Emotional Intelligence on Self-Efficacy among the Senior Secondary Students of Barak Valley, Assam

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Abstract: In the present dynamic and constantly changing culture, emotional intelligence is crucial for adolescents to lead better lives in all areas of schooling. Consequently, the goal of this research is to comprehend how emotional intelligence influences self-efficacy among the senior secondary students of Barak Valley, Assam. The study is quantitative in nature, and it collects pertinent data from the students using a descriptive survey method. To collect appropriate data the sampling procedure used purposive sampling to select the school and random sampling to select the students. The total sample size of the study is calculated as 216 including students from both private and public schools. The findings of the study were calculated with the use of Excel and SPSS and found to have a significant difference and relationship among the learners based on the t-test and Pearson correlation acquired results.

Keywords: Emotional Intelligence, Self-efficacy, Barak-Valley

Introduction:

In India, the higher education system has grown rapidly, with substantial improvements in the proportion of enrolled students, international recognition, and high-quality instruction. Though the availability of educational resources has made us more capable and intelligent, it is still necessary for students to use both their intellect and their emotions to effect change. The most important thing that interrelates and makes an individual work properly is their ability to manage their emotions and focus on acquiring goals (Ortmeyer, 1949). Also, 12th-grade students need to have some sense of emotional intelligence to make wise decisions and it is assumed that students with greater emotional intelligence than IQ make better decisions in life (Travers, 1973). The terms emotions and intellect together first recognized in 1990 by two American University professors Dr John Mayer and Dr Peter Salovey as emotional intelligence with an idea to measure the difference between people's abilities in the areas of emotions to implement improved actions (Mangal, 2013). However, emotional intelligence is usually defined as the ability to recognize, evaluate, and control one's own emotions as well as those of others (Manikandan & Sasikumar, 2017). Also, Emotional intelligence plays a crucial role in directing and moulding personalities to suit our needs, and self-efficacy is intimately linked to this ability (Travers, 1973). Further, Goleman, (1995), identified five following traits of emotionally intelligent individuals: empathy, self-motivation, self-awareness, mood-regulation, and relationship-management. Along with it they also exhibit relatedness, curiosity, self-control on purpose, confidence, communication skills, and the ability to cooperate (Goleman, 1995).

The relativeness of emotional intelligence to self-efficacy is evident in every sphere of student life. Self-efficacy was first mentioned in 1950 in the context of Maslow's motivational theory when Albert Bandura acknowledged its origins in his writings. Bandura applied his sense of self-efficacy concept to "Social Learning theory," which he later computed with "Social Cognitive theory," to acknowledge behavioural changes (Bandura, Self-Efficacy, 1997). Self-efficacy allows a person to alter their behaviour to achieve self-regulation in behaviour, it is more action-oriented than emotional intelligence (Bandura, Self-Efficacy, 1997). Commonly, self-efficacy is defined as a concept formed of eight traits: self-regulation, self-influence, self-confidence, social achievements, self, self-evaluation, self-esteem, and self-cognition (Shekhar & Kumar, 2016). It is believed to develop a resilient mindset capable of conquering challenges with perseverance one individual needs self-efficacy (Bandura, Self-Efficacy in Changing Societies, 1995). In addition, varied research has claimed emotional intelligence and self-efficacy both are complementary to acquiring mastery of experience. The purpose of the research is to investigate how emotional intelligence affects self-efficacy. Numerous research has established that emotional turbulence is the root cause of numerous psychological disorders, behavioural issues, and ambivalent views toward one's family, neighbours, society, and aspirations for one's future. Since there appear to be gaps in prior research as well, the study's focus is on understanding the relationship between emotional intelligence and self-efficacy.

Objectives:
1. To assess the level of emotional intelligence among senior secondary students of Barak-Valley.

2. To assess the level of self-efficacy among the senior secondary students of Barak-Valley.
3. To correlate the relationship between emotional intelligence and self-efficacy among the senior secondary students of Barak-Valley.

Hypothesis:
H1: There is no significant difference between the level of Emotional Intelligence among the senior secondary students of Barak Valley.
H2: There is no significant difference between the level of Self-efficacy among the senior secondary students of Barak Valley.
H3: There is no significant relationship between emotional intelligence and self-efficacy among the senior secondary students of Barak-Valley.

Methodology:

The nature of the study is quantitative to assume the levels of Emotional intelligence and self-efficacy through descriptive and inferential statistical analysis among the Senior secondary students of Barak Vally.

Research Design: The descriptive survey method was used for data collection over three districts of Barak Valley.
Research variable: The Independent variable is Emotional Intelligence, and the dependent variable is Self-efficacy.

Sample: Senior Secondary Students of Barak-Valley between the age group of 16-19. The total sample size is 216, with 72 samples from each three districts with 36 males and 36 females from each government and private co-ed school.
Sampling Technique: Purposive sampling for school selection and random sampling for student selection.
Research Tool: Emotional Intelligence Scale: The Emotional Intelligence scale by Nicole Schutte and his colleague was used for the study. It is a self-report inventory on a 5-point scale with 33 items including both Positive and negative items. The reliability of the scale was assessed through rest-retest testing is 0.09. and validity through internal consistency validity on Cronbach alpha is 0.87.

Self-Efficacy Scale: The Self-Efficacy Scale by R.K. Bhatnagar and Mathur was used for the study. It is a 22-item self-report inventory developed for those above the age of 14. It is a five-point Likert scale with positive and negative responses. The reliability of the scale was assessed through test-retest reliability ranges from 0.73 to 0.86, which describes the scale as highly reliable, and validity through the coefficient of concurrent validity is 0.73 to 0.83.

Data Analysis: The data were analysed with the use of both Excel and SPSS for inferential and descriptive statistics. Following that, an Excel sheet of scale levels was created over the percentage score, and an SPSS was used for the inferential statistics of the first and second objectives using a t-test for difference analysis, and for the third objective, the Pearson correlation was calculated for relationship analysis.
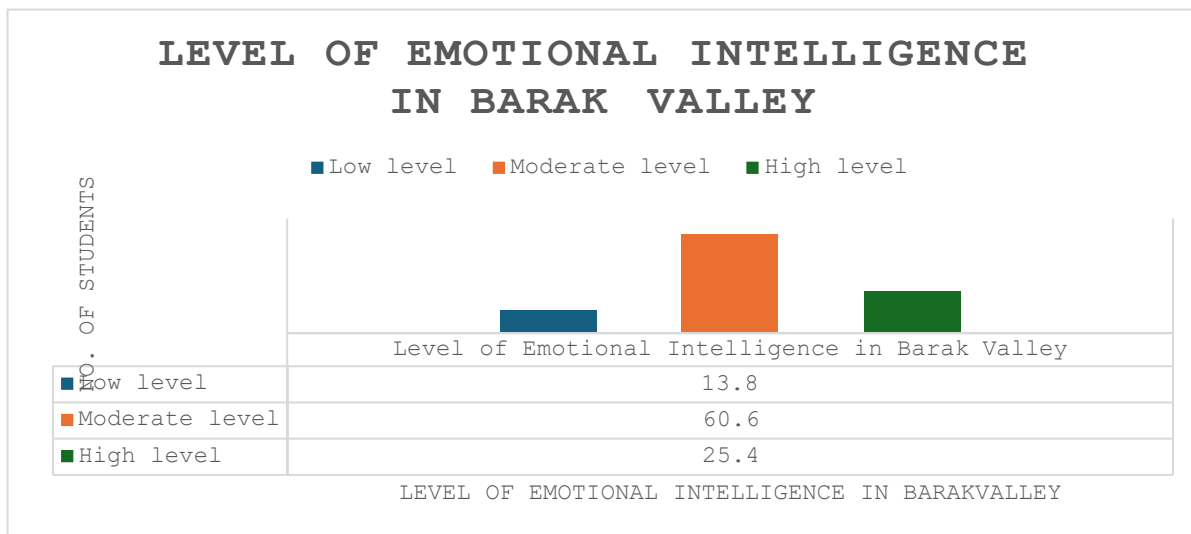
Result:

H1: There is no significant difference between the level of emotional intelligence among the \senior secondary students of Barak Valley.

Table 1: Inferential statistics of Emotional Intelligence into Mean, SD, t-value, and Sig.

Variable	N	Mean	SD	Std. Error	t-value	Sig	Significant at 0.05
Karimganj	72	121.88	15.413	1.816			
Hailakandi	72	123.83	12.142	1.431	8.248	0	Significant
Silchar	72	130.47	12.114	1.428			
Total	**216**	**125.39**	**13.755**	**0.936**			

Interpretation: Inferential statistics shows the t-test scoring, that rejects the null hypothesis due to a significant difference in the level of Emotional Intelligence. i.e. probability value (0.05) is more than the calculated value (0.00).
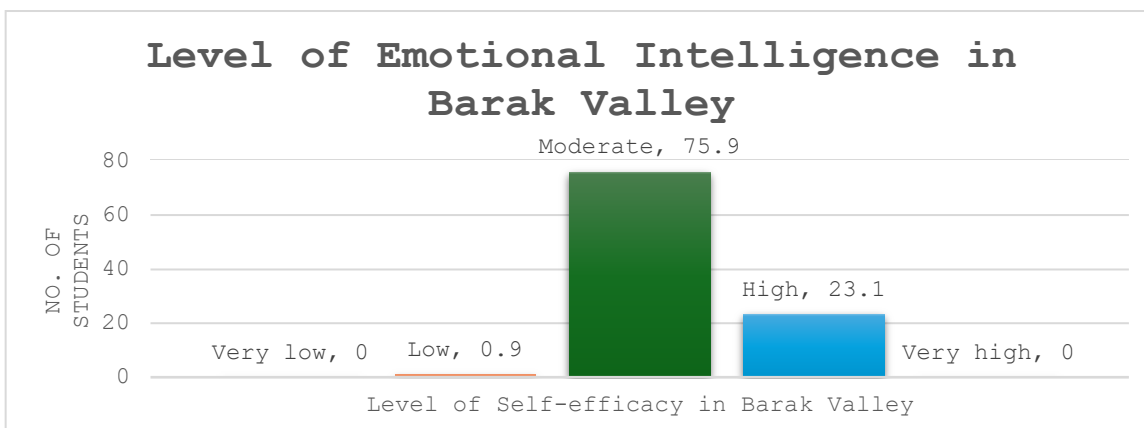*Value $p<0.05$, $p=0.00$, $df=1$

Graph 1: Descriptive statistical analysis of the level of Emotional Intelligence among Senior Secondary Students in Barak-Vally, shows the variation in acquired percentage collected from the three districts of Barak Valley. The percentage score of Emotional Intelligence shows the number of senior secondary students of Barak Valley is more at a moderate level around 60.6%, whereas at a low level, it is 13.6%, and 25.4% at a high level.

H2: There is no significant difference between the level of self-efficacy among the senior secondary students of Barak Valley.

Table 2: Inferential statistics of Self-efficacy into Mean, SD, t-value, and Sig.

Variable	N	Mean	SD	Std. Error	t- value	Sig.	Significance at 0.05
Karimganj	72	70.08	5.997	0.707			
Hailakandi	72	70.58	5.500	0.648			
Silchar	72	69.08	5.012	0.591	8.248	1.38	Not Significant
Total	**216**	**69.92**	**5.527**	**0.376**			

Interpretation: Inferential statistics shows the t-test scoring that accepts the null hypothesis due to no significant difference in the level of Self-efficacy. i.e. probability value (0.005) is less than the calculated value (1.38). *Value $p > 0.05$, $p = 1.38$, $df = 2$

Graph 2: Descriptive statistical analysis of the level of Self-efficacy among Senior Secondary Students in Barak-Valley, shows the variation in acquired scores and percentages collected from the three districts of Barak Valley. In elaboration to the level of the Self-efficacy part, the percentage score shows the number of students is more at a moderate level with around 75.6%, very low level is at 0%, low level is at 0.9%, 23.1% at a high level, and again 0% at a very high level.

H3: There is no significant relationship between emotional intelligence and self-efficacy among the senior secondary students of Barak-Valley.

Table 3: Inferential statistics of both Emotional Intelligence and Self-efficacy

		Emotional Intelligence	Self-Efficacy
Emotional Intelligence	Pearson Correlation	1	.128
	Sig (2-tailed)		.060
	N	216	216
Self-Efficacy	Pearson Correlation	.128	1
	Sig (2-tailed)	.060	
	N	216	216

Interpretation: The correlational statistical analysis of the relationship between emotional intelligence and self-efficacy among the senior secondary students of Barak Valley shows a positive correlation between Emotional Intelligence and Self-Efficacy, which means with an increase in Emotional Intelligence there is a simultaneous increase in self-efficacy.

Discussion:

The goal of the study was to investigate the level of emotional intelligence and self-efficacy among senior secondary students who are going through a transitional stage in their lives. To obtain the necessary data, 216 students from the three districts—Karimganj, Hailakandi, and Silchar—were surveyed descriptively each with an equal distribution of 72 samples. The study uses a cross-sectional approach, which is an observational research approach where the researcher monitors and measures a single outcome. Participants in the study were chosen using a set of inclusive and exclusive standards. The population of the study consisted of Barak Valley senior secondary school students. Purposive sampling was used to choose the schools, and random sampling was used to choose an equal number of male and female students for further study. Two standardized instruments were used in the study, the Emotional Intelligence Scale, and the Self-Efficacy Scale. The study used both Excel and SPSS to assume the three objectives for inferential and descriptive statistical analysis of the data. Table 1 established the framework for evaluating emotional intelligence by utilizing scores obtained from standardized tools. The survey analysed the predetermined hypothesis that revealed the three districts to be significantly different. It suggests that emotional intelligence varies by district.

In Table 2, the self-efficacy levels were analysed using the scores that were obtained through a standardized tool of self-efficacy. It found that there was no discernible variation among the three districts. The survey analysis of the proposed hypothesis evaluated that there are no differences in self-efficacy among the three districts of Barak-Valley. Whereas, in Table 3, the study aimed to analyse the relationship between self-efficacy and emotional intelligence. With the help of Pearson correlation, the data shows a clear positive correlation whereby a gain in one causes a gain in the other. The findings of this research show that while self-efficacy scores varied according to changes in demographic conditions, emotional intelligence is independent of all these factors. It indicates that students' self-efficacy is something that is gained through formal or informal social contexts rather than something that can be measured based on personal traits. Furthermore, the results of prior research on the literature review demonstrate the varied influence of emotional intelligence on self-efficacy, academic performance, and personality in overreaching to solve life's obstacles. One of the previous studies shows how emotional intelligence can act as a mediator to improve self-efficacy among migrated students (Huang, Gao, Deng, & Fu., 2022). In, another study, the researcher examined the effect of emotional intelligence on self-efficacy through training in a controlled setting over pre- and post-test intervention programs; however, the results show that the group receiving training had no effect, while the group receiving no training had an impact (Sudrajat, Mailani, Ibrahim, & Kumala, 2022). Emotional intelligence influences self-efficacy in life mechanisms both directly and indirectly, according to a different study examining the relationship between emotional intelligence and coping strategies and self-efficacy. Coping strategies also highlight positive, activity-oriented, interactive, and presentable traits (Guifang & Bei, 2022). In other research, it is investigated how emotional intelligence influences self-efficacy in teenagers and helps them create a coping strategy. It also shows that girls have lower levels of self-efficacy than males (Firdous & Alam, 2022). Another study's findings demonstrated how emotional intelligence and self-efficacy can predict feelings of loneliness and negative thought patterns (Dua & Singh, 2021). Additionally, a different study concluded that teenagers with higher emotional intelligence also had superior intrapersonal intelligence and were better decision-makers (Barman & Roy, 2021). According to an empirical study, women are more emotionally intelligent than men when it comes to spiritual intelligence and self-efficacy (Kansal, 2020). Additionally, a study found that self-efficacy and emotional intelligence had a proportionate and beneficial influence on teenagers' psychological well-being (Bhilota & Meghnathi, 2020). Another said that self-efficacy and emotional intelligence could be used to predict an adolescent's mental health (Singh & Gupta, 2018). To improve the situation of adolescents, the study's findings identified a variety of areas where emotional intelligence and self-efficacy are needed.

Conclusion:

The study's conclusion explains how human mechanisms relate to one another in cognitive, affective, and psychomotor states. These mechanisms work together to enable an individual to act appropriately in any given situation, though those who possess high emotional intelligence react differently from others. The study's findings also demonstrate that individuals with emotional intelligence will have a self-concept, a self-regulating approach, and a feeling of guidance about right and wrong. They will also have self-efficacy to reach their potential. This research contributes to our understanding of the relationship between self-efficacy and emotional intelligence, which is useful when making decisions about learning and living.

Limitations:

1. The study will be limited to class 12th students of the Barak Valley district.
2. The study will be carried out to understand the levels through measuring standardized tools from senior secondary level students.

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