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Title

**INFLUENCE OF EMOTIONAL INTELLIGENCE ON
ACADEMIC SELF-EFFICACY AND ACHIEVEMENT**

Author(s)

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ABSTRACT:

The study examined the influence of emotional intelligence on academic self-efficacy and achievement. The participant in the study were 150 undergraduate students at Shiraz in the Shiraz City(Iran). Their age ranged between 18 to 20years with mean age of 19 years. Two valid and reliable instruments were used to assess emotional intelligence and academic self-efficacy while participants 12th Annual marks were used as a measure of academic achievement. Descriptive statistics, Parsons product moment correlation and hierarchical regression analysis were used to analyze the data. The result demonstrated that emotional intelligence and academic self-efficacy significantly co-related with academic achievement. On the basis of findings, it is suggested that emotional intelligence should be integrated into undergraduate curriculum.

Key words: emotional intelligence, academic self-efficacy, academic achievement, curriculum

1. INTRODUCTION:

Parents, guardians, teachers, institutions and society at large are concerned about how best to enhance academic standards and achievement. This is probably because educational attainment is highly fundamental to the realization of scientific and technical development, socio-economic and political advancement and life success. This apart educational institutions need to identify relevant factors in academic attainment for the purpose of making admission and assessment decisions (Romanelli et al 2006). It has observed that there is a need to go beyond the traditional markers of academic success. This, therefore, accounts for the reason for instituting the present invigilation into the influence of emotional intelligence on the relationship between academic self-efficacy and achievement of undergraduate students.

Self- efficacy has its root in the social cognitive theory proposed by Bandura (1986). Self efficacy is concerned with a Pearson's belief in his or her capabilities to learn or perform behavior as designated levels (Bandura, 1986. 1997). It has been demonstrated in research works that self efficacy influences academic motivation, learning and achievement (Brown et al., 1989. Paraje and Kranzler, 1995). Success of information from which students appraise their self efficacy beliefs are performance accomplishment, their various experience, persuasion they get

from others and their physiological arousal. Various researches done on self efficacy by Bandura and others have shown that students perception of their abilities to perform a task greatly influences their success. Bandura (1997) said that learners who possess high level of self efficacy are not intimidated and challenged by complex assignment and projects which they see as an opportunity for growth and mastery. When they encounter difficult situations, such as failures, they continue to persist until success is achieved. To them failure is a temporal hurdle that they would have to overcome. Conversely, individuals with low self efficacy level feel threatened when they encounter difficult situations and try to avoid them.

And that it accounts for 85% of human success. Emotional intelligence has the ability to monitor ones and others to discriminate among them and to use this information to guide ones thinking and actions (Goleman, 1995, 1998).

In academic literature various terms have been employed as a substitute for emotional intelligence. Such terms include emotional literacy, emotional competence, emotional creativity and empathic accuracy. Bar-on (1997) identified factorial components of emotional intelligence as follows. Self regard, emotional awareness, assertiveness, stress tolerance, impulse control, reality testing, flexibility, problem solving, empathy, interpersonal relationship.

Research evidence demonstrating the predictive effects of emotional intelligence on academic achievement is growing by leaps and bounds everyday. In a study done by Murquez et al., (2006) among high school students, it was found that emotional intelligence scores correlated with academic achievement after controlling for general intelligence. A strong indication that emotional intelligence is predictive of academic success is provided in several studies (Parker, 2004, Swart 1996).

Although several studies have confirmed existence of relationship between academic self-efficacy and achievement there is the need to find out if such an association is mediated by other factors. Thus the purpose of the present study was to find out whether the relationship between academic self-efficacy and achievement is influenced by emotional intelligence.

2. METHOD:

Ex-post facto research methodology has been used in this study. The researcher studied the relevant variables as they currently exist in the repertoire of the participants.

3. Sample:

All the under graduate students studying either in B. A. / 1st year or second year in different colleges in the city of Shiraz, affiliated to Pt. Shiraz University are constituted the population of the study. The age ranged of the subjects were between 18 to 20 years, with mean age of 19 years. 150 students selected randomly in which 80 Boys and 70 Girls are constituted the sample of the study.

4. Tools and Techniques:

Emotional intelligence questionnaire constructed by Schutte et al (1998) was used to measure the participants emotional intelligence. The instrument is made up of 33 items with response format of strongly disagree (1) and strongly agree (5). The scale has internal consistent reliability of 0.90 and a test re-test reliability of 0.78.

Academic confidence scale constructed by Sander and Sander (2003) was used to measure the participants academic self efficacy. The instrument has a response arrangement of very confident (5) and not at all confident (1). The test re-test reliability analysis of the scale and inferred that the instrument has a reliability coefficient of $r = 0.88$.

show lower anxiety level, show flexibility in the use of learning strategies, employ more self regulation strategies than other students, display accurate self-evaluation of their academic performance, show greater intrinsic interest in scholastic matters and demonstrate greater propensity for self motivation.

Conclusion The findings of the present study have important implications for teachers as well as educational and school counseling psychologists. Teachers should realize that academic achievement is affected by several factors, of which emotional intelligence and academic self-efficacy are critically components. As emotional intelligence has been found to be a teachable

construct, conscious efforts should be made to integrate emotional intelligence Into school curriculum.

Academic achievement was measured by using the students first semester examination results. The result for each student was converted to percentage. And with this, each student recorded a single score in percentage.

5. Methods of Data Analysis:

To properly establish the moderating effect of emotional intelligence in the relationship between academic self-efficacy and achievement, it is imperative that certain intervening variables, particularly demographic variables are controlled in the statistical analysis to minimize the likelihood of spurious linkage resulting from unmeasured variables. Descriptive statistics and co-relational analysis were utilized to determine the relationships among the outcome measure and the independent variables.

Hierarchical regression analysis was further utilized in the analysis of data. This was done in three stages. Students characteristics (age, gender, mode of entry level) were entered first. In the second stage, the main effects of emotional intelligence and academic self-efficacy were ascertained. At stage three, the interaction terms (emotional intelligence x academic self-efficacy) were entered into the regression equation. The F-change was estimated. The contribution and significance of each of the variables were determined using beta weight and t-ratio. The effect of emotional intelligence was tested through the examination of the interaction terms. If it was found that the interaction term was significant, it would then be considered that emotional intelligence played a mediating role in the relationship between academic self-efficacy and achievement.

6. RESULTS AND DISCUSSION:

The mean scores for academic achievement, emotional intelligence and academic self-efficacy are 50.00, 72.50, and 75.00 respectively. The corresponding standard deviation for the three variables are 8.5, 9.2, and 13.15. Significant relationship were found between academic

achievement and emotional intelligence ($r = 0.40$, $p < 0.01$), academic achievement and academic self-efficacy ($r = 0.30$, $p < 0.01$).

Other variables that have significant correlations with one another are, emotional intelligence and academic self-efficacy ($r = 0.181$, $p < 0.05$), emotional intelligence and sex ($r = 0.185$, $p < .01$), academic self-efficacy and sex ($r = 0.182$, $p < 0.05$), emotional intelligence and entry qualification ($r = 0.211$, $p < 0.01$), academic self efficacy and entry qualification ($r = 0.201$, $p < 0.01$), sex and entry qualification ($r = 0.855$, $p < 0.01$).

The result demonstrated that the control variables did not impact significantly on academic achievement. However academic self-efficacy was found to impact significantly and positively on academic achievement. The results confirm the positive impact of academic self-efficacy and emotional intelligence in the relationship between academic self-efficacy and achievement.

The result found in this study has confirmed that academic self-efficacy is a critically factor influencing academic achievement. The relationship between academic self-efficacy and achievement could be understood from the perspective that students with high sense of efficacy have the capacity to accept more challenging tasks. make greater effort expenditure, demonstrate increased persistence in the face of obstacles

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