

Descriptive study to identify the relationship between emotional intelligence and self- efficacy among a sample of female students at King- Abdulaziz University

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Abstract

Introduction: A consideration of emotion has been traditionally neglected in the context of teaching and teacher education. This has begun to change with the recent research on emotional intelligence (EI). It is highly likely that emotionally intelligent individuals could provide help in how to manage emotions to less emotionally intelligent individuals

The aim of this study is to identify the relationship between emotional intelligence and self- efficacy among a sample of female students at King- Abdulaziz University. Additionally to identify if there is a statistical significant relationship between self-awareness and self-efficacy among female students. We also hypothesized that students with high EI, will develop more self-motivation and increase their levels of self-efficacy and vice versa.

Methodology: The sample was composed of 180 female students from King Abdulaziz University. Random sampling technique was used to select the study participants. Both Emotional Intelligence scale (2005) and Self-Efficacy scale (2001) were individually administered to all the research participants. To assess if there is a relationship between the Emotional Intelligence including, "self-awareness, emotional management, personal motivation and emotional sympathy" and Self-efficacy including their ways of dealing with daily stresses. The author obtained all necessary approvals.

Results: Results showed that The study has proved that there is a statistical significant relationship between emotional intelligence and self-efficacy which confirm the main hypothesis. Also there was no statistical significant relationship between personal motivation and self-efficacy, also there was no statistical significant relationship between self-awareness and self-efficacy.

Conclusion: Academic performance, schooling, personal life,

social relationships are in line with the emotional intelligent, so programs that enhance the emotional intelligent will enhance the quality of life of the future generation. In short, when a stressful situation arises in the study place, preventive strategies could include the enhancement of students' emotional intelligence and self-efficacy.

Introduction

A consideration of emotion has been traditionally neglected in the context of teaching and teacher education. This has begun to change with the recent research on emotional intelligence (EI). It is highly likely that emotionally intelligent individuals could provide help in how to manage emotions to less emotionally intelligent individuals.

Intelligence quotient (IQ) has long been considered as the main factor of academic success and achievement, but some critics assert that intellectual abilities are too much emphasized in IQ opinions ⁽¹⁾.

Emotional intelligence is a concept first introduced by Meyer and Maludy in the early 1990s ⁽²⁾. This element is a set of linked cognitive and emotional abilities ⁽³⁾. This cognitive structure has four components: emotional self-assessment, self-expression assessment, identification of others' emotions for emotional self-regulation, and the use of emotion to facilitate performance ⁽⁴⁾. The findings of a study indicated that emotional intelligence had twice the power of cognitive intelligence to predict academic achievement explanation ⁽⁵⁾. But in another study, EI did not appear to reliably predict future academic performance. Future studies should define the role of EI in admission decisions ⁽⁶⁾.

Socio-biological scholars have pointed out that emotions play the most important role guiding us in the face of difficulties. lately, the traditional perception of intelligence as a cognitive variable has no longer existed, instead, it is the emotional dimension of intelligence that is taking more attention as scientists have recognized its importance and influence on man's life represented in his way of thinking and sympathy with others,

and this is the reason it is considered as milestone of successful social relationships, the capability of understanding others' emotions and responding to it appropriately⁽⁷⁾.

Students in higher educational institutions are viewed as leaders of tomorrow. They have academic success as their major goal. For this goal to be achieved, it requires dedication, sacrifices, self-discipline, motivation and cordial relationship between students and lecturers. Students at this level are saddled with a lot of responsibilities and challenges⁽⁸⁾ which may sometimes result in stress. They need good mental health to be able to succeed in their academic pursuit. As academic demands increase and new social relations are established, students become uncertain of their abilities to meet these demands⁽⁹⁾. Difficulties in handling the ensuing stressor often lead to decreased academic performance, increased psychological, distress, and negative attitudes toward learning⁽¹⁰⁾. All these invariably pose challenges to the much sought quality in education.

Accordingly, leaders are expected to have emotional skills so that they can inspire and influence others, these skills are emotions management and sympathy with others.

Scholars in the field of educational psychology postulate that students' learning and their academic achievement are substantially influenced by the beliefs they hold about their capabilities to organize and successfully complete a task, i.e., the sense of self-efficacy beliefs⁽¹¹⁾. A plethora of studies pointed to the facilitative role of self-efficacy beliefs in various academic and educational contexts⁽¹²⁻¹³⁾. In a similar vein, emotional skills have recently received considerable research interest in the field of education and psychology. Previous research demonstrated that emotional intelligence is associated with success in many areas, including effective teaching⁽¹⁴⁾.

Emotional intelligence, self-efficacy, and psychological well-being (happiness, life satisfaction and depression) are important resources for enhancing students' learning, success and quality

in education. Emotional intelligence ⁽¹⁵⁾ and psychological well-being Khramtsova,& Salami, ⁽¹⁶⁻¹⁷⁾ have been shown to predict students' attitudes and academic performance in higher educational institutions. Thus, the overall question of interest in this study was how changes in emotional intelligence, self-efficacy and psychological wellbeing (happiness, life satisfaction and depression) are related to students' behaviors and attitudes.

Little attention have been paid to how emotional intelligence, self-efficacy, psychological well-being (happiness, life satisfaction & depression) differentially predict various facets of students' behaviors and attitudes. One way of filling the gap created in knowledge in this area is to examine the predictors of students' behaviors and attitudes and their implications for enhancing quality in education. In this study, I examined the extent to which emotional intelligence, self-efficacy, and psychological well-being (happiness, life satisfaction & depression) jointly and separately contribute to the prediction of students' behaviors and attitudes⁽¹⁸⁾.

In the academic life of students in tertiary institutions especially universities, colleges of education and polytechnics, students' intrinsic motivation, self-discipline and attitudes toward their lecturers or professors are perhaps the three most important domains to consider in students' behaviors and attitudes. Intrinsic motivation is the desire to study based on personal interest and satisfaction rather than for a grade. Self-discipline is having self-control over ones behaviors and attitudes (e.g. studying, getting to class on time). Attitude towards lecturers and professors refers to thinking highly of lecturers' professional level and showing them respects ⁽¹⁶⁻¹⁷⁾.

Trait emotional intelligence (trait EI) refers to individual differences in the perception, processing, regulation and utilization of emotional information. It is a constellation of emotion-related self-perceived abilities and dispositions located at the lower levels of personality hierarchies ⁽¹⁸⁾. Individuals with high trait EI scores believe that they are in touch with their emotions and can regulate them in a way that promotes well-

being ⁽¹⁹⁾. These individuals should enjoy higher levels of happiness ⁽²⁰⁾.

Self-efficacy determines an individual's resiliency to adversity and his/her vulnerability to stress and depression ⁽¹¹⁾. General self-efficacy aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situations ⁽¹⁵⁾.

Perhaps for an individual who has low happiness and life satisfaction and high depression, having high self-efficacy will help him/her in displaying appropriate behaviours and positive attitudes as regards his/her academic work.

Therefore, it is expected that self-efficacy will moderate the relationship of psychological with students' behaviors and attitudes

The research hypotheses was to explore if

1. There is statistically significant relationship between self-confidence and self-concept among the research group.
2. There is statistically significant relationship between self-confidence and the physical perception among the research group.
3. There is statistically significant relationship between the self-confidence and personality self-confidence among the research group.
4. There is significant relationship between self-confidence and social perception among the research group.

There are several reasons why this study is important:

As per Bar-On 2005 ⁽²⁰⁾ emotional intelligence is a key factor of person's academic, social, and professional success, this has been proved through experimental researches which were conducted to develop emotional intelligence skills and its effect on academic, social and professional achievements / performance.

Golman ⁽²²⁾ has pointed out that emotional intelligence helps predicting professional success in 80% proportion

compared to academic intelligence that helps predicting the professional success with a proportion of 20%.

Austin, ⁽²³⁾ has ensured that high emotional intelligence levels have positive effect on person's feeling of personal and emotional happiness and that it extends to his / her health and mental condition as well as his sense of quality of life.

Methodology

This is a descriptive study to identify the relationship between emotional intelligence and self- efficacy among a sample of female students at King- Abdulaziz University.

Additionally to explore if there is a statistical significant relationship between self-awareness and self-efficacy among female students. We also hypothesized that students with high EI will develop more self-motivation and increase their levels of self-efficacy and vice versa.

Research sample consists of 180 female students of King Abdul-Aziz University, their ages vary between (18-23), they were selected in a simple random way where every single member of the researched population has the chance to be a unit of the sample.

Tools:

During this study, we used two tools,

1. Emotional intelligence scale by Dr. Rasha Abdel-Fattah (2005), the scale dimensions;
 1. Self- awareness which means the ability to observe and understand man's own feelings as well as his emotional condition and realizing its meaning.
 2. Emotions management and organization which means the ability to deal with emotions in its appropriate context and realizing what would be behind these emotions and finding ways to treat fears, worries, anger, and sorrow.
 3. Personal motivation which means the ability to direct person's emotions to serve a certain goal

4. Emotional sympathy which means the level of person's sense towards others' feelings and taking them into consideration as well as understanding / respecting differences between people.
2. Self-efficacy scale by Dr. Amany Abdel-Maqsood and Dr. Sameera Mohamed (2001)

It is a single-dimension scale that aims at estimating the realized general feeling of self-efficacy of adults including (teens over 12) and predicting their ways of dealing with daily stresses alongside to their level of adaptation following different types of stressful life event. The scale has a proven benefit in clinical practice and behavior change.

Definitions as per the scales, Emotional Intelligence is a type of social intelligence which includes the ability to watch / observe man's and others' emotions and to be kind to others and use cognitive abilities to guide his thoughts and actions. Self-efficacy is person's own belief of how to achieve a task or a group of tasks based on his acquired abilities and cognitive, mental, motivational, emotional, and sensory information which enables him to achieve the targeted / required performance ⁽²²⁾.

Both scales were individually administered to all the research participants. To assess if there is a relationship between the Emotional Intelligence including, “self-awareness, emotional management, personal motivation and emotional sympathy” and Self-efficacy including their ways of dealing with daily stresses. The author obtained all necessary approvals.

This scale was tested in previous studies against both validity and reliability of the tool.

Before the administration of both scales, the participants were briefed about the nature and purpose of the study. Rapport was established with the respondents assuring them of confidentiality of their personal information to elicit their true responses. They were assured that their information would be used for research purpose exclusively. A consent form was also

obtained from each participant. Both scales were individually administered to all the research participants in order to determine the level of their self-concept and self-confidence.

The SPSS (version 17) was used to analyze data. Independent sample t- test was applied to determine the differences among the study sample.

Results

Results were assessed against the research hypothesis, and findings were as follows, the main hypothesis was that there is statistically significant relationship between emotional intelligence and self-efficacy among the research group.

For testing this hypothesis, we used Pearson correlation between emotional intelligence and self-efficacy among the study population.

Table 1 relationship between emotional intelligence and self-efficacy

Variable	Sample	Mean	Standard deviation	Pearson correlation	P value	Significance
Emotional intelligence	180	187.63	19.04	0.57	0.05	Significant
Self-efficacy		54.86	8.62			

Table 1 showed that the average of score of study population against the emotional intelligence scale was (187.63) and the standard deviation was (19.04), the average score against the self-efficacy scale was (54.86) and the standard deviation was (8.62). Pearson correlation was (0.57) and P value (0.05) which denoted that there is a statistically significant relationship between emotional intelligence and self-efficacy among the study population, and this confirm the main hypothesis as R calculated (.57) is more than R expected (.30)

The first sub hypothesis was that there is statistically significant relationship between self-awareness and self-efficacy among the research group.

For testing this hypothesis, we used Pearson correlation between self-awareness and self-efficacy among the study population.

Table 2 relationship between self-awareness and self-efficacy

Variable	Sample	Average	Standard deviation	Pearson correlation	P value	Significance
Self-Awareness	180	21.13	4.65	-0.18	0.45	Non-significant
Self-efficacy		54.86	8.62			

Table 2 showed that the average of score of study population against the self-awareness score was (21.13) and the standard deviation was (4.65), the average score against the Self-efficacy was (54.86) and the standard deviation was (8.62). Pearson correlation was (-0.18) and P value (.45) which denoted that there is no statistically significant relationship between self-awareness and self-efficacy among the study population as R calculated (-.18) is less than R expected (.30)

Another sub hypothesis was that there is statistically significant relationship between emotions management and self-efficacy among the research group.

For testing this hypothesis, we used Pearson correlation between emotions management and self-efficacy among the study population.

Table 3 relationship between emotions management and self-efficacy

Variable	Sample	Average	Standard deviation	Pearson correlation	P value	Significance
Emotions management	180	19.23	5.67	-0.10	0.61	Non-significant
Self-efficacy		54.86	8.62			

Table 3 showed that the average of score of study population against the emotions management score was (19.23) and the standard deviation was (5.67), the average score against the Self-efficacy was (54.86) and the standard deviation was (8.62). Pearson correlation was (-0.10) and P value (.61) which denoted that there is no statistically significant relationship

between emotions management and self-efficacy among the study population as R calculated (-.10) is less than R expected (.30)

Another sub hypothesis was that there is statistically significant relationship between self-confidence and social perception among the research group.

For testing this hypothesis, we used Pearson correlation between self-confidence and social perception among the study population.

Table 4 relationship between personal motivation and self-efficacy

Variable	Sample	Average	Standard deviation	Pearson correlation	P value	Significance
Personal motivation	180	20.68	5.17	-0.02	0.77	Non-significant
Self-efficacy		54.86	8.62			

Table 4 showed that the average of score of study population against the personal motivation score was (20.68) and the standard deviation was (5.17), the average score against the Self-efficacy was (54.86) and the standard deviation was (8.62). Pearson correlation was (-0.02) and P value (.77) which denoted that there is no statistically significant relationship between emotions management and self-efficacy among the study population as R calculated (-.02) is less than R expected (.30)

Discussion

The primary aim in this study was to investigate the relationship of emotional intelligence and self- efficacy in line with students' academic behaviours and attitudes.

It was found that, for the main Hypotheses based on the data presented in table (1), there is a statistical significant relationship between emotional intelligence and self-efficacy, this hypotheses was accepted and justified by the researcher as the person who enjoys high levels of emotional intelligence has also high level of positive social relationships, self-motivation, empathy and emotions management, which all enhance his self-

efficacy. Additionally, emotional intelligence includes several emotional skills that positively affects self-efficacy. So based on the mentioned above, the findings denoted that there is a positive relationship between emotional intelligence and self-efficacy.

This result goes in line with previous studies that addressed the relationship between emotional intelligence and self-efficacy such as Mohamed Gouda's ⁽²⁴⁾ which concluded a statistical significant relationship between emotional intelligence and cognitive center, as well as Bastian and Others (2005) which concluded a positive relationship between emotional intelligence and some life skills and cognitive capabilities, particularly, the ability to solve problems and academic achievement, alongside to Patrides and others ⁽²⁵⁾ which concluded a significant relationship between emotional intelligence and life satisfaction, Engelberg ⁽²⁶⁾ which concluded a significant positive relationship between emotional intelligence and self-efficacy, DeWitz and others ⁽²⁷⁾ which concluded a significant positive relationship between self-efficacy and goal of life, and last but not least, the study concluded a statistical significant relationship between self-efficacy and emotional intelligence and achievement motivation.

It was found in other studies that students who had high self-efficacy, high emotional intelligence and who were happy were motivated to participate in relevant academic activities and developed positive attitudes that led to success in college. That psychological well-being (depression, happiness and life satisfaction) predicted students' academic behaviours and attitudes- intrinsic motivation, self-discipline and respect for lecturers- support the findings of previous researchers who reported similar results ⁽²⁸⁾.

Depressed students usually are less intrinsically motivated to learn, they lacked self-control over their studies and were not motivated to show respect for and appreciation to their lecturers.

Conclusion

Emotional intelligence and self-efficacy are two important structures to be taken into account while studying the causes of academic success or failure. Emotional intelligence is positively related to self-efficacy and both of these variables can predict each other.

The stress management failure and increased ineffective anxiety and stress are direct results of low self-efficacy and the practical importance of the findings is when a stressful situation arises in the study place, preventive strategies could include the enhancement of students' emotional intelligence and consequently self-efficacy.

Teachers in schools and universities should learn how to deal with children and teenagers by improving their emotional intelligence consequently build up their self-efficacy which will enable them to be better prepared for stressful situation and manage it efficiently.

Academic performance, schooling, personal life, social relationships are in line with the emotional intelligent, so programs that enhance the emotional intelligent will enhance the quality of life of the future generation.

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