

## RELATIONSHIP OF EMOTIONAL INTELLIGENCE WITH LOCUS OF CONTROL OF SECONDARY SCHOOL STUDENTS OF KHYBER PAKHTUNKHWA

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**Abstract:** *The current study focuses on the relationship of Emotional Intelligence with Locus of Control (LoC) among secondary school students of Khyber PakhtunKhwa. The study was quantitative in nature. Correlational research design was applied. A sample of 372 (139 girls and 233 boys) were selected through stratified random sampling. A questionnaire was used which based on Five point Likert scale. Validation of the questionnaire was compared by applying Conant Validity Ratio (CVR) and Cronbach's Alpha was used to estimate the reliability of the instrument. As per result, the reliability of EI and LoC was found .752 and .766 respectively. Researcher used Pearson product Moment Correlation, linear regression, t-test and Analysis of Variance (ANOVA).*

**Keywords:** *Emotional Intelligence (EI), Locus of Control (LoC), Secondary School Students*

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### INTRODUCTION

The stage of life known as emerging adulthood is followed by early adulthood. Emerging adults are usually defined as young adults between the ages of 18 and 25. This stage of life is sometimes referred to as the period of time during which an individual undergoes biological, mental, and physical change or development. During this phase, they often become more intelligent, take on more responsibilities, become more positive, and strengthen their sense of self-focus. It may also be defined as the point at when an individual begins acting like an adult. During this period, emerging adults focus on themselves in order to gain the sense of control, knowledge, skills, and self-awareness they will require for adulthood (Aleena & Vignaanth Bapu, 2021). A unique developmental stage that lasts from late adolescence to early adulthood, emerging adulthood is a time of significant change and discovery. Emerging adults negotiate a variety of opportunities and obstacles as they enter full adulthood, characterized by growing independence, identity construction, and the pursuit of higher education and job objectives. People struggle with a variety of psychological and cognitive problems throughout this critical developmental stage, such as establishing autonomy, developing close connections, and reaffirming their sense of self and purpose. Navigating these developmental milestones requires emotional intelligence, which includes the capacity to identify, comprehend, and control one's own emotions as well as those of others (Gandhi et al., 2022).

In general, emotional intelligence is defined as intrapersonal and interpersonal talents that transcend a single domain of prior experience, intelligence quotient (IQ), and intellectual or technical skills. It is utilized in a wide variety of skills and personal characteristics. Humans with emotional intelligence are better able to regulate their emotions and make the proper decisions to

achieve their objectives. Emotional intelligence is useful in many contexts. Such topics include interpersonal and interpersonal communications, behavioral and personal welfare, psychology, physical and medical health, psychiatry, counseling and guidance, employment and job placement, corporate and industrial management, economic growth, etc (KG, 2021).

The ability to positively understand, perceive, and manage one's own feelings in relation to those of others is known as emotional intelligence. It requires psychological adaptation in contrast to other people. One important factor that determines a child's development and psychological health is their emotional intelligence. A person with high emotional intelligence maintains order and tranquility in his life so that he experiences less stressful situations. In other words, a person's emotional needs such as the need for autonomy, love, and respect have been met. (Akintunde & Olujide, 2018).

A concept that is frequently explored in psychology is locus of control, which describes the causal relationship between an individual's own actions and the rewards they obtain. (KG, 2021). The locus of control is a person's endeavor to manage their values, abilities, and situations in life. The locus of control stands for the conviction that routines influence life events. A person's internal or external search for the causes of both positive and negative events in life is implied by their locus of control, to put it another way (Ibrahim & Elsabahy, 2020). The present study aimed to investigate the relationship of emotional intelligence with locus of control of secondary students of Khyber PakhtunKhwa. Following objective were made:-

1. To find out the relationship of emotional intelligence with students' locus of control.
2. To find out the difference in the emotional intelligence students in perspective of gender and locality.

## **Literature Review**

### **Emotional Intelligence**

The capacity to constructively see, comprehend, and manage one's own finances in relation to those of others is known as emotional intelligence. It necessitates psychological adjustment in interpersonal relationships. One significant element influencing a child's success and psychological health is their emotional intelligence. A person with strong emotional intelligence keeps things stable and in order so that he has less bad experiences in life and that his emotional demands, such as the need to be loved, respected, and show autonomy (Okeke et al., 2021). However, because of their responses to problems that typically do not meet their expectations, high ability students are frequently chastised by peers, professors, and occasionally even family members for inappropriate behavior in the classroom. Strong ability adolescents with strong cognitive potential thus experience psychological insecurity at school and sometimes at home. They experience emotional tension as a result of justifying their actions or trying to win over their teachers and fellow students (Deniz et al., 2009). Emotional intelligence is the capacity to distinguish between one's own and other people's feelings or emotions. It is a collection of skills that align with areas such as comprehension, self-management, self-awareness, social awareness, learning, reasoning, creativity, planning, critical thinking, problem-solving, and abstract thought (Gandhi et al., 2022).

### **Locus of Control**

In psychology, locus of control is a well researched concept that describes the causal relationship between an individual's own behavior and the benefits he receives. This study focuses on locus of control in relation to the workplace. The ability to regulate life events, both internally in the form of positive events and externally in the form of bad events or concurrently positive and negative

interactions, is known as locus of control. Additionally, although not necessarily in a favorable way, locus of control has a variety of strong correlations with other factors, including emotional states like stress and despair (Akıntunde & Olujide, 2018).

A key psychological idea first proposed by Julian B. Rotter in the 1950s, locus of control describes how much people think they have control over the things that happen to them. An individual who has an internal locus of control will think that their own skills, deeds, or errors have a significant impact on their circumstances. A person who has an external locus of control is more likely to believe that outside forces—such as chance, the environment, or other people's behavior—are more to blame for the things that happen in their lives (Raj, 2024). There is a spectrum for locus of control. A person's center of control, early experiences, and especially the attitudes and behaviors modeled by their early caregivers can all be influenced by genetic variables. This belief system encompasses the idea that these occurrences are either internally motivated, influenced by one's own activities, or externally directed, influenced by factors like fate, luck, or other people's actions. Individuals with an internal locus of control are more likely to take responsibility for their actions and to proactively adapt to and manage new situations in life. Understanding the complex interplay between locus of control, gender, and emotional intelligence might help us better understand how individuals of different genders see their own agency and control in the face of life events (Thompson et al., 2020).

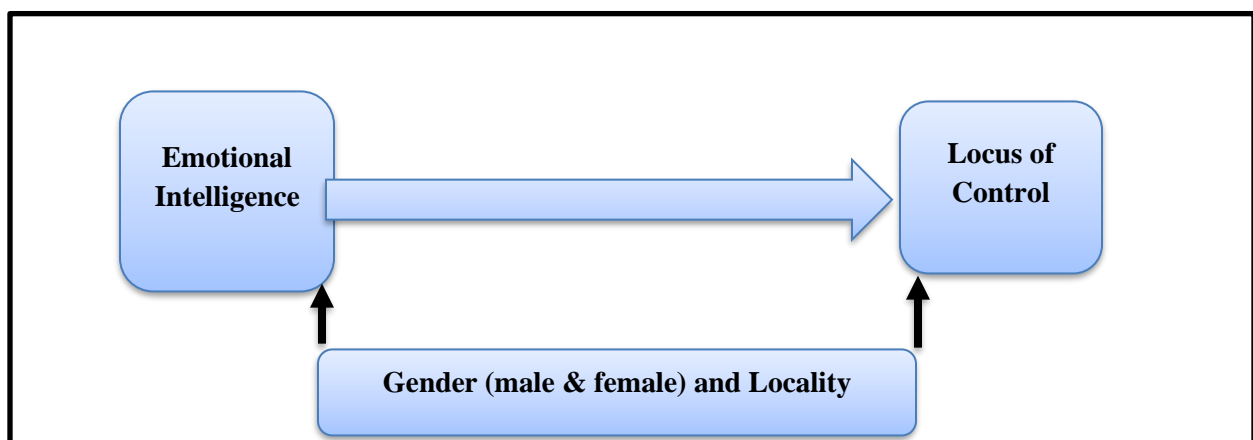
### **Emotional Intelligence and Locus of Control**

According to the Intelligence Quotient, each individual possesses a unique emotional intelligence that complements their academic prowess. A person's behavior, including their personality, emotional intelligence, and locus of control, which might influence their attitudes, should be understood by the educational system in addition to their intellectual abilities (Indriasari et al., 2020). A study by Türk-Kurtça and Kocatürk found a significant and adverse relationship between emotional intelligence and external locus of control (Türk-Kurtça & Kocatürk, 2020). A person's life will unavoidably consist of cycles of success and failure. The degree of self-confidence and self-control exhibited by an individual is correlated with both their life's successes and failures.

### **Gender differences in Locus of control**

According to Ahmad et al. (2009) there is a common misunderstanding in society that women experience and communicate their emotions more fully than men. Gender and emotional expression stereotypes seem to be false and misleading. Experiments on gender differences in ability EI and trait EI yield conflicting results. According to research by Austin et al. (2010) women score marginally higher than men, whereas men have a greater sense of personal autonomy in terms of emotional intelligence and locus of control. Furthermore, a 2004 study by Brackett, Mayer, and Warner reveals that men with lower EI capacity engage in far more potentially harmful behaviors than their female counterparts, including abusing drugs, drinking excessively, and participating in deviant activities.

### **Conceptual Framework**



## RESEARCH METHODOLOGY

### Research Design

The current study was correlational design. This quantitative research approach measures variables in their natural settings. A non-experimental research technique called correlational study design looks at the relationship between two or more variables without changing or adjusting them.

### Population of the study

There are 2227 high school in Khyber Pakhtunkhwa in which 1422 (64%) boys and 807 (36%) girls high school. There are 372349 students enrolled in secondary section in which 139046 (37%) girls and 233304 (63%) girls.

### Sample and sampling procedure

A sample 372 students were selected through stratified sampling methods. The entire population split into two strata. In first stratum, a sample of 139 girls students whereas 233 boys students were selected randomly.

### Research Instruments

A questionnaire was used which divided into three sections. First section related to students' demographic attributes like gender and districts whereas second section related to 24 items of Emotional Intelligence and third section related to 26 items about Locus of Control. Questionnaire based on five point Likert Scale (strongly disagree to strongly agree).

### Validity and reliability

Researcher used Content Validity Ratio (CVR) for content validation in which experts in social sciences validate the questionnaire. Moreover, Cronbach's Alpha was used to estimate the reliability of the instrument. As per result, the reliability of EI and LoC was found .752 and .766 respectively.

### Data Analysis

Researcher used Pearson product Moment Correlation, linear regression, t-test and Analysis of Variance (ANOVA).

## RESULT AND DISCUSSION

**Table 4.2**

*Showing Relationship of Emotional Intelligence (EI) and Locus of Control (LoC)*

IV	n	r	p-value
EI	Pearson Correlation	.623**	.000

Table 1 reveals the results of the EI and LoC of secondary school students by applying Pearson product correlation. The outcome shows that EI and LoC of students are positively correlated ( $r=.623$ ). The value of  $p=.000<.05$  that indicates a strong association between the EI and LoC of students.

**Table 4**

*Showing Model Summary of Emotional Intelligence (EI) and Locus of Control (LoC) of students*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	$\beta$	Sig.	Durbin Watson
1	.623 <sup>a</sup>	.527	.526	.410	.000	2.10

a. Predictor: (Constant); EI

*b. Dependent variable: LoC*

The model summary of EI and LoC of secondary school students's is shown in Table 2. The outcome variable changed by 52.7% as a result of the predictor development mindset, according to the results ( $R^2 = .527$ ). The outcome shows that LoC is significantly impacted by the EI of students ( $p = .000 < .05$ ).

**Table 3**

***Difference in Emotional Intelligence in Boys and Girls students***

Group	<i>n</i>	Mean	SD	<i>t-cal</i>	Sig.
Boys	139	3.59	.762	.435	.000
Girls	233	4.02	.327		

$p < .05$

Table 3 reveals the results of t-test which reveals the mean difference between the girls and boys EI. The table reveals that EI of boys is higher than girls due to mean value of boys (4.02) IS higher than the mean value of girls (3.59). The value of  $p = .000 < .05$  which depicts that significant difference in the girls and boys emotional intelligence.

**Table 4**

***Difference in Emotional Intelligence of students across locality***

**ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Between groups	97.128	1	97.128	258.308	.000
Within groups	90.243	240	.376		
Total	187.371	241			

Table 4 reveals the results of ANOVA which reveals the mean difference in EI among students across districts. The value of  $p = .000 < .05$  which depicts that significant difference was found in emotional intelligence of secondary school students in perspective of districts.

**Discussion**

The current study aimed to investigate the relationship of emotional intelligence with locus of control of secondary school students of Khyber Pakhtunkhwa. The result of the study reveals that emotional intelligence has positive relationship with locus of control among students. Same result was presented by Sexena (2021). They found that flexibility and overall attitude. A student's LC results might be considerably predicted by EI subscales. According to a different study, there is a strong, significant composite effect on academic achievement and a large positive association between EI and LC. Moreover, similar result was found by Okeke, et al. (2021). They explored that a close association exists between emotional intelligence and the locus of control and no gender differences in emotional intelligence. There result of the study depicts tat significant difference was found in the boys and girls' emotional intelligence. Same result was presented by Akıntunde and Olujide (2009). Male have higher emotional intelligence as compared to female students.

**Conclusion and Recommendations**

In today's competitive environment, students should be emotionally intelligent, have a high internal locus of control and a low externality, and have a good chance of succeeding academically. These ideal traits have been demonstrated to be present in students who perform well academically. In simple words, students have high emotional intelligence, then they have high locus of control.



One way to describe the locus of control is an entity's faith in the power of their own influence over their own lives. According to the study, students who receive proper instruction and are exposed to supportive environments can grow in emotional intelligence. They will think more rationally and succeed more in the future.

### **Limitations**

Background is one likely obstacle to internal validity at the data gathering stage of the current investigation. Internal validity may be questioned if competing interpretations of findings, distinct family experiences, or significantly varied experiences among participants or groups are presented.

### **Implication of the study**

This study contribute theoretical and practical knowledge to support the inclusion emotional intelligence among students.

### **Acknowledgement**

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### **Declaration of Interest**

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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