# Emotional Intelligence among secondary school students of Telangana Minority Residential School (TMREIS) in Relation to the Self-Efficacy

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## Abstract

The present study is an attempt to analyse the relationship between Emotional Intelligence and Self-efficacy among Secondary School Students of Telangana Minority Residential School (TMREIS). The sample of the study consists of 82 Secondary School Students of TMREIS. The data is collected by administering the Emotional Intelligence Scale (EIS-SANS) prepared by Dr. Singh and Dr. Narain (2014) and Student Self-Efficacy Scale (SSES-DSKN) prepared by Dr. Dahiya and Kumari (2018). The data is analysed with the help of SPSS Software Ver. 23. No statistically significant relationship is found between the constructs as the calculated r (82)= .126, p= .258 at α= 0.05 level.

### Keywords:

Emotional Intelligence;
Self-efficacy;
Secondary school students;
TMREIS.

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## 1. Introduction

Learning is the indispensable reality of human life. It is an automatic and organic process that constantly evolves man time to time. It is, however, divided into three broad domains, which are: *Cognitive,* linked with knowledge, *Affective,* associated with attitude, *and Psychomotor*, attributed with skills[1] that are best explained by **"*The Taxonomy Theory of Learning"*** proposed by Bloom in 1956 and revised by his colleague and students, the most eminent among them were Anderson& Krathwohl, in 2000[2]. Initially, learning was mostly connected to the cognitive domain of individuals, which was highly chained with the *Intelligence Quotient* (IQ) also known as conventional or rational intelligence[3] but in the later years, the idea of intelligence underwent a number of shades and a new concept of intelligence came into existence, which was named as *Emotional Intelligence* (EI). This term of intelligence came in the front line of the research world in the 1990s when Psychologists Salovey from Yale University, and Mayer from University of New Hampshire worked upon the said construct[4]. In their 2000 edition of the Handbook of Intelligence they, along with some other researchers, defined EI as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (Mayer, Salovey, & Caruso, 2000, p. 396; see also Mayer & Salovey, 1997)[5].This

idea of intelligence further gained an immense attention around the world in the year 1995 when another psychologist from The United States of America, Goleman. D, emphasised the idea of EI in his book *Emotional Intelligence: Why it Can Matter More than IQ.*[6] In his work, Goleman, basically, divided EI into five different components – *Self-awareness, Self-regulation, Motivation, Empathy,* and *social skills*[7]. He extensively learned EI from the professional perspective and thereafter specifically shed light upon the leadership qualities of individuals[6] that can be considered academically as well since the notion of leader develops right from the early days of schooling. Emotional intelligence, in a nutshell, essentially attempts to provide a broader and more flexible vision of  success by making people aware about their emotions and providing them with numerous methods to regulate those emotions when compared to IQ[6].

Apart from EI, there is another significant construct, *Self-efficacy*, which also plays a key role in learning. The concept of self-efficacy was first proposed by one of the most eminent American-Canadian psychologist Bandura. A. in his paper *Self-Efficacy: Toward a Unifying Theory of Behavioural Change* in 1977[8]. As per him, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to produce given attainments." (Bandura, 1997, p.3)[9]. Bandura also proposed a self-system, which comprises of an individual's abilities, attitudes, andcognitive skills. This self-system, as per Bandura, is responsible for peoples' perceptions and actions and self-efficacy is an integral part of this self-system,[10] which, briefly, focuses on the extent of individuals' confidence in themselves in accomplishing a particular task efficiently. However, self-efficacy is task specific, which means it varies from endeavour to endeavour[11]. In spite of this, the construct self-efficacy is closely associated with the construct emotional intelligence[12] this is because, perhaps, both the variables deal with the individuals emotion and their believe about themselves that constantly changes with the maturity as well as experience.

Nevertheless, to know the relationship of the constructs to its proximity, the researchers have reviewed the following literature.

Vikas's (2017) study was foundto be significantly positively correlatedat alpha 0.05 level with respect to self-efficacy and emotional intelligence[13].

Amirian and Behshad (2016) also found a significant relationship between emotional intelligence and self-efficacy of teachers[14].

Tajpreet and Maheshwari (2015) found emotional intelligence and self-esteem to be significantly positively correlated with each other at 0.01 level. The study concluded on the note that emotionally intelligent adolescents have high self-esteem[15].

Ramchunder and Martins (2014) found a positive correlation between emotional intelligence and self-efficacy along with leadership effectiveness at alpha 0.01 level of significance[16].

Prof. Chowdhury and Behjat (2012) found significant relationship between emotional intelligence, the competencies of self-efficacy, and diversity receptiveness of college students[17].

Adeyemo and Adeleye (2008) found emotional intelligence and self-efficacy to be closely related with each other along with the variable religiosity. As per their study, these constructs, altogether, significantly predict the psychological well-being of adolescents[18].

The review of literature shows correlation between emotional intelligence and self-efficacy to its maximum. However, the present study is taken up by the researchers test whether same is in the case of secondary school students of TMREIS, which will be discussed precisely, in the later part of the article, in the conceptual framework section.

**Research objective:**

- To study the relationship between emotional intelligence and self-efficacy in secondary school students of TMREIS

**Research hypothesis:**
- There is no significant relationship between emotional intelligence and self-efficacy in secondary school students of TMRIES

## 2. Research Method

The present work is a correlational study as it tries to analyse the relationship between two variables that are Emotional Intelligence and Self-efficacy. Based on the collected data, the researchers made efforts to correlate the scores of the said constructs and observe whether there is an association between the intended variables or not?

**Population and Sample:**

All the secondary school students of Telangana Minority Residential School (TMREIS) are considered as the population but the 82 secondary school students of TMREIS are taken as the sample for the present study.

**Data and Sources of Data:**

The primary data are collected from the TMREIS secondary school students. In contrast, the secondary data are collected from the various e-journals and other online sources, which are cited in the reference section.

**Conceptual Framework:**
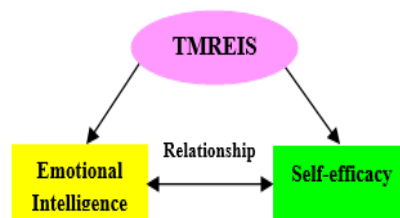


The present study is an attempt to analyse the relationship between emotional intelligence (EI) and self-efficacy (SE) among the secondary school students of Telangana Minority Residential School (TMREIS). The tools used for this purpose are Emotional Intelligence Scale (EIS-SANS) prepared by Dr. Singh and Dr. Narain (2014) and Student Self-Efficacy Scale (SSES-DSKN) prepared by Dr. Dahiya and Kumari (2018). These questionnaires are administered on the said sample to know whether the relationship exist between the said constructs and if in case there is a relationship

between the two then in what way they are correlated i.e. either positively or negatively, and what degree of relationship they share i.e. either weak, moderate, or strong correlation with each other.

**Tools for measurement:**

Emotional Intelligence Scale (EIS-SANS), Dr. Singh and Dr. Narain (2014), consists of 31 items that measures four dimensions of EI – *Understanding emotions, Understanding motivation, Empathy, and Handling relations*[19].

Student Self-Efficacy Scale (SSES-DSKN), Dr. Dahiya and Kumari (2018), comprises of 50 items, which measures five dimensions of SE – *Physical Self-Efficacy, Academic Self-efficacy, Social self-efficacy, Emotional Self-efficacy, and Spirituality Self- efficacy*[20].

**Reliability of the tools:**

The Emotional Intelligence Scale (EIS-SANS) has a test re-test reliability of 0.86 at .01 level of significance[19].

The reliability of the Student Self-Efficacy Scale (SSES-DSKN) is calculated by using three methods, which are the Spearman-Brown Split Half Method, Guttman Split Half Method, and Cronbach's Alpha Method, which have given the following respective values - .798, .854, and .863 at .01 level of significance[20].

**Validity of the tools:**

The Emotional Intelligence Scale (EIS-SANS) has a concurrent validity of 0.86 at .01 level of significance[19].
The Student Self-Efficacy Scale (SSES-DSKN) has the face as well as the content validity[20].

**Scoring of the tools:**

**Emotional Intelligence Scale (EIS-SANS):** The answers of those items which tallied with the items given in the scoring key were given a score of +1. If they did not tally, they were given a score of zero[19].

**Student Self-Efficacy Scale (SSES-DSKN):** It is a five point Likert scale with options *Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, and Strongly Disagree=1*[20].

**The distribution of items of Emotional Intelligence Scale (EIS-SANS) as per the four dimensions[19]:**

| Sr. No. | Dimensions | Division of Items | Total |
|---|---|---|---|
| I. | *Understanding Emotions* | 5, 15, 18, and 28 | 4 |
| II. | *Understanding Motivation* | 3, 7, 9, 12, 16, 19, 20, and 21 | 8 |
| III. | *Empathy* | 6, 8, 10, 13, 17, 23, 25, 26, 29, and 31 | 10 |
| IV. | *Handling Relations* | 1, 2, 4, 11, 14, 22, 24, 27, and 30 | 9 |
| Total | | | 31 |

**The distribution of items of Student Self-Efficacy Scale (SSES-DSKN) as per the five dimensions[20]:**

| Sr. No | Dimensions | Division of Items | Total Items |
|---|---|---|---|
| I. | *Physical Self-Efficacy* | 1, 2, 3, 4, 5, 6, and 7 | 7 |
| II. | *Social Self-Efficacy* | 8, 9, 10, 11, 12, 13, and 14 | 7 |
| III. | *Emotional Self-Efficacy* | 15, 16, 17, 18, 19, 20, and 21 | 7 |
| IV. | *Academic Self-Efficacy* | 22, 23, 24, 25, 26, 27, 28, 29, 30, and 31 | 10 |
| V. | *Spiritual Self-Efficacy* | 32, 33, 34, and 35 | 4 |
| Total | | | 35 |

## 3. Results and Analysis:

Descriptive Statics is used to find out the Mean, Standard Deviation, and Standard Error of the overall sample of the study with respect to the constructs Emotional Intelligence and Self-efficacy. Pearson product moment correlation is calculated using SPSS Software Ver.23 to find out the relationship between the aforementioned constructs at $\alpha 0.05$ level.

**Table 1**

**Descriptive statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| EI | 24.11 | 3.079 | 82 |
| SE | 105.79 | 13.904 | 82 |

*Table 1* shows the calculated Mean and Standard Deviation of the construct Emotional Intelligence, which is lesser than the Mean and Standard Deviation of Self-efficacy.

**Table 2**

**Correlation**

| | | EI | SE |
|---|---|---|---|
| EI | Pearson Correlation | 1 | .126 |
| | Sig. (2-tailed) | | .258 |
| | N | 82 | 82 |
| SE | Pearson Correlation | .126 | 1 |
| | Sig. (2-tailed) | .258 | |
| | N | 82 | 82 |

*Interpretation:* The calculated Pearson Product Moment Correlation Coefficient between the constructs Emotional Intelligence and Self-efficacy of TMREIS secondary school students is found

to be .126, which means there is no statistically significant relationship betweenthe constructs as the calculated p= .258, which is greater than the set alpha value of significance i.e. 0.05.

## 4. Conclusion

The study showed no statistical significant relationship betweenthe constructs Emotional intelligence and Self-efficacy, which means that an individual's capacity to be aware, control, and express his emotions as well as handle interpersonal relationships emphatically is found not to be associated with his belief in his ability to complete a task successfully. Contrast to the present work, there are numerous studies that showed statistically significant correlation between Emotional intelligence and Self-efficacy. However, applying the present findings, the educational stakeholders can motivate students who are not emotionally intelligent but are confident about themselves to make out a situation or accomplish a specific task efficiently. Also, those who are emotionally intelligent but lack a pinch of self-efficacy can again be encouraged by the educational collaborators towards building as well as strengthening their belief about themselves and their capabilities. Apart from this, pupils who are emotionally intelligent i.e. those students who have effective control and can express their emotions in a better way even in completion of specific task efficiently can be motivated by the said authority.

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