

# **Role of Emotional Intelligence in Leadership Qualities and Self-Efficacy Among University Students**

*Thesis submitted*  
*In partial fulfillment of the requirement for the degree of*  
**MASTERS OF ARTS**  
**IN**  
**PSYCHOLOGY**  
**(CLINICAL)**



**THAPAR INSTITUTE**  
OF ENGINEERING & TECHNOLOGY  
(Deemed to be University)

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**MAY 2019**

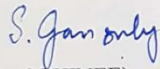
**CERTIFICATE**

This is to certify that the thesis entitled "**Role of emotional intelligence in leadership qualities and self-efficacy among university students**" being submitted in partial fulfillment of requirement for the award of degree of **Master of Arts in Psychology in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala** is a bonafide work carried out under the supervision of **Dr. Sohinee**, Lecturer, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala and that no part of this project has been submitted for the award of any other degree.



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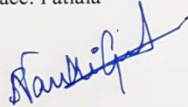
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I hereby declare that the work presented in this thesis entitled "**Role of emotional intelligence in leadership qualities and self-efficacy among university students**" being submitted in partial fulfillment of requirement for the award of degree of **Master of Arts in Psychology, in the School Sciences, Thapar of Engineering and Technology, Patiala** is authentic record of my own work carried under the supervision of **Dr. Sohinee**, Lecturer, School of Humanities and Social Sciences, Thapar of Engineering and Technology ( Deemed to be University), Patiala and refers other researcher's work which are duly listed in the reference section.

The matter embodied in the thesis has not formed the basis for the award of any other degree of this or any other university.

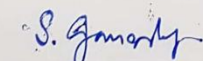
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## **ACKNOWLEDGEMENT**

A statement of thanks is of evident to inculcate my deep sense of gratitude and obligations to all those who helped me in the work of thesis. It has been a great honor and privilege to undergo my project in School of Humanities and Social Sciences, Thapar Institute, Patiala.

I would like to extend my sincere gratitude to my research guide, Dr. Sohinee Ganguly.

(Lecturer, Thapar of Engineering and Technology, Patiala) for her continuous support and help, Without her able guidance, this wouldn't have been possible. Her observation and comments helped me to establish the overall direction of the research. Working under her has been a privilege for me.

I would also like to thank my family for their support throughout my college education and also for always giving great encouragement.

## **Abstract**

Emotional intelligence may be a set of non-cognitive talents that affects data and skills and productive talents in numerous setting conditions or things. Emotional intelligence plays a really vital role within the formation, development and so the continuation of the effective human interactions, and it's typically one among the foremost vital factors that permits a personal to understand however, when, and in what kind to use communication methods. Emotional intelligence may be a set of non-cognitive capabilities that will increase a personality's ability to deal with the day to day functioning.

The present study was designed to investigate the influence of emotional intelligence in leadership quality and self-efficacy among students. For this purpose, a sample of 200 students (100 females and 100 males) of the age range 18-25 years from Thapar Institute of Engineering and Technology, (Deemed to be University) Patiala took part in this study. The Schutte self report emotional intelligence test, Roets rating scale for leadership qualities, general self-efficacy scale. The data was analyzed by using descriptive analysis of correlation and regression. Emotional intelligence played a significant role in the leadership quality of females. Self-efficacy played a significant role in the leadership quality.

**Key words:** Emotional Intelligence, Leadership Quality and Self-efficacy.

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## **Chapter 1 Introduction**

### **1.1 Emotional Intelligence (EI)**

Emotional intelligence refers to the way an individual manages his or her emotions and regulate it so that relationships are cordial. As the meaning of the word EI suggests, it may be very important in leadership. Good leaders need to be high on emotional intelligence. Alot of research explains that individual who have high emotional intelligence also show better performance in work greater self-efficacy and leadership skills and emotional well-being.

#### **Models in Emotional Intelligence**

##### **A. Ability Model**

Salovey and Mayer's (2000,p.246) explained that emotional intelligence refer to, “The ability to understand feeling, integrate feeling to facilitate thought, perceive emotions and to management emotions to push personal growth,”.

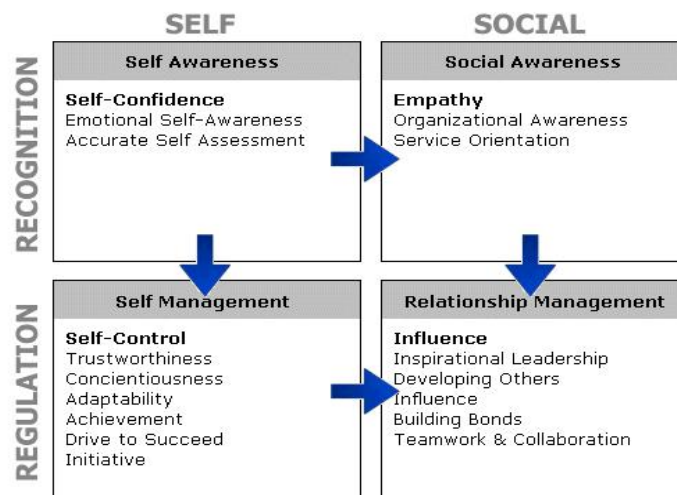
The model of EI includes four types of abilities:

1. **Perceiving emotions:** Understanding the different expressions one has, be it facial, be it expressed in speaking or even in photographs. It's vital for the person to understand then environment and so the things and react consequently.
2. **Using emotions:** This refers to the ability to comprehend the emotions so one will use numerous psychological feature activities, like thinking and drawback finding. An individual has an emotional intelligence is aware of the shift of their emotions and moods.
3. **Understanding emotions:** It's necessary to grasp the emotions so one will understand what's going around in the person's life. If the person is unable to understand his or her emotions then hewor she goes to not keep happy and

can not apprehend what to try to do in their daily routine. Understanding emotions can facilitate grab the opportunities around. It's important because then one will understand one will that why one is behaving within the means they shouldn't or why others behave in bound things and what makes them do (Mayer & Salovey, 2003).

**4. Managing emotions:** It refers to the flexibility to control the emotions an individual experiences himself or he or she sees in another. An emotionally intelligent person takes care in expressing the emotions he or she experiences. The expression is such that relationships are not negatively effected. Individuals with terribly good managing emotions tend to use their emotions to come up with the new ideas.

According to Goleman, emotional intelligence can be improved. It is not something which is inherit. According to him, though people have EI at birth, it can still be improved upon. The table shows the four areas that Goleman has developed and the way he has explained the model of emotional intelligence.



## SELF-AWARENESS

Emotional awareness: When people are emotionally aware, they accept the emotions they feel and it's consequences. Those individuals who are emotionally aware, exhibit the following-

1. They understand their emotional experiences and there reasons behind it.

2. They are aware of the emotional experiences and the importance of the manner in which is expressed.

3. They are aware of how their activities get affected because of how they feel.

4. They are also aware of the aims and objectives i.e., larger perspective of life.

**Accurate self-assessment:** Awareness about one's potentials and drawbacks.

1. Aware of their strong and weak points.

2. They think about what they have read and learnt.

3. They are interested to keep learning and growing.

4. They are not very rigid about the idea of themselves i.e., they are open and flexible.

**Self-confidence:** Confidence about one's ability to do something.

1. They believe themselves.

2. They are not scared to express their opinions.

3. Can make decisions and take steps of actions based on that.

## **SOCIAL- AWARENESS**

Empathy: Being aware of another person's feelings and being interested in their life and well-being. Empathetic individuals are-

1. Good listeners

2. Sensitive towards other people.

**Willingness to help:**

1. Understanding the purchaser's wants and match them to services or merchandise.

2. To hunt the answers so it increases the purchaser's happiness.

3. To give applicable help.

4. To understand a customer's perspective.

**Seeing the positive in diversity:** Creating opportunities through different people.

Individuals with this competency:

1. Honor and understand people from diverse lifestyles.
2. Openness to different view point and group differences.
3. Stand up against biases

**Political awareness:** Being aware of relations within a group and emotions of the members.

1. Correct understanding of important relationships.
2. Discover important connections between different people.
3. Understand the reasons that leads to the development of different opinions and activities of buyers or competitors.
4. Correctly check things, structure and external realities.

### **Self-Management**

It is vital for the person to be self managed and have the flexibility to manage things in an efficient manner. The person should be ready to alter and adapt to the unsure circumstances or situations and the setting around them. it's necessary for the person to adapt to the setting as a result of once one travels, one must alter and adapt to the culture, society, the individuals around them, this will help them in adjusting and well communicating with the individuals where one has cosmopolitan to figure. The one that enhances the self- management has the motivation to be inspired and driven by their work they do. They need associate degree inclination to achieve their goals and achieve no matter they do. These individuals take initiative to accomplish their goals for they need well planned for.

## **Relationship-Management**

Relationship management refers to the managing of the relationships between the company's senior subordinates, subordinates and alternative staff. One must maintain the healthy relationship within the organization to develop respect within the company and also as giving respect so as to maintain the relationships within the trade. This can facilitate in building core-relationship among the team members. It conjointly helps in influencing the subordinates to urge the work done. Work ethics ought to be maintained so as to keep up discipline within the organization. Positive behaviour and angle can cause building bonds among the workers and so the employers.

### **B. Mixed Model**

This was proposed by Daniel Goleman and is composed of the following five main factors.

1. Self-awareness: When an individuals is self aware he or she know what they are feeling. They are careful while taking decisions. Further, they correctly understand thier own abilities. They also feel confident.
2. Self-regulation: A self-regulated individual controls or regulates their feelings so that their work is not effected. They can also delay enjoyment and gratification when needed.
3. Social skill: It refers to the ability to understand what is needed in social interactions so that it is pleasant and facilitates working.
4. Empathy: Understand what other people feel and being able to see their perspective.
- 5.Motivation: Being goal directed despite obstacles or setbacks.

## **D. Trait model**

Petrides (2001) explained the difference between the model proposed by Goleman and trait model of EI. According to this model, there are a cluster of factors. It mainly focuses on how an individual understands his or her emotions. This model proposes EI to the part of personality.

### **1.2 Leadership**

Leadership is the ability to steer and encourage the co-workers to attain the specified goals and conjointly conjures up and guide in achieving the individual goals. A leader persuade others to attain their objectives. Leaders realize answers for the difficult opportunities and are the primary to reassure and inspire employees once things don't go per the set up. Leaders realize alternative ways for employees to figure tougher associate degreed to grant their 100% and win most leads to an economical and effective manner.

#### **Leadership styles**

There are several leadership styles that one will possess. There's not just one quite leadership designs (Lewis,1993; Goleman,2011). There are many sorts of leadership that each and every individual holds per their temperament and sort of nature they would like. They are-

**Autocratic Leadership:** In this, leaders build choices on their own while not consulting their subordinates. This kind of leadership isn't versatile. Throughout this quite leadership, guidelines, procedure wand policies are all natural additions taken by the authoritative position.

**Democratic Leadership:** In democratic leadership, subordinates are concerned in creating choices and it's open for the subordinates to grant suggestions and the leader

of this vogue also worries his or her team suggestions and may think about it in his or her objective.

**Transformational Leadership:** As the name suggests it involves bringing about changes in an organization. These leaders encourage others. Their expectations are difficult and aim for higher level activity.

Four factors of transformational leadership are known.

1. **Idealized influence:** In this form of leadership, the leader's own behaviour, conduct and values influence the subordinate.
2. **Inspirational motivation:** In this form of leadership, the leader is the main power house of the group. He encourages everybody.
3. **Intellectual stimulation:** In this form of leadership, the leader fuels energy to the group with new ideas and ways.
4. **Individualized consideration:** In this form of leadership, the leader is more confident and a guide. He or she takes care of each group member.

**Laissez-faire Leadership:** In this form of leadership hands over responsibilities to different subordinates based upon the capacity of each subordinate. The leader empowers the subordinates by doing so.

**Transactional Leadership:** In this form of leadership the leader uses both positive and negative reinforcement. The leader depends upon both the methods to encourage the subordinates.

**Charismatic Leadership:** The magnetic leader inherits charm in themselves wherever others tend to admire and follow them naturally and this conjures up devotion in others. Magnetic leadership are the born leaders. This may be co-jointly known as transformational leadership. These quite leaders are terribly fluent in their

communication and might communicate terribly effectively. These leaders are terribly clear regarding their goals and what they need to try to do and win in their life.

### **Leadership Models**

Leadership models is also outlined as guides that are followed and suggests specific leadership behaviors which will be employed in a selected setting or state of affairs.

Three models are:-

#### **A. Managerial Grid**

The importance a leader gives to the people and the importance he or she gives to the task are two very important aspects of leadership.

**Consideration:** Considering relationship behaviors, like respect, trust and concern for individuals.

**Initiating Structure:** Behaviour throughout the task, like organizing, scheduling, and observant if the work is completed. This shows the priority for tasks.

#### **B. Four Framework Approach**

In this approach the following four major classes have been proposed by Goleman and Deal (1991).

**Structural Framework:** It involves environment method framework process of execution, experimenting and modification. When leadership is successful, the leader can be seen as the designer to analyze this and prepares the entire layout for what is needed.

**Human Resource Framework:** In this framework, the leader has faith in people and he or she conveys this to them. The leader tries to provide an environment which is conducive of enhancing each individual's involvement and performance.

**Political Framework:** In this the leader explains the different needs and requirements and the manner in which it can be obtained. The leader estimates the manner in which the power is to be given to the different members of the group. They also focus on building networks and ties and on the importance of analogs and meetings with different important people

**Symbolic Framework:** In this the leader acts in specific capacity or position. He or she provides a goal or vision to be followed.

### **C. Situational Leadership**

This approach was proposed by Paul Hersey and Ken Blanchard (1977). They forward it:

**Supervision (directing):** This assesses the employee's skills and data level of supervising. The leader takes care of any mis-communication so that there is no gap in information provided.

**Arousal (supporting):** The amount of support a leader needs to give is based on the employee skill and data level. The support of the leader increases the employees level of arousal and helps him learn and work.

### **Qualities of effective leadership**

A leader is truthful, trustworthy, positive, uses a targeted approach and has a decisive mind. A leader can communicate very well and they are good listeners as well. True leadership can see at what position the corporate is and where it's heading and plans the steps required to urge there. They visualize what's doable, what challenges are sweet-faced and handle it with effective designing and what opportunities come back their means.

There are several qualities that someone will possess in themselves to become a front runner and most of them come back from among. They are-

**Commitment:** A decent leader has got to show commitment towards no matter activity they're doing. Visions and goals are not achieved overnight and the leader helps his or her team members to understand this fact. The leader stresses upon the importance of the effort. One cannot simply preach regarding achieving and doing nothing for the trade.

Commitment matters for two reasons. The words and actions of the leader need to be trustworthy, only then can it help people work their best and attain the objectives. The cluster anyone involved the project ought to be ready to trust your word. Trust can keep work morale up and facilitate one win objectives quicker.

The second fact of commitment is all regarding setting associate degree example. Leadership is regarding setting associate degree example to one's team or someone and if one shows commitment to one's statement or words, your subordinates are galvanized to stay to their guarantees. there's a motto that a decent leader can build followers naturally and so the cluster or a personal will certainly follow and everybody desires to follow the leader World Health Organization takes his or her team at the aspect of the choice creating of the total of the team instead of a front runner not paying attention to his or her cluster members. If a decent leader shows commitment then the leader will expect constant commitment from his or her team.

**Passionate:** Passion ought to be at the guts of everything you do. It doesn't matter that one may be a leader or a rich person, whereas not commitment one cannot win what one wishes to. Passion helps in leadership as a result of it will encourage other. Suppose about someone doing employment merely for the sake of doing it. They may show up each morning and finish the tasks as told, but there is not any burn among them. On the opposite hand, you've got somebody World Health

Organization is often excited to begin a project, World Health Organization talks regarding the tasks and comes up with new ideas and suggestions.

**Honesty:** A good leader is one who honors and is affectionate towards individuals being truthful. Ready to treat individuals with respect and care, and stays honest. Leadership does not mean, the leader just hides things out of sight. If there's a drag, associate degree excellent leader is ready to spot it, talk about it and work on solutions to unravel it. A good leader does not present reality in an untrue manner, but they use their to make sure that the people are aware of the issues.

**Confidence:** A good leader is confident. He or she doesn't doubt their potential. They are aware of their strengths and know how to use them.

When things are not very positive, individuals usually begin trying around them for comfort and support. a victor is that the one that stands enter these times as a result of they show equanimity that relaxes others. If a ship is sinking, you look into the captain and you wish him to grant you orders sedately on what to try to do, not sky lark yelling, "we'll all die".

**Accountable:** It is very important that the leader is accountable, only then will the team willingly follow him or her. In terms of leadership, responsibility is commonly not simply in terms of the leader's own mistakes, however a decent leader takes responsibility for everyone's performance.

Individuals continuously have to be compelled to take responsibility among a team, it's the leader's role to make sure things won't fail.

**Inspirational:** If you place all of the higher than along, a picture of associate degree sacred leader can emerge. After all, one among the key qualities that separate the leader from the remainder is that the ability to inspire. A front runner may be a one that will define his or her vision and in real time capture the imagination

of others. One won't follow someone that doesn't spark associate degree feeling in you, who doesn't cause you to feel higher, and World Health Organization doesn't persuade you of the direction they're heading. You follow someone World Health Organization can cause you to feel excited regarding the journey ahead.

A sacred leader isn't simply ready to speak the speak, they will conjointly support the individuals around them to attain the vision. True inspiration is regarding showing others however one thing are often achieved and providing individuals with the tools to vary things into one thing completely totally different. As a victor, you'd like to be ready to inspire individuals to dream, however to conjointly act to those dreams.

Inspiring individuals have-

**Created their own path:** These leaders have associate degree interest in what they and rather following what others do. They are immersed and engrossed in their own activities in no matter they do.

**Turned attention to alternative people:** These quite leaders don't build themselves center of attention rather they inspire and wish to assist others as a result of they feel happy and provides them joy and satisfaction.

**Become nice at telling stories:** They use new perspectives and augment their own experiences to everything they do.

### **1.3 Self-Efficacy**

Self-efficacy refers to the belief that one can do a particular activity (Bandura,1996).

Self-efficacy levels can enhance or impede motivation. The behaviour of a person is impacted in different ways because of self-efficacy. Individuals high in self-efficacy will tend to take up activities which they are assured and confident about. Further self-efficacy also impacts the endurance of an individual. It also has an impact on the

way the person thinks and their emotional reactions. Bandura differentiates between the two components of self-efficacy: associate degree effectivity expectation associate degree outcome expectation. Associate degree outcome expectation refers to a person's belief that a given behavior can cause a particular outcome.

**Mastery Experiences:** It is the most powerful source of self-efficacy. It provides a hands on idea and the individual feels confident. Having a hit, for example in mastering a task or dominant associate degree setting, can build self- belief in this space whereas a failure can undermine that effectivity belief.

**Vicarious Experiences:** It is another very important source of self-efficacy. It refers to the confidence in seeing the experiences of similar others.

**Verbal Persuasion:** When significant people in one's life encourage and persuade, it enhances one's individuals self-efficacy.

**Emotional & Physiological States:** The different emotional and physical state of a person has an impact on self-efficacy as well. For example, when an individual is depressed, it impacts the confidence to dot he task.

**Imaginal Experiences:** Psychologist James Maddux has advised a fifth route to self-efficacy through "Imaginal experiences", the art of visualizing yourself behaving effectively or with success in a very given situation.

## Chapter 2

### Review of literature

#### 2.1 Emotional intelligence and leadership quality

Goleman has stressed upon the importance of emotional intelligence in his work. EI is not only important in academics but also in leadership. It is more important than IQ. Studies show that EI predicts leadership (Ayiro 2009). Studies also show that when leaders have high EI, people who follow them believe themselves to be more efficient (Kerr et, at all, 2006). Good leaders understand their juniors emotional levels too (Goleman, Boyatzis & Mc Kee,2013).

Cavallo (2001) conducted a study of students and came to a conclusion that individuals who had high emotional competence had higher leadership qualities. In another work, Goleman (1998) discussed that emotional intelligence is required for successful leadership. Several researchers have focused on the relationship between EI and leadership qualities. George (2000) explains that the moods and emotions play an important role in the leadership process, and EI contributes to effective leadership qualities among students too. In a study by Dasborough, Ashkanasy, Tee & Herman (2009) it was reported that when leaders show negative role, the team members also shows the negative behaviour.

Prati (2003) discussed that EI represents an important competency for leadership qualities. Further, Kerr, R., Garvin, J., Heaton, N., & Boyle ( 2006) revealed that leaders who possess a high EI score are more effective leaders which means that EI is considered to be a best component for effective leadership.

Goleman, D., Boyatzis, R. E., & McKee ( 2013) did a research and found that leaders who are successful, can connect with their employees on the emotional level of the individuals. Yip, J. A., & Côté, S. (2013) found that individuals who have lower

understanding of emotions and relationships tend to have conflicts among others. In a work by Caruso, D. R., Fleming, K., & Spector (2014) it was found that organizations look individuals with high EI so that they can lead the organization. Also, Barbuto and Burbach in their study reported in 2006, found a positive relationship between emotional intelligence and transformational leadership. Goleman, Boyatzis, and McKee (2002) also found that EI is important for the leadership effectiveness. It means that EI is needed for the success of the organization and the leadership. Afzalur Rahim and Psenicka (2005) did a study on 1084 MBA students and found out empathy is essential for the social skills and the effectiveness for the role of a leader.

## **2.2 Emotional intelligence and self-efficacy**

Abisamra (2000) and Azuka (2012) found a positive relationship between emotional intelligence and self-efficacy. Abisamra (2000), worked with university students while Azuka (2012) investigated secondary school students' academic achievement in Mathematics and emotional intelligence. In another study, Bellamy, Gore, and Sturgis (2005) explored the relationship between EI and self-efficacy among students participating in a two week long summer educational programme. They too reported a positive relationship. Further, Neerpal Rathi and Renu Rastoogi (2008) reported that when students had high EI, they had higher grades. Chan (2004) stated that students' general self-efficacy was positively predicted by positive regulation.

Belanger (2005) found that students with higher levels of emotional intelligence have more self-efficacy and due to their high level of both the components, their academic performance outcome is higher.

Moafian and Ghanizadeh (2009) stated that emotional awareness and solving the problems were related to higher self-efficacy. People with low EI and low self-efficacy struggle to do the everyday tasks. In another research, Gundlach,

Marinko and Douglas (2003) reported that self-efficacy is effected by the emotions that an individual has. This means that an individual with low EI and low self-efficacy is likely to struggle in their day-to-day tasks. Further, Catalina, Stanescu and Mohorea (2012) conducted a study with 92 college students. They found a significant relationship between emotional intelligence and academic self-efficacy of the participants.

A study was conducted by Virk and Malhotra (2016) with 113 managers of different Indian organizations. They found that different components of EI has an impact on the self efficacy. 'Emotional Regulation', 'Facilitate Emotion', 'Perceive & Appraise Emotion' and 'Understand Emotion were reported as significant predictors of SE. However, Matthews (2012) in a study with 90 school teachers of South Africa found no relationship between EI and self-efficacy.

Azizian and Samadi (2011) found different results in a study with university staffs of Islamic Azad University. They found a positive and significant relationship between emotional intelligence and self-efficacy. Parallel results were found in a study done with college students. The study was conducted by Behjat and Chowdhury (2012). The study was conducted with post graduate students pursuing business programs. They reported a positive and significant relationship between EI and self-efficacy.

Rathi and Rastogi (2009) did a study to understand the relationship between EI and and occupational self-efficacy. The study was conducted in India with 120 participants from different organizations. They reported to have found a significant and positive relationship between EI and occupational self-efficacy of the participants.

### **2.3 Leadership quality and self-efficacy**

Research shows that greater the leadership quality, greater the self-efficacy (early 1994;2008).

Zajacova et al (2005) stated that the studies says that stress is one of the factor to result the academic output of students. The analysis stated that self-efficacy has a strong impact on the academic performance among the students. The higher the self-efficacy, higher the leadership quality.

In a study by Ramchundra & Martins (2014) it was reported that emotional intelligence had a positive relationship with both self-efficacy and leadership effectiveness. They had done the study with 107 policemen. In other study by Galoji (2013) to understand if there is any relation between self-efficacy and leadership once again the importance of self-efficacy in leadership was established.

Macijita & Schaubroeck (2011) studied how self-efficacy has an impact on the development of a leader. They reported that resilient learning self-efficacy is important in the growth of an individual. Niyogyi & John (2017), in their study with leaders in an IT company found that self-efficacy did not have any effect on the leadership. Further, Kotb et. Al., (2018) did a study with nurse managers in a hospital in Egypt. They wanted to study if there is any relationship between transformational leadership and self-efficacy. They found a significant and high correlation.

In a study in Taiwan, Tsai, Tsai & Wang (2011), they found a mediating relationship of the emotional intelligence of a superior between the leadership style of the superior and the self-efficacy of the employee. Also, Awais & Qurat-ul-ail (2018) in a study with 150 banking staffs found that self-efficacy have a positive relationship with leadership.

## **2.4 Research Gap**

Various studies have been conducted on emotional intelligence, leadership quality and self-efficacy but there are very few studies that have been conducted in India on emotional intelligence. The relationship between gender, emotional intelligence, leadership quality and self-efficacy has not been extensively studied.

## **Chapter 3**

### **Aim and Hypotheses**

#### **3.1 Aims of the present study**

1. To investigate the influence of emotional intelligence on leadership qualities among the university students.
2. To investigate the influence of emotional intelligence on self-efficacy among the university students.
3. To investigate the influence of self-efficacy on leadership quality among the university students.
4. To investigate gender difference in emotional intelligence, leadership quality and self-efficacy.

#### **3.2 Hypotheses**

**H1:** Emotional intelligence has a positive relationship with leadership qualities among university students.

**H2:** Emotional intelligence has a positive relationship with self-efficacy among university students.

**H3:** Self-efficacy has a positive relationship with leadership quality.

**H4:** Male university students has greater leadership qualities than females.

## **Chapter 4**

### **Methodology**

#### **4.1 Sample**

A sample of 200 students of Thapar University, Patiala, participated in the study. The age range was 18-25 years. 100 females and 100 males participated.

#### **4.2 Design**

This research study has been designed taking:

- ‘Emotional intelligence’ as the independent variable.
- ‘Leadership quality’ as the dependent variable.
- ‘Self-efficacy’ as the dependent variable.

#### **4.3 Tool Used**

**Schutte’s Self-Report for Emotional Intelligence (SSEIT):** The scale used for emotional intelligence is Schutte’s Self-Report for Emotional Intelligence (SSEIT; Schutte’s, 2006), which consists of 33 items and with three questions numbered (5,28,33) are reversed scored of the original scale by Schutte’s. The scale rating is from 1-5, (1) being strongly disagree, (2) being disagree, (3) being neutral, (4) being agree and (5) being strongly agree. The internal consistency of the instrument is high with Cronbach’s alpha  $\alpha = 0.89$ .

**Roets Rating Scale for Leadership (RRSL):** An adapted version of Roets Rating Scale for Leadership (RRSL; Roets, 1997) containing 17 items. The scale is adapted by Chan (2000) among Chinese students. The scale is tend to measure the leadership qualities among student population. The original scale contains 26 items with no

sub-scale, but the adapted version contains 17 items representing 3 dimensions, (i) Dimension of task-orientation (ii) self-efficacy related to leading people, and (iii) Dimension of leadership flexibility. The first component is represented by item no. 2,8, 9, 10, 11, 12, 13, 15. The second component is represented by item no. 1, 4, 5, 13 while the third component is represented by item no. 16, 17, 19, 21, 25 of the original scale by Roets (1997).

**General self-efficacy scale (GSE):** It is developed by Shwarzer & Jerusalem (1995) is a -10-item scale that assesses a general sense of self-perceived self-efficacy with responses ranging from (1) not at all true, (2) hardly true, (3) moderately true, and (4) exactly true. The internal reliability of the instrument was found to be Cronbach's alphas between 0.76 and 0.90 ( Shwarzer & Jerusalem,1995).

## Chapter 5

### Result

**Table 1: Mean, Median and Standard Deviation of Males & Females for emotional intelligence and leadership qualities.**

Participants	Variables	Mean	Median	Standard Deviation
Total	EI	98.18	101	15.37
	LQ	65.48	38.5	9.72
	L1	17.69	18	2.83
	L2	8.91	9	1.77
	L3	8.93	9	1.97
	SE	32.53	33	2.89
Males	EI	101.37	102	6.48
Females	EI	95	92	20.31
Males	LQ	65.55	64	9.09
Females	LQ	65.42	68	10.36
Males	L1	17.37	17	2.57
Females	L1	18.01	19	3.05
Males	L2	8.73	8	1.87
Females	L2	9.09	9	1.65
Males	L3	8.94	9	1.91
Females	L3	8.93	9	2.05
Males	SE	32.95	33	2.05
Females	SE	32.11	33	3.50

**Note:** EI=emotional intelligence, LQ=leadership quality, L1 (task orientation), L2=leadership quality (self-efficacy in leading people), L3 =leadership quality (leadership flexibility).

**Table 2: Correlation between emotional intelligence, leadership qualities (Task orientation, Self-efficacy in leading people, leadership flexibility) and self-efficacy.**

	EI	LQ	SE
EI	1		
LQ	.14	1	
SE	-.03	.20*	1

\*\*p<.01; \*p<.05

**Note:** EI=emotional intelligence, LQ=leadership quality, L1 (task orientation), L2=leadership quality (self-efficacy in leading people), L3 =leadership quality (leadership flexibility).

Self-efficacy was found to have a significant positive correlation with leadership quality.

**Table 3: Correlation between emotional intelligent, leadership qualities and self-efficacy**

Female	EI	LQ	L1	L2	L3	SE
EI	1					
LQ	.22*	1				
L1	.23*	.46**	1			
L2	.15	.46**	.38**	1		
L3	.17	.53**	.53**	.33**	1	
SE	-.01	.20*	.14	.31**	.16	1

\*\*p<.01; \*p<.05

**Note:** EI=emotional intelligence, LQ=leadership quality, L1 (task orientation), L2=leadership quality (self-efficacy in leading people), L3 =leadership quality (leadership flexibility).

**Table 4: Correlation between emotional intelligent, leadership qualities and self-efficacy.**

Male	EI	LQ	L1	L2	L3	SE
EI	1					
LQ	.05	1				
L1	.10	.20**	1			
L2	.08	.29**	.40**	1		
L3	-.10	-.02	.18	.21*	1	
SE	.00**	.07	.14	-.04	.09	1

\*\*  $p < .01$ ; \*  $p < .05$

**Note:** EI=emotional intelligence, LQ=leadership quality, L1 (task orientation), L2=leadership quality (self-efficacy in leading people), L3 =leadership quality (leadership flexibility).

**Table 5: Linear regression analysis of emotional intelligence, leadership qualities and self-efficacy.**

Independent Variable	Dependent Variable	B	Std.Error	Beta	t-value	Adjusted R <sup>2</sup>
EI(F)	LQ(F)	0.10	0.05	0.21	2.15	0.03
	L1(F)	0.02	0.00	0.27	2.81	0.06
SE(F)	LQ(F)	0.72	0.29	0.24	2.5	0.05
	L2(F)	0.19	0.05	0.33	3.46	0.10
SE	LQ	0.57	0.23	0.17	2.4	0.02

\*\*  $p < .01$ ; \*  $p < .05$

**Note:** EI=emotional intelligence, LQ=leadership quality, L1 (task orientation), L2=leadership quality (self-efficacy in leading people), L3 =leadership quality (leadership flexibility).

- The adjusted R<sup>2</sup> was found to be 0.03. It indicates 3% variation in leadership quality total score which can be attributed to emotional intelligence. Further B value was found to be 0.10. It indicates that 1 unit increase in emotional intelligence will leads to a 0.10 increase in leadership quality.
- The adjusted R<sup>2</sup> was found to be 0.06. It indicates that 6% variation in task orientation total score can be attributed to emotional intelligence. Further B value was found to be 0.02. It indicates that 1 unit increase in emotional intelligence leads to 0.02 increment in task orientation.
- The adjusted R<sup>2</sup> was found to be 0.05. It indicates that 5% variation in leadership quality total score can be attributed to emotional intelligence. Further B value was found to be 0.72. It indicates that 1 unit increase in emotional intelligence leads to 0.72 increase in leadership quality.

- The adjusted  $R^2$  was found to be 0.10. It indicates that 10% variation in self-efficacy in leading people total score can be attributed to emotional intelligence. Further B was found to be 0.19. It indicates that 1 unit increase in emotional intelligence leads to 0.19 increase in self-efficacy in leading people.
- The adjusted  $R^2$  was found to be 0.2%. It indicates that 2% variation in leadership quality total score can be attributed to self-efficacy. Further B was found to be 0.57. It indicates that 1 unit increase in emotional intelligence will lead to 0.57 increase in leadership quality.
- To see additional analysis self-efficacy was considered as an independent variable to see its impact on leadership quality.

## **Chapter 6**

### **Discussion**

The first hypothesis was that emotional intelligence has a positive relationship with leadership qualities among university students. The study shows people having high emotional intelligence have been seen more successful than people with low emotional intelligence (Goleman, 1995). Goleman, (1995); Schutte et al., (2002) & Zeidner, 2004 had proven that leadership quality is a clear indicator to develop emotional intelligence among students. Goleman (1995) asserts that Intelligence Quotient (IQ) contributes only about twenty percent success in life; other forces contribute remainder such as emotional intelligence, luck and social class. People with high emotional intelligence are more likely to succeed than people with lower emotional intelligence (Goleman, 1995). The studies of Austin, (2005); Palmer et al., (2002) have found that high emotional intelligence is related to greater success in becoming a leader.

The second hypothesis was that emotional intelligence has a positive relationship with self-efficacy among university students. The study shows that the higher the emotional intelligence, higher the self-efficacy.

The third hypothesis was that self-efficacy has a positive relationship with leadership quality. Zajacova et al (2005) found the degree of self-efficacy and its impact of academic output of students, the study also investigated that stress is another important factor to result the academic output of students. The analysis resulted that self-efficacy has a greater impact on the academic part than the stress, as the degree of self-efficacy is high the academic outcome tends to be higher with such students and their leadership qualities are also higher.

The fourth hypotheses was that male university students has greater leadership qualities than females. Baumeister (1993) & Pipher(1994) have determined that females, on average, have a lower leadership qualities than males. Coopersmith (1967) & Wylie (1974) reported that males have a significantly higher leadership quality than females. King et al., (1999) discovered that in contrast to females and males consistently scored high on leadership quality.

## **Chapter 7**

### **Limitations and future research**

#### **Limitations**

It's difficult to test for emotional intelligence. One of the main concerns with testing methods is the debate on whether emotional intelligence is based on a person's temperament and personality, or whether it is a learned response developed through interpersonal skills and experiences. In other words, it falls into the nature versus nurture debate and how to handle it. Testing based on the nature aspect will look at personality, emotional stability and conscientiousness of the person to determine emotional intelligence. The nurture advocates will look at socially accepted aspects in the immediate area, leadership skills, teamwork and learned interpersonal skills.

Students might not take the importance of emotional intelligence seriously. As with many aspects of life, this topic is open to personal opinions and ridicule.

#### **Future research**

Helping students develop the emotional intelligence they will need to gain insights into themselves and other, and the moral compass to use it well, helps them develop strong friendships, co-operate effectively, and influence others. Its importance for life should not be underestimated, and there is growing evidence of its importance in education. There are over 600 studies found on social and emotional learning programme in school not only improved students behaviour but also led to a strong benefit in academic achievement.

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**APPENDICES**

**APPENDIX 1**

CONSENT FORM

THAPAR INSTITUTE OF ENGINEERING AND TECHNOLOGY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Name \_\_\_\_\_ Age \_\_\_\_\_ Gender \_\_\_\_\_

The following forms enquire about your thoughts and feelings in a variety of situations. Read each item carefully and respond according to what describes your experience appropriately. There are no right or wrong responses, answer as honestly as possible. Thank You.

I, \_\_\_\_\_, give my consent for participating in this study.

\_\_\_\_\_

Signature

## **APPENDIX 2**

### **THE SCHUTTE SELF REPORT EOTIONAL INTELIIGENCE TEST (SSEIT)**

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = strongly disagree

2 = disagree

3 = neither disagree nor agree

4 = agree

5 = strongly agree

1. I know when to speak about my personal problems to others.
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.
3. I expect that I will do well on most things I try.
4. Other people find it easy to confide in me.
5. I find it hard to understand the non-verbal messages of other people.\*
6. Some of the major events of my life have led me to re-evaluate what is important and not important.
7. When my mood changes, I see new possibilities.
8. Emotions are one of the things that make my life worth living.
9. I am aware of my emotions as I experience them.
10. I expect good things to happen.
11. I like to share my emotions with others.
12. When I experience a positive emotion, I know how to make it last.
13. I arrange events others enjoy.
14. I seek out activities that make me happy.

15. I am aware of the non-verbal messages I send to others.
16. I present myself in a way that makes a good impression on others.
17. When I am in a positive mood, solving problems is easy for me.
18. By looking at their facial expressions, I recognize the emotions people are experiencing.
19. I know why my emotions change.
20. When I am in a positive mood, I am able to come up with new ideas.
21. I have control over my emotions.
22. I easily recognize my emotions as I experience them.
23. I motivate myself by imagining a good outcome to tasks I take on.
24. I compliment others when they have done something well.
25. I am aware of the non-verbal messages other people send.
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.
27. When I feel a change in emotions, I tend to come up with new ideas.
28. When I am faced with a challenge, I give up because I believe I will fail.\*
29. I know what other people are feeling just by looking at them.
30. I help other people feel better when they are down.
31. I use good moods to help myself keep trying in the face of obstacles.
32. I can tell how people are feeling by listening to the tone of their voice.
33. It is difficult for me to understand why people feel the way they do.\*

### **APPENDIX 3**

#### **Roets Rating Scale for Leadership Qualities (RRSL)**

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = almost always

2 = quite often

3 = sometimes

4 = not very often

5 = never

1. When I believe in something, I work to promote it.
2. I like to be in charge of events.
3. I am able to see what materials are needed to complete a project.
4. I am able to see the sequence of steps necessary to complete a project.
5. When I am convinced of something, I have courage to act for it.
6. I often lead in projects.
7. When I see somebody who is a leader, I think that I could do as well as that leader.
8. I have energy to complete projects that I am interested in completing.
9. I have strong convictions about things.
10. I have self-confidence.
11. I am able to say my opinions in public.
12. When I see somebody who is a leader, I think that I could do as well as that leader.
13. I can understand the viewpoints of others.
14. I am willing to change my mind if new facts suggest that I should change my mind.
15. I am able to work with many types of persons and personalities.

16.I am willing to try new experiences when these seem wise.

17.I feel at ease asking people for help or information.

## **APPENDIX 4**

### **GENERAL SELF-EFFICACY SCALE (GSE)**

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = Not at all true

2 = Hardly true

3 = Moderately true

4 = Exactly true

1. I can always manage to solve difficult problems if I try hard enough.
2. If someone opposes me, I can find the means and ways to get what I want.
3. It is easy for me to stick to my aims and accomplish my goals.
4. I am confident that I could deal efficiently with unexpected events.
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
6. I can solve most problems if I invest the necessary effort.
7. I can remain calm when facing difficulties because I can rely on my coping abilities.
8. When I am confronted with a problem, I can usually find several solutions.
9. If I am in trouble, I can usually think of a solution.
10. I can usually handle whatever comes my way.