational self efficacy is crucial not only for professional life but personal and social life also. And efforts are always being made to understand the factors which enhance the effectiveness in one's personal, professional and social life. Intelligence has been the focus of this concern in the beginning period of research, but during last couple of decades emotional intelligence has been the leading factor of such concern. Emotional intelligence as defined by Mayer and Salovey (1997) is "the ability to perceive accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". It has been proved in widely conducted studies that emotional intelligence can affect various aspects of human performance. Physical and psychological health, social interaction and performance

at school and in the work place have been found to be affected by emotional intelligence of an individual (Bar-On, 1997).

Schutte and Malouff (1999) have quoted the Goldman's view "...the adaptive nature of emotional intelligence is nicely understood by this notion that cognitive intelligence may help individuals gain admission to setting, but that emotional intelligence determines how successful they are within these settings." One of the important attribute of a teacher is the self-efficacy. In his study Amirian (2016) found that there is a positive significant relationship between emotional intelligence and self-efficacy of the teachers (Amirian, 2016). Mouton and Hansenne (2013) have confirmed the positive association between Emotional Intelligence and self efficacy in their research findings.

### Achievement motivation:

Achievement motivation is a unique human drive that seems to make an individual to strive to overcome

challenges, improve oneself, attain excellence and accomplish more than others. And the relationship between need for achievement scores and actual behavior has been demonstrated in several studies. Very few studies are there concerned with the direct investigation of relationship between achievement motivation and occupational self efficacy. One such study conducted by Elias *et al.* (2010) demonstrated that achievement motivation and self-efficacy are correlated positively with one another. It means that the high score on achievement motivation can witness a high self efficacy. The association of achievement motivation with emotional intelligence was studied by Asl *et al.*, (2011), who reported it as negligible. But Kumar *et al.* (2013) found in their study conducted on male teachers of tenth standard that emotional intelligence has a strong and significant effect on achievement motivation.

#### **Gender and occupational self efficacy:**

A huge number of studies have been conducted to explore the role of gender in self efficacy, although intervened by various factors. Chavez *et al.* (2014) established that women perceived themselves as more self-efficient as compared to men, and see themselves with a greater need and possibility of being more self-efficient, in terms of accomplishing assigned tasks, submitting assigned tasks on time, and attending class meetings. Ashwini (2013) found that female leaders differ a little bit to the male leaders in terms of their occupational self-efficacy. This difference in occupational self efficacy goes into the favor of among female participants. But in their study Betz and Hackett (1981) reported that males are equivalent to the female participants with respect to their self efficacy regarding to the two classes of occupations. But females reported significantly higher levels of self-efficacy with regard to traditional occupations and significantly lower levels of self-efficacy with regard to nontraditional occupations.

#### **Objectives:**

1. To study the emotional intelligence related difference with respect to occupational self efficacy.
2. To study the achievement motivation related difference with respect to occupational self efficacy.
3. To study the gender difference with respect to occupational self efficacy.
4. To study the interaction of gender with emotional intelligence and achievement motivation for occupational

self efficacy.

#### **Hypotheses:**

1. There is no significant difference between high and low scorer on emotional intelligence with respect to occupational self efficacy.
2. There is no significant difference between high and low scorer on achievement motivation with respect to occupational self efficacy.
3. There is no significant gender difference with respect to occupational self efficacy.
4. There is no significant interactional effect of gender and emotional intelligence with respect to occupational self efficacy.
5. There is no significant interaction effect of gender and achievement motivation with respect to occupational self efficacy.

## **METHODOLOGY**

#### **Design:**

To attain the objectives of the present study a 2x2 factorial design has been employed.

#### **Sample:**

A total of 240 teachers (120 male and 120 female), working in various schools and colleges of district Meerut, were selected as the sample by using purposive sampling procedure.

#### **Statistical technique:**

In order to analyze the obtained data mean, standard deviation and Two-way analysis of variance (ANOVA) have been used.

#### **Procedure:**

Each of the groups of male and female teachers was further subdivided into two groups, such as high scoring and low scoring male as well as female teachers on emotional intelligence. Same will be done for the variable of achievement motivation. High and lower limit will be set by the criterion of top 33 per cent and lower 33 per cent.

#### **Variables of the study:**

##### **Independent variables:**

1. Emotional Intelligence
2. Achievement Motivation
3. Gender

**Dependent variable:**

1. Occupational self efficacy

**Tools for data collection:**

For collection of data related to emotional intelligence, achievement motivation, and occupational self efficacy following scales were used:

**Emotional Intelligence Scale:**

Emotional Intelligence Scale is a 34 items, self report measure developed by Hyde, Pethe and Dhar. Each statement is provided with five alternatives ranging from strongly agrees to strongly disagree. The scale measures ten components of emotional intelligence. Reliability of the scale reported by the authors is 0.88.

**Achievement Motivation Test:**

This is a 50-items test, developed and standardized by Bhargava. High scores on this test imply high achievement motivation whereas low score shows low achievement motivation. Reliability of these test reported by the author is and 0.87 validity is 0.80.

**Occupational Self Efficacy:**

This is a self report measure, constructed by Sanjyot Pethe, to assess employees' self efficacy in their occupation. The reliability of the test is ( $r=.98$ , split-half

reliability), which is very high. Its criterion validity is (.99) also very high as well as content validity.

**RESULTS AND DISCUSSION**

Statistical analysis has been done with Analysis of variance. Emotional intelligence and achievement motivation were assessed separately in relation of occupational self efficacy and effect of gender on occupational self efficacy of teachers. Table 1 presents the descriptive statistics for the score of occupational self efficacy obtained by male and female with high and low emotional intelligence.

By observing the table for descriptive statistics, we come to know that the difference between mean scores on occupational self efficacy of male and female teachers with high emotional intelligence is greater than of those with low emotional intelligence. It is also clear that high scorer on emotional intelligence scored 76.13 on occupational self efficacy, which can be said as a significant difference with F-value of 12.36 (significant at .01-level), as shown in Table 2. But the mean score of male employees on occupational self efficacy can be noted to be non-significantly differs to that of female employees.

It means that female teachers do not significantly differ from male teachers. The difference in occupational

Gender	Emotional Intelligence	Mean	Std. Deviation	N
Male	High Emotional Intelligence	75.01	9.26	40
	Low Emotional Intelligence	72.94	7.99	40
	Total	73.77	9.07	80
Female	High Emotional Intelligence	76.75	9.00	40
	Low Emotional Intelligence	72.81	6.45	40
	Total	74.93	10.14	80
Total	High Emotional Intelligence	75.88	9.00	80
	Low Emotional Intelligence	72.87	9.83	80
	Total	74.35	10.20	160

Source	Type III Sum of Squares	df	Mean Square	F
Corrected Model	4922.15	3	1640.71	11.07**
Intercept	5344130.00	1	5344130.00	36074.86**
Gender	401.45	1	401.45	2.71
Emotional Intelligence (EI)	1831.01	1	1831.01	12.36**
Gender * EI	80.58	1	80.58	.544
Error	23111.29	156	148.14	

\*=Significant at .01-level.

self efficacy can be attributable to the emotional intelligence only, out of two variables. But in terms of achievement motivation the mean score on occupational self efficacy of male teachers and female teachers significantly differ. Male teachers with high achievement motivation scored 79.31 whereas female teachers scored 76.55, on an average. When level of achievement motivation is poor, the mean score of male teachers and female teachers are 76.83 and 73.81, respectively. Though, achievement motivation independently was found to influence occupational self efficacy of teachers. Table 3 presents the descriptive statistics for gender and achievement motivation with respect to the scores of occupational self efficacy. Descriptive statistics suggest that the mean score of those male teachers who are high in achievement motivation (79.31) is higher than that of female teacher. Almost same thing is in condition of low achievement motivation, as the mean values are 76.83 and 73.81 for male and female teachers, respectively.

The F-value for gender difference, as shown in Table 4, is 6.41, which is significant at .05-level. And when we talk about the difference between mean score of teachers with high emotional intelligence (76.93) and teachers with low emotional intelligence (75.32) is also proved significant at .05-level, as the F-value is 6.72, shown in Table 2. So it can be said that both gender and level of achievement motivation can significantly influence

teacher's occupational self efficacy, but no interaction effect is noticeable as the F-value is .758, which is non-significant. Here the reason of significance of gender to produce a variability in occupational self efficacy scores can be attributed to the achievement motivation

### Conclusion:

The objective of this study was to investigate the effect of emotional intelligence and achievement motivation on occupational self efficacy of teachers as well as the gender difference. The result of this study indicates that highly emotionally intelligent teachers tend to have greater occupational self-efficacy than those who have less emotional intelligence. Such result confirms the finding of previously conducted researches such as Amirian (2016), Mouton and Hansenne (2013). The relationship of occupational self efficacy is same with achievement motivation also, as was found with emotional intelligence. High level of achievement motivation leads to the greater occupational self efficacy, as indicated by the finding of the present study, and as was pointed out by Elias *et al.* (2010), who found positive correlation between two variables. The study of Elias *et al.* (2010) presented self efficacy as to be linked with achievement motivation of participants. In the light of results of present research in relation of testing the null hypothesis for effect of levels of achievement motivation on occupational self

**Table 3 : Showing descriptive statistics for achievement motivation of male and female teachers**

Gender	Achievement Motivation	Mean	Std. Deviation	N
Male	High Achievement Motivation	77.31	11.06	40
	Low Achievement Motivation	75.83	6.99	40
	Total	76.57	12.67	80
Female	High Achievement Motivation	76.55	10.00	40
	Low Achievement Motivation	73.81	10.45	40
	Total	74.98	11.14	80
Total	High Achievement Motivation	76.93	10.00	80
	Low Achievement Motivation	75.32	10.83	80
	Total	76.12	10.20	160

**Table 4 : Showing F-values for achievement motivation and gender with respect to OSE**

Source	Type III Sum of Squares	df	Mean Square	F
Corrected Model	4462.71	3	1487.57	10.98**
Intercept	6005072.42	1	6005072.42	44324.42**
Gender	868.42	1	868.42	6.41*
Achievement Motivation	910.42	1	910.42	6.72*
Gender * Achievement Motivation	38.61	1	38.61	.285
Error	21135.40	156	135.48	

\*=Significant at .05-level, \*\*=Significant at .01-level.

efficacy, will be rejected, because a significant difference has been found between high scorer and low scorer on achievement motivation with respect to occupational self efficacy.

Third hypothesis was in relation of gender difference. If we look into the literature for status of gender effect on occupational self efficacy, we find a mix results. Result of the current research propounds gender difference not to be significant when group were formed on the basis of high and low scores on emotion intelligence. But, when groups were formed on the basis of achievement motivation scores, a significant gender difference appears to work. Significant gender difference was found in the study of Ashwini (2013) who stated that female leaders are better in self efficacy than male leaders. But Betz and Hackett (1981) have found no gender difference in this respect. In conclusion it can be said that the role of gender seems to intricate with other covert factors. These covert factors must be further explored. And the covert role of emotional intelligence and achievement motivation also require to be investigated with robust research design.

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