

Emotional Intelligence and Self-Efficacy: A Correlational Study Among College Students

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ABSTRACT

The academic performance of college students is a major focus point for any society since securing their education helps develop a more prosperous future. Students with superior academic achievement have an edge in terms of good outcomes such as joy, pride, and happiness. Higher academic success has been linked to positive attributes such as self-esteem, self-efficacy, emotional intelligence, and motivation. The current investigation was designed with these circumstances in mind. As a result, the relationships between emotional intelligence and self-efficacy in male and female college students were examined individually. For this, purpose 40 male and 40 female college students of Delhi were availability selected and they were administered emotional intelligence scale (The Schutte Self-Report Emotional Intelligence Test) and Self-efficacy scale . The Pearson's product moment was applied to analyze the data. The results as follows: Significant positive relationship between emotional intelligence and self-efficacy of male college students was obtained. Significant positive relationship between emotional intelligence and self-efficacy of female college students was work out. The study aims in making the college students aware of the various emotional management and the different self-efficacy strategies that can help them deal with the problem in a better way, and thus maintaining their emotion. The review concludes with a summary of major research findings, as well as a consideration of future directions and implications for practice and policy.

Key words: Emotional intelligence, Self-efficacy Male & Female college students.

INTRODUCTION:

College students with average grades may also struggle with negative factors such as low self-esteem, lack of self-efficacy, poor emotional regulation, persistent avoidance, and inferiority. It has also been observed that even if a person has the intellectual potential to succeed in higher education, he or she may not be able to succeed in academic areas because of expertise in solving problems related to emotional issues, poor relationship behavior, and ineffective higher cognitive process. Factors in the educational context that may influence teenage motivation to accomplish alongside others include a sense of safety and belonging, as well as assistance in the classroom, which are components of social and emotional skills. In an effort to improve academic success of students, it has become necessary to examine all the components of education process in order to maximize the instruction within the class room. One such variable emotional intelligence researchers claimed that emotional intelligence is the capacity for recognizing our own feeling and those of others, for motivating ourselves and for managing emotions well within us and in our peer relationships. Without these social/emotional skills, the stressors take over and prevent students from living up to their academic potential on the other side when these emotional intelligence skills will be the focus of learning, students were involve themselves in building behavior that is intricately related to goal achievement and this behavior was bring positive outcomes from achievements for personal wellbeing. So the ability to regulate the emotions has important in educational context.

EMOTIONAL INTELLIGENCE (EI):

Emotional intelligence was defined by psychologist and scientific writer Daniel Goleman as the capacity for patience and holding off until a commitment is fully fulfilled. This entails learning how people resolve problems with their own emotions and cultivate positive relationships with others around them. The four primary emotional intelligence constructs are described in Goleman's paradigm. The first is self awareness, which is the capacity to read one's emotions, identify their significance, and make judgments based on intuition. The second concept, self management, is restraint of emotions and impulses as well as flexibility in response to changing situations. The third component is social awareness, which encompasses the capacity to see, grasp, and respond to the emotions of others while having an understanding of social networks. Finally, the fourth construct i.e. relationship management entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998). Goleman included a set of emotional competencies within each construct of emotional intelligence. The first sub-dimension, self-awareness determines how someone recognizes his/her emotions and its effects. Self-awareness is further divided into three areas: emotional awareness (recognizing one's emotions and its effects), accurate self-assessment (knowing about one's strengths and limits) and self confidence (having a strong sense of one's own value and capabilities). Self-regulation, or the control of one's inner feelings, impulses, and resources, is the second subdimension. Five categories can be used to further categorise self-regulation: Self-discipline (awareness of disruptive emotions and impulses), reliability (maintaining standards of honesty and integrity), consciousness (taking responsibility for one's own actions), flexibility (adjusting to changes), and achievement-drivenness (perseverance in pursuing goals), commitment (staying true to group or organisation goals), initiative (being ready to act when opportunities arise), and optimism (continuously pursuing goals in spite of setbacks). Social competence, or how someone handles relationships, is the second sub-dimension of emotional intelligence. The two sub-categories of social competency are relationship management and social awareness. Empathy and organizational awareness are examples of social awareness. The ability to perceive the needs, feelings, and concerns of others is known as empathy. It can be further subdivided into three categories: 1) understanding others, which is the awareness of others' feelings and being sincere about what they strongly feel; 2) service orientation, which is anticipating, identifying, and meeting the needs of customers; and 3) organizational awareness, which is the comprehension of what a group currently feels and hierarchical relationships. Numerous categories can be used to further categorize relationship management: 1) Developing people are seeing their needs and assisting them in realizing their potential. 2) influence - using successful strategies to convince, 3) communication, including hearing and answering 4) Conflict resolution: resolving disputes via dialogue, 5) Leadership: Motivating and directing people, both individually and collectively, 6) Change catalyst: bringing about or overseeing change 7) creating ties and cultivating useful connections, 8) Cooperation and teamwork skills: investing energy into the group's pursuit of common objectives, working together with others to achieve shared aims (Goleman, 1998). It appears that emotional intelligence is an acquired skill that has to be honed and improved in order to function at a high level. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

SELF-EFFICACY:

Human motivation, self-actualization, and wellbeing are all based on their self-efficacy views. The reason for this is that a person won't have much motivation to act or persevere through hardships unless they have faith that their actions will result in the intended consequence. In light of this, self-efficacy influences all human endeavours. Rich rewards will be enjoyed by institutions that optimise each person's self-efficacy. It makes a big difference in how people behave. Self-sufficient individuals tackle every work, whereas low

self-sufficient individuals shy away from them. An people with high self-efficacy tends to overestimate their own abilities, whereas a person with low self-efficacy inhibits their capacity to grow and gain new skills.

Self-efficacy may affect a person in positive as well as negative ways. Compared to people with low self-efficacy, those with high self-efficacy require more work over a longer length of time to complete activities or goals. A person is extremely driven when they believe in themselves.

According to Ormrod (2006), self-efficacy is a measurement of one's own ability to finish tasks and reach goals. It has an impact on all facets of human endeavor, as it influences an individual's self-belief in his capacity to change things, making him aggressively underestimate his own abilities and exaggerate his problems. According to Luszczynska and Schwartz (2008), these effects are strong and convincingly apparent.

The concept of self-efficacy was first introduced by Bandura (1977, 1994). He defines self-efficacy as "the credence in one's capabilities to organise and execute the courses of action required to manage prospective situations" and explains how these ideas affect people's emotions, behaviours, and cognitive processes. His work on self-efficacy, which was published in 1977, launched the whole area of psychology and is now one of the most extensively researched subjects in psychology. In fact, self-efficacy may affect psychological states and even act as a disincentive to motivation. (Shaffer et al., 1993; Bandura, 1977).

According to Schunk (2000), Self-efficacy is a student's outlook about his/her capabilities to perform at an optimum level. Over the past 20 years, Bandura's theory of self-efficacy was examined in a wide range of settings for understanding the self concept. Self-efficacy is an individual's notion of his or her faculty to perform a concrete task. Bandura (1997) opined that self-efficacy is not a general quality possessed by individuals, but rather perspectives an individual may have, of his capability for particular tasks. For example, an individual with high gregarious self-efficacy is verbally expected to have more preponderant confidence in his ability to interact with others convivially. Self-efficacy notions emanate from several different informational sources and influence certain behavioral outcomes.

SIGNIFICANT OF THE STUDY:

College students are at a critical period of their lives and gradually entering society, but there are still many psychological problems with a large number of bad emotions, such as anxiety, irritability, depression, impulsiveness, etc., and students lack the ability to self-regulate. Emotion regulation and self-efficacy have important effects on survival, employment, learning, interpersonal communication, physical and mental health, and are important psychological skills that individuals need to adapt to society. The proposed study is important because it would increase awareness among the community that Emotional intelligence and self efficacy are influenced on students academic performance. The findings of this study also increase awareness among parents on the importance of practicing favorable parenting styles and also very helpful for students to improve their academic performance. It is hoped that this study will expand the original theories and enrich the related research, and provide some guidance for the social adaptation and mental health of college students, and make corresponding suggestions on how to improve the emotional intelligence of college students to improve their self-efficacy.

HYPOTHESES:

1. There would be significant relationship between emotional intelligence and self-efficacy of male college students.
2. There would be significant relationship between emotional intelligence and self- efficacy of female college students.

SAMPLE:

Data was collected on a total of 80 college students from various colleges in the Delhi NCR. There were 40 males and 40 females. Furthermore, the pupils ranged in age from 18 to 20 years old. The study's respondents were chosen using a purposive sampling method.

RESEARCH DESIGN:

In the present study a correlational design were used. Present study was to examine the relationship between emotional intelligence and self-efficacy of male and female college students separately. A correlational research design was used because it gives the measure of a relationship among variables and there is no control over them. So, Therefore, correlational research design was used in this research.

TOOLS USED FOR DATA COLLECTION:

1. The Schutte Self-Report Emotional Intelligence Test (SSEIT)

Schutte et al. (1998). The SSEIT is a 33-item, three of which are reverse scored. It is a self-report on a 5-point Likert scale, scored as 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree. The scores ranged from 33 to 165, with the higher scores indicating more characteristic EI (Schutte et al., 1998). The mean EI score is 124; scores below 111 or above 137 are considered unusually low or high. The reliability rating of 0.90 for their emotional intelligence scale. The scale also showed evidence of predictive and discriminant validity. The EI score, overall, is fairly reliable for adults and adolescents.

(2). Self-efficacy scale

Schwarzer & Jerusalem 1995, (Revised 2000), developed self-efficacy scale, this scale consists of 10 items, with four possible replications, ranging from 1 to 4, 1- (not at all true), (2=hardly true), (3=moderately true) and (4=exactly true). It has internal consistencies between alpha 0.75 and 0.91. The test-retest reliability coefficient is 0.55. The validity coefficients of the test when co-cognate with optimism are 0.49 and 0.45.

RESULT AND DISCUSSION:

Variables	Correlation	Significance level
Emotional Intelligence self-efficacy	0.956	<.05

Table no. 1: Results of Correlation between emotional intelligence and self-efficacy of male college students.

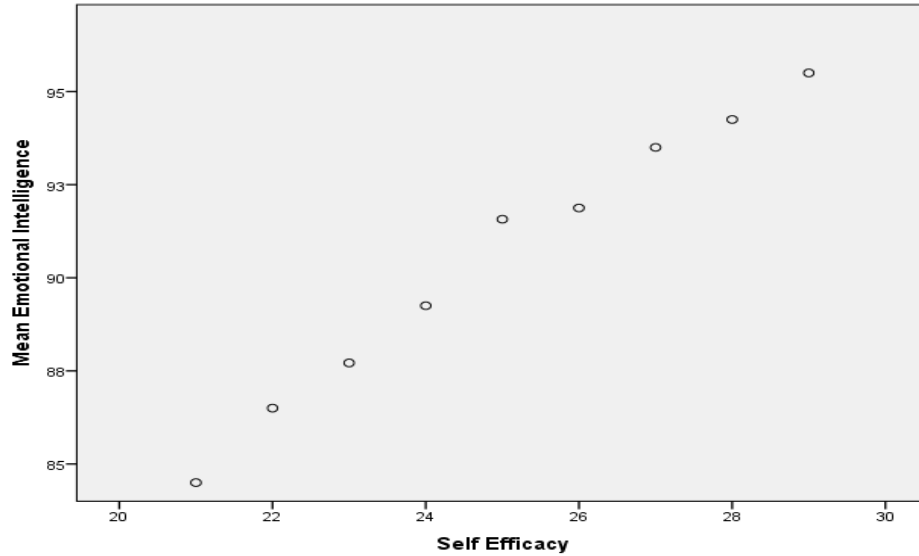


Figure 1. Graphic representation of correlation between emotional intelligence and self-efficacy of male college students.

Variables	Correlation	Significance level
Emotional Intelligence self-efficacy	0.842	<.01

Table no. 2: Results of Correlation between emotional intelligence and self-efficacy of female college students.

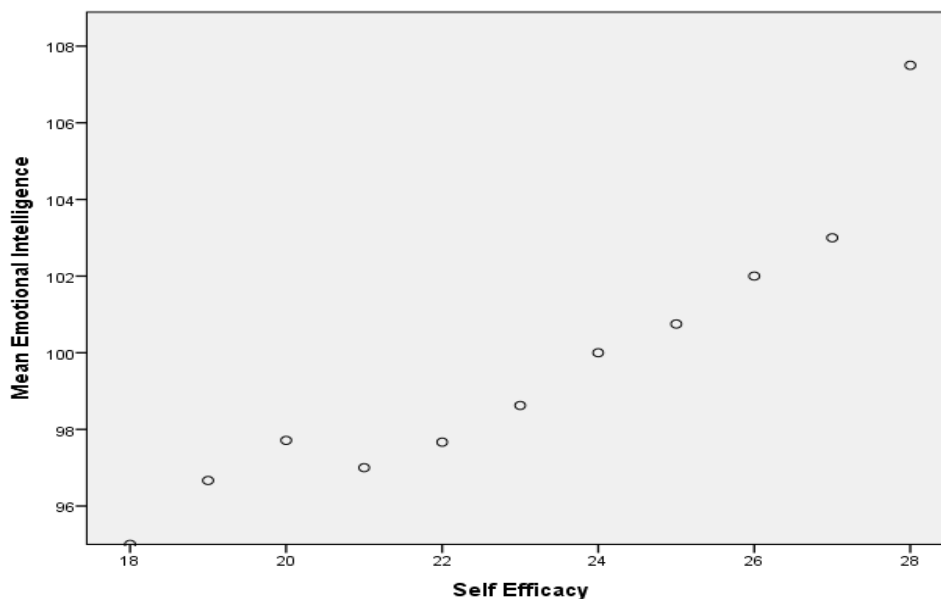


Figure 2: Graphic representation of correlation between emotional intelligence and self-efficacy of female college students.

If we look table- 1 we will find that coefficient of correlation between emotional intelligence and self-efficacy of male college students was found as 0.956 which was significant at 0.01 level of significance. The value of coefficient of correlation was positive meaning thereby that the two variables are positively related. So, the hypothesis-1 that says that “there would be significant relationship between emotional intelligence and self-efficacy of male college students.” was accepted. In the same way a look at table 2 reveals that relationship between emotional intelligence and self-efficacy of female college students was 0.842 which was significant beyond .01 level of confidence. Thus, hypothesis -2 which states that “emotional intelligence and self-efficacy of female college students “ was also accepted by the finding of the study.

This implies that when emotional intelligence increased, the level of self-efficacy increases too and vice versa. In this study, there was a positive correlation between self-efficacy and emotional intelligence. The findings align with previous research conducted by Xiao F, Song HJ, et al. (2022) and Pérez-Fuentes MDC, Molero Jurado MDM, del Pino RM, et al. (2019). It suggests that both male and female college students' ideas about their capacity to attain desired results in both sexes can be raised by effectively identifying one's own emotions. The structural equation model demonstrates how emotional intelligence has a major impact on self-efficacy. Emotional intelligence directly affects self-efficacy in male and female college students in bot. Self-efficacy was strongly and favorably predicted by emotional intelligence, and emotional intelligence and self-efficacy may act as a mediating factor in students' ability to generate good feelings. This is in line with other research that shows emotional intelligence boosts students' self-efficacy. It also suggests that emotional intelligence influences self-efficacy development and, in turn, impacts college students' learning slackness. Additionally, emotional intelligence may positively influence self-efficacy through both of these mechanisms. Since those with higher emotional intelligence are more likely to be able to assess the decision environment effectively, develop self-confidence, and use appropriate emotional expressions to persuade others to solve problems and make the right decisions, emotional intelligence has been shown to positively predict individual self-efficacy.

CONCLUSION:

The present study was conducted with the objectives to investigate the relationship of emotional intelligence and self-efficacy of male and female college students. They were administrated the Schutte Self-Report Emotional Intelligence Test (SSEIT) measuring for emotional intelligence and Self-efficacy scale for measuring the level of self-efficacy. The pearson correlation was applied to find out relationship between emotional intelligence and self-efficacy of male and female separately. The following results were obtained:

1. Positive and significant relationship between emotional intelligence and self-efficacy of male was obtained.
2. Positive and significant relationship between emotional intelligence and self-efficacy of female was found

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