STRESS, EMOTIONAL INTELLIGENCE AND SELF-EFFICACY AS RELATED TO PSYCHOLOGICAL WELL-BEING AMONG SCHOOL STUDENTS

ABSTRACT

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Abstract

Adolescence is a developmental period filled with many cognitive, emotional, attitudinal and behavioral changes. They live in a world that is full of various forms of stressors that produce threat to their well-being and healthy development. Since, well-being is an important issue of this stage, it is important to explore potential relevant factors that may influence and neutralize the negative affect of stress. Various studies have shown that the quality of relationships within families, especially parents is a major determining factor of psychological well-being in adolescents (e.g. Shek 1997; Sastre & Ferriere, 2000; Van wel, Linsen& Ruud, 2000). Some other key factors that may contribute to a higher or lower level of psychological well-being in adolescents are stress. Siddique & D’Arcy (1984), found that stress in family, school and peer situations were all related to psychological well-being. However, there are so many factors that neutralize the negative effect of stress but in the present study only two factors were discussed that is emotional intelligence and self-efficacy. These two factors neutralize the negative effect of stress and influence the relationship between stress and psychological well-being. Researches have shown that low sense of self-efficacy is associated with depression, anxiety and helplessness (Schwarzer, 1999). It plays a moderating role in the study of stress and well-being (Bandura, 1997; Jex & Bliese, 1999; Schwarzer, 1999). Emotional intelligence is another important factor that may neutralize the negative effect of stress. Individuals with high Emotional intelligence scores believe that they are in touch with their emotions and they can regulate them in a way that promotes well-being (Bar-On, 2005).

In this regard the purpose of the present study was to examine **Stress, Emotional intelligence and Self-efficacy as related to Psychological well-being.** Also to examine the **moderating effect of Emotional intelligence and Self-efficacy in Stress-Psychological well-being relationship among school students.**

**Objectives of the Study:**

1. To examine the relationship of Stress, Emotional intelligence and Self-efficacy with Psychological well-being and its dimensions.
2. To know whether Stress, Emotional intelligence and Self-efficacy are significant predictors of Psychological well-being and its dimensions.
3. To find out the potential moderating effect of Emotional intelligence and self-efficacy on the relationship between Stress and Psychological well-being and its dimensions.
4. And finally to determine male and female differences on Stress, Emotional intelligence, Self-efficacy and Psychological well-being and its dimensions.

Research Questions of the Study:

1. Does stress, emotional intelligence and self-efficacy correlates with psychological well-being and its dimensions?
2. Does stress, emotional intelligence and self-efficacy are predicted by psychological well-being and its dimensions?
3. Does emotional intelligence and self-efficacy has a moderating effect on the relationship between stress and psychological well-being?
4. Does a male and female adolescent significantly differ on stress, emotional intelligence, self-efficacy and psychological well-being and its dimensions?

Hypotheses of the Study:
The following hypotheses were formulated:

(1) Stress, emotional intelligence and self-efficacy will be correlated with psychological well-being and its dimensions among adolescents.
(2) Stress, emotional intelligence and self-efficacy would be significant predictors of psychological well-being and its dimensions among adolescents.
(3) Emotional intelligence and Self-efficacy will moderate the relationship between stress and psychological well-being and its dimensions among adolescents.
(4) There will be a significant gender difference on stress, emotional intelligence, self-efficacy and psychological well-being and its dimensions among adolescents.

Methodology
Design of the Study

This study adopted correlation research design to investigate the relationship of psychological well-being with stress, emotional intelligence and self-efficacy.
Sample
The data was collected from a sample of 400 students randomly selected from both private and government schools in Aligarh District.

Tools

**Personal Data Sheet** includes participant’s name, gender, age, marital status, parental education, rural/urban, father monthly income and socio-economic status.

**Emotional Intelligence Skills and Competence Questionnaire (EISCQ):**
By Taksic (2000a) was used to assess Emotional intelligence. Emotional Intelligence Skills and Competence Questionnaire consist of 45 items divided into the three subscales. Perceive and understand Emotion scale has 15 items and the coefficient of reliability was between 0.85 and 0.90, Express and label Emotion scale has 14 items with a range of reliability between 0.79 and 0.82; Manage and regulate Emotion scale has 16 items and interval consistency ranged from 0.71 to 0.78. The reliability of overall Emotional intelligence was between 0.88 and 0.92. Responses were added on each dimension to get the total score on all the three dimensions; and the total score on EISCQ was calculated by summing up the scores of dimensions.

**Stressful Life Event Scale:**
Stressful life events scale developed by G. Venkatesh Kumar (1995). The scale was an adapted version of Holmes and Rahe (1967) Social Readjustment Rating Scale (SRRS). It consists of 45 statements. Each statement is responded to by the students regarding the experience of perceived stress on a three point scale i.e., Severe, Moderate and Nil. The scale was tested for its reliability and validity. The test-retest reliability coefficients were 0.56 and 0.58 for English and Kannada versions respectively. The validity coefficients were found to be 0.50 for English and Kannada versions respectively.

**General Self-Efficacy Scale (GSE):**
This scale was developed by Schwarzer, R., and Jerusalem, M. (1995). It consist of 10 items, responses are made on a 4-point scale. Sum-up the responses to all 10 items to yield the final composite score with a range from 10 to 40. No recoding, it requires 4
minutes on average. The scale is reliable and the range of reliability between 0.76 and 0.90, with the majority in the high 0.80.

**Ryff’s Psychological Well-being Scale**

This scale was developed by Carol Ryff (Ryff and Singer, 1998) to measure dimensions of Psychological well-being namely Self-acceptance, Positive relation with others, Autonomy, environmental mastery, Purpose in life and Personal growth. The internal consistency of the six scales ranged from .86 to .93 for the 20 items parent scale. There are three versions of the Ryff’s Psychological well-being scale. The parent scale is 20 item versions, the medium form is composed of nine items, and the short form is composed of three items. In this study the nine item version for each dimension was used, which has a total of 54 items. Cronbach’s alpha was .63 for autonomy, .53 for environmental mastery, .78 for positive relations with others, .73 for self-acceptance, .66 for personal growth, and .74 for purpose in life. Principle component analysis demonstrated one component for each dimension.

**Procedure of Data Collection**

First of all permission was sought from the Principals of different schools of Aligarh district. In the initial stage, the participants were contacted in their respective classes and their willingness to participate in the study was sought. A rapport was formed and they were also asked to sit comfortably on chairs. The following instructions were given, “I am going to administer a test on you”. The test will reveal interesting facts about your personality. At the very outset I assure you that the information provided by you will be kept strictly confidential. Since this test is a part of my research work, your co-operation is required.

The booklet containing the Emotional Intelligence scale, the Self-efficacy scale, Stress scale and psychological well-being scale were placed in front of the sampled students and were requested to fill out these scales. Appropriate instructions were given to the participants. There is no time limit. As soon as the subject completed the test, the test booklet was collected and scoring was done according to the scoring system of the test.
Statistical Analysis

The data were analyzed by means of Pearson Product Moment Coefficient of Correlation, Hierarchical Regression Analysis and Independent Sample t-test.

Results

Self-efficacy was significantly correlated with Environmental mastery (r= .164, p<.01), Purpose in life (r= .126, p<.05), Self-acceptance (r= .231, p<.01) dimensions of Psychological well-being and also significantly correlated with total Psychological well-being (r= .183, p<.01). Perceive and understand dimension of Emotional intelligence was correlated with Environmental mastery, (r= .103, p<.05), Positive relation with others (r= .178, p<.01), Purpose in life (r= .131, p<.01), Self-acceptance (r= .148, p<.01) dimensions of Psychological well-being and also correlated with total Psychological well-being (r= .166, p<.01). Express and label dimension of Emotional intelligence was significantly correlated with Autonomy (r=.157, p<.01), Personal growth (r=.126, p<.05), Purpose in life (r=.138, p<.01), Self-acceptance (r=.170, p<.01) dimensions of Psychological well-being and also correlated with total Psychological well-being (r= .158, p<.01). Manage and regulate dimension of Emotional intelligence was correlated with Autonomy (r=.152, p<.01), Environmental mastery (r=.205, p<.01), Positive relation with others (r=.186, p<.01), Purpose in life (r=.116, p<.05), Self-acceptance (r=.214, p<.01) dimensions of Psychological well-being. Total Psychological well-being was also correlated with Manage and regulate dimension of Emotional intelligence (r=.231, p<.01). Total Emotional intelligence was correlated with total Psychological well-being (r=.246, p<.01).

Results of hierarchical regression analysis shows that gender accounted 2.1% variance (R² change = .021, p<.01) and emerged as significant (β= .146, p<.01) positive predictor of Psychological well-being among adolescents. The effect of gender was thus statistically controlled for further analysis. After controlling the influence of gender, at step two Stress entered in the equation in block second. Findings revealed that R² value (R²=.023) was not significant. Similarly, beta values also indicate that Stress (β= -.042) did not significantly contribute in the prediction of Psychological well-being.
At step-3 block of Self-efficacy were entered, explained 2.7% variance ($R^2$ change= .027, p<.01) bringing the proportion of total explained variance of Self-efficacy with Stress significantly 5.0% ($R^2$=.050, F=7.013, p<.01) in Psychological well-being. However, beta value shows that the main effect of Self-efficacy ($\beta=.169$, p<.01) emerged as significant positive predictor; means high level of Self-efficacy enhanced the level of Psychological well-being among adolescents. After that at step-four block of Emotional intelligence (perceive and understand, express and label, manage and regulate) were added, 3.2% variance ($R^2$ change=.032, p<.01), bringing the proportion of total explained variance of Emotional intelligence with Self-efficacy and Stress significantly 8.3% ($R^2$=.050 to .083, F=5.892, P<.01) in Psychological well-being. However, beta value shows that amongst all dimensions of Emotional intelligence the main effect of only manage and regulate ($\beta=.151$, p<.01) emerged as significant positive predictor: means high level of manage and regulate emotions enhanced the level of Psychological well-being amongst adolescents.

In the present study moderated regression analysis was computed in two parts given as follows: Part 1 and Part 2. In Part-1 Emotional intelligence and in Part-2 role of Self-efficacy studied as potential moderating variables on the relationship between Stress and Psychological well-being and its different dimensions among adolescents.

Results revealed that in moderated regression analysis at step-1 the block of Stress and at step-2 moderator variable that is Emotional intelligence entered in the equation for analysis. Finally at step-3, interaction terms were added: Stress x Emotional intelligence. Findings shows the unique contribution of interaction terms block was 1.6% variance, bringing the proportion of total explained variance significantly 7.7% ($R^2$=.077, F=11.049, P<.01) in the prediction of total Psychological well-being among adolescents. As can be seen from beta values interaction between Stress x Emotional intelligence made significant contribution in the prediction of total Psychological well-being ($\beta=.127$, P<.01). The significant interaction supports the moderating role of Emotional intelligence on the relationship between Stress and Psychological well-being among adolescents.

At second step of part-1 different dimensions of Emotional intelligence taken as a moderator variables on the relationship between Stress and dimensions of Psychological well-being.
Results show in moderated regression analysis, at step-1 the block of Stress were entered and at step-2 moderator variable that is Perceive and understand (dimension of Emotional intelligence) entered in the equation for analysis. Finally at step-3 interaction term added in block third: Stress x Perceive and understand. Findings revealed the unique contribution of interaction term block was 2.7% variance, bringing the proportion of total explained variance significantly 3.4% ($R^2=.034$, $F=4.683$, $P<.01$) in the prediction of Autonomy dimension of Psychological well-being among adolescents. As can be seen from beta value ($\beta=.165$, $P<.01$) the interaction between Stress x Perceive and understand dimension of Emotional intelligence made significant contribution in the prediction of Autonomy. The significant interaction supports the moderating role of Perceive and understands on the relationship between Stress and Autonomy (dimension of Psychological well-being among adolescents). Further findings also show that prediction of Environmental mastery (dimension of Psychological well-being) at step first block of Stress entered. And at step-2 moderator variable that is Perceive and understand (dimension of Emotional intelligence) entered in the equation for analysis. Finally at step-3 interaction term in block third. Findings shows interaction block explain significantly 1.1% variance, bringing the value of $R^2$ 2.2% ($R^2=.022$, $F=3.011$, $P<.05$) variance indicating that the nature of relationship between Stress and Environmental mastery varied as a function of Perceive and understand scores. As can be seen from beta value ($\beta=.107$, $P<.05$) the interaction between Stress x Perceive and understand dimension of Emotional intelligence made significant contribution in the prediction of Environmental mastery. The significant interactions support the moderating role of Perceive and understand on the relationship between Stress and Environmental mastery dimension of Psychological well-being among adolescents.

Result shows in moderated regression analysis, at step-1 the block of Stress and at step-2 moderator variable that is Perceive and understand (dimension of Emotional intelligence) entered in the equation for analysis. Finally at step third interaction terms were added: Stress x Perceive and understand. Findings show the contribution of interaction term block was 1.4% variance, bringing the proportion of total explained variance significantly 2.3% ($R^2=.023$, $F=3.092$, $P<.05$) in the prediction of Personal growth (dimension of Psychological well-being) among adolescents. As can be seen from beta value ($\beta=.117$, $P<.01$) the interaction between Stress x Perceive and
understand made significant contribution in the prediction of Personal growth. The significant interactions support the moderating role of Perceive and understand on the relationship between Stress and Personal growth among adolescents.

Results of moderated regression analysis shows that at step-1 the block of Stress and at step-2 moderator variable that is Express and label entered in the equation for analysis. Finally at step-3 interaction terms added in block third: Stress x Express and label (dimension of Emotional intelligence) findings show the unique contribution of interaction block was 1.8% variance, bringing the proportion of total explained variance 5.0% in the prediction of Autonomy (one of the dimension of Psychological well-being). Further, findings also revealed that the interaction between Stress x Express and label (β=.137, P<.01) made significant contribution in the prediction of Autonomy, indicating moderating role of Express and label on the relationship between Stress and Autonomy among adolescents.

Results shows in moderated regression analysis at step-1 the block of Stress entered and at step-2 moderator variable that is Self-efficacy entered in the equation for analysis, finally at step-3 interaction term added in block third: Stress x Self-efficacy. Findings show contribution of interaction term block was 2.2% variance, bringing the proportion of total explained variance 3.7% in the prediction of Autonomy (dimension of Psychological well-being). However, as can be seen from beta value of interaction term (β=.147, P<.01) made significant contribution in the prediction of Autonomy. This indicates moderating role of Self-efficacy on the relationship between Stress and Autonomy one of the dimension of Psychological well-being among adolescents.

Results of independent sample t-test revealed that male and female group of adolescents differ significantly on self-efficacy (t= 3.50, p<.01). However, self-efficacy of male group of adolescents was higher in terms of mean score than female group of adolescents. Results of t-test further shows that male and female group of adolescents differ significantly on total emotional intelligence (t= 5.59, p<.01) as well as its dimensions perceive and understand (t= 3.83, p<.01), express and label (t= 4.28, p<.01) and manage and regulate (t=4.85, p<.01). However, findings also show that on all the dimensions of emotional intelligence and also on total emotional intelligence male adolescents scored significantly higher in terms of mean score than their female counterpart. Finally, findings also shows that both male and female group of
adolescents differ significantly on total psychological well-being (t= 2.95, p<.01) as well as three dimensions of psychological well-being that is autonomy (t= 2.14, p<.05), environmental mastery (t= 2.66, p<.01) and positive relation with others (t= 2.14, p<.05). In addition findings also show that total psychological well-being and dimensions of psychological well-being namely: autonomy, environmental mastery and positive relation with others in terms of mean score male group of adolescents scored significantly higher than female group of adolescents.

The findings of the present study showed that emotional intelligence and self-efficacy emerged as a significant predictor of psychological well-being, the research also found that emotional intelligence moderated the stress and psychological well-being relationship while, self-efficacy moderated the relationship between stress and Autonomy (dimension of psychological well-being). It seems that not only there is a relation between self-efficacy and psychological well-being, but also psychological well-being factors play an important role in forming people's beliefs about their self-acceptance and abilities. It seems that psychological well-being is a necessary condition for reaching high self-efficacy. People with high emotional intelligence are noted as individuals who feel they have more control over their environment because they exercise control over their negative emotions, resulting in a better and more feeling of mastery of their life and greater psychological well-being. Comparing male and female on psychological well-being and its dimensions, significant difference were found out as male scored higher on most of the dimensions of psychological well-being. Finding further indicates that boys significantly scored higher on self-efficacy and emotional intelligence.
PERSONAL DATA SHEET

Name : 
Age : 
Sex : 
Socio-economic Status : 
Rural/Urban : 
Parental Education : 
Father Monthly Income : 