



# EMOTIONAL INTELLIGENCE AND SELF-EFFICACY AMONG SECONDARY SCHOOL STUDENTS

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## **Abstract**

*Emotional intelligence is the capability of a person to manage and control his emotions and also to possess the ability to control the emotions of others. Self-efficacy refers to the beliefs a person holds regarding his power to affect situations. It strongly influences the power a person actually has to face challenges competently. Self-efficacy beliefs determine how people think, feel, behave and motivate themselves. A strong sense of efficacy enhances human accomplishments. The present study was conducted to find out whether there is a significant positive relationship exists between Emotional intelligence and Self-Efficacy among students at secondary school level with respect to total sample and sub sample Gender. Result shown that there is a significant positive relationship between Emotional intelligence and Self-Efficacy among students at secondary school level. Findings of the study also revealed that there exists significant difference in the relationship between Emotional intelligence and Self-Efficacy among male and female students at secondary school level.*

**Key Terms:** *Emotional Intelligence, Self-Efficacy, Secondary School Students*

## **1. INTRODUCTION**

Education enhances our knowledge, intelligence, skills, and brings positive changes in our life. Quality in education enables a man for a successful life. Emotional intelligence refers to the mental ability of individuals to reason with emotions to enhance thought while promoting intellectual and emotional growth (Mayer and Salvoes,1995).[1] Emotional intelligence refers to the capability of a person to manage and control his emotions and possess the ability to control the emotions of others as well. Goleman (1998) identifies five elements as the components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skill. [2] Salovey and Mayer (1990) proposed a model that identified four different levels of emotional intelligence such as perception, the ability to reason using emotions, the ability to understand emotion, and the ability to manage emotions.[3] Emotional intelligence is viewed as a form of intelligence that is based on emotional aptitudes, and is regarded as a mental ability that involves reasoning about our emotions, which is focused on hot information processing (Mayer et al., 2016).[4]

Faltas (2017) argues that there are three major models of emotional intelligence: Goleman's EI performance model, Bar-On's EI competencies model and Mayer, Salovey, and Caruso's EI ability model. [5] Wahyuddinwawan (2016) conducted a study on the relationship between teacher competence, emotional intelligence and teacher performance madrasah Tsanawiyah at district of Serang Banten. [6] The study examined the relationship between teacher competence and emotional intelligence that held by teachers to increase the teacher performance madrasah Tsanawiyah, Result of the study showed that there is a relationship between teacher competence to teacher performance as well as emotional intelligence has relationship with teacher performance. Odedokun Solomon

Adekunle (2014) analyzed school connectedness, emotional intelligence and locus of control as determinants of academic achievement among school going adolescents in Ikeja, Lagos State. The results indicated that the three independent variables as a block were effective in determining academic achievement of the adolescents. On the basis of the finding, it was suggested that school counselors, psychologists should develop programmes to foster emotional intelligence as well as locus of control. The needs for guidance services in Nigerian secondary school were also discussed. [7] Lokananda reddy and Vijayaanuradha (2013) conducted a study on emotional intelligence, occupational stress and job performance of higher secondary teachers. This correlation study revealed that there is a significant negative correlation between emotional intelligence and occupational stress, occupational stress and job performance and positive relationship between emotional intelligence and job performance. [8] Myers and Tucker (2005) suggested a student-centred learning assignment can be used to enhance student learning which allows students to explore Emotional Intelligence concepts both intra personally and interpersonally. [9]

The concept of self-efficacy was originally developed by Albert Bandura (1977). [10] Self-efficacy refers to an individual's confidence in their ability to complete a task or achieve a goal. Children with high self-efficacy tend to work harder, feel more optimistic and experience less anxiety. Children with a high sense of self-efficacy have better motivation, greater resilience, lower vulnerability and a better ability to think productively when faced with a challenge. Self-efficacy is linked to factors such as the goals students choose for themselves, the strategies they use, and their academic achievement (Mart Van Dinther,2011). [11] The effects of self-efficacy beliefs on cognitive processes, motivational, affective and selection processes. There are four major sources of self-efficacy. One of the most effective ways of developing a strong sense of efficacy is through the mastery of one's own experiences. Social modeling or seeing other people successfully completing a task can also help to build self-efficacy. Social persuasion is also important. Psychological responses play a very important role in our self-belief (Albert Bandura,1977). [12] Boardman and Robert (2000) found that there was less self-efficacy associated with and related with living in poor neighborhoods. [13] In Education, self-efficacy is a key contributing factor to learners' success, because self-efficacy influences the choices learners make and the courses of action they pursue (Pajares, 1996, p.116). [14]

## 2. OPERATIONAL DEFINITION OF KEY TERMS

*Emotional Intelligence, Self-Efficacy, Secondary School Students*

**Emotional Intelligence:** Emotional Intelligence refers to a set of skill, attitude, abilities and competencies (Daniel Goleman,1995) [15].

**Self-Efficacy:** In the present study Self-Efficacy is defined as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations (Albert Bandura, 1997) [16].

**Secondary School Students :** Secondary School Students denotes the students of class 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> at secondary school level

## 3. OBJECTIVES OF THE STUDY

1. To find out the significant relationship between Emotional Intelligence and Self-Efficacy among Secondary School Students
2. To find out the significant difference in the relationship between Emotional Intelligence and Self-Efficacy among Secondary School Students for the sub sample Gender

## 4. HYPOTHESES OF THE STUDY

H<sub>1</sub>. There exist significant and positive relationship between Emotional Intelligence and Self-Efficacy among Secondary School Students

H<sub>2</sub>. There exist significant difference in the relationship between Emotional Intelligence and Self-Efficacy among Secondary School Students for the sub sample Gender

## 5. METHOD ADOPTED FOR THE STUDY

Normative survey method was used for the study

## 6. SAMPLE SELECTED FOR THE STUDY

Sample was drawn by stratified random sampling technique. 499 students studying in VIII<sup>th</sup> standard in secondary schools of Kozhikode district were selected for the study.

## 7. TOOLS USED FOR THE STUDY

Emotional Intelligence Scale (Dr P.K. Sudheesh Kumar, Shihab, K.T, Sreevidya S. Marar, Jothi, M.K.) was adopted and used to find out the Emotional Intelligence of secondary school students. Self-Efficacy Scale (Jayakrishna.K.,2020) was prepared and standardized to find out the Self-Efficacy among students at secondary school level.

## 8. STATISTICAL TECHNIQUES USED FOR THE STUDY

The correlation between Emotional Intelligence and Self-Efficacy for the total sample and relevant subsample were found by the product moment coefficient of correlation. Test of significance of difference between two  $r$ 's were also calculated.

## 9. ANALYSIS, INTERPRETATION AND FINDINGS OF THE STUDY

Table 1 : *Relationship between Emotional intelligence and Self-Efficacy among Secondary School Students for the total sample*

| Sample | N   | 'r'   | 't'    | Level of significance |
|--------|-----|-------|--------|-----------------------|
| Total  | 499 | 0.987 | 122.51 | 0.01                  |

From the table 2 the co-efficient of correlation between Emotional intelligence and Self-Efficacy is 0.987 and significant at 0.01 level. The relation can be interpreted as positive correlation between Emotional intelligence and Self-Efficacy. The positive value of 'r' indicates a very high relationship between Emotional intelligence and Self-Efficacy.

Table 2: *Test of Significance of difference in "r" of Emotional Intelligence and Self-Efficacy among Secondary School Students based on Gender*

| Sample | No: | Co-efficient of Correlation | Critical Ratio | Significant Level   |
|--------|-----|-----------------------------|----------------|---------------------|
| Male   | 259 | 0.24                        | 2.33           | Significant at 0.05 |
| Female | 240 | 0.03                        |                |                     |

From table2 it is shown that the obtained t value is significant at 0.05 level. This shows that the there exist significant difference in correlation between Emotional Intelligence and Self-Efficacy among secondary school students.

## 10. CONCLUSION

Many researchers have found individual differences in Emotional Intelligence. The focus of these studies are with the study of emotional abilities as forecasters of psychological well-being, health and social functioning. A high sense of self-efficacy can help a child to succeed academically. It also gives them a healthy sense of well-being. The

present study found out that there is a significant positive relationship at 0.01 level between Emotional intelligence and Self-Efficacy among students studying at secondary school level. The obtained result showed that there exists significant difference in the relationship between Managerial Skill and Self-Efficacy among students at secondary school level with respect to gender.

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