

Bridging Emotion and Belief: Exploring the Impact of Emotional Intelligence on Self-Efficacy among Adolescents

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ABSTRACT

Adolescence is a period of enormous growth and opportunity, during which emotional intelligence and self-efficacy play a crucial part in developing a young person's confidence and success. The current study intends to explore the relationship between adolescent's self-efficacy and emotional intelligence. The sample for the present study includes 200 school-going students aged 14-18 years. The tools used were the Brief Emotional Intelligence Scale (BEIS-10) and the General Self-Efficacy Scale (GSES). The collected data was analyzed in SPSS (26) using descriptive statistics, bivariate correlation, and regression analysis. A positive relationship between emotional intelligence and self-efficacy ($r=.347$, $p<.001$) indicates that higher levels of emotional intelligence are moderately associated with increased self-efficacy. Self-efficacy explains about 12.0% of the variance in emotional intelligence ($\beta=25.679$, $F=27.098$, and $p<0.001$). In conclusion, the study indicates a strong positive relationship between self-efficacy and emotional intelligence, with self-efficacy emerging as a moderate predictor of emotional intelligence. These findings are significant for policymakers, educators, and parents in developing programs to enhance emotional intelligence and self-efficacy in adolescents, which may result in greater academic performance, better stress management, and general well-being.

Introduction:

Adolescence is a period of transition during which a person's physical, emotional, and psychological characteristics undergo major changes. During this phase, people struggle with developmental obstacles and social expectations while starting to define their identities, make plans for the future, and build deep social bonds. The capacity of adolescents to control their emotions and have faith in their own skills to go through challenging situations is critical to their success and overall well-being. During each developmental stage, the process of human growth necessitates particular requirements while imparting new skills to overcome challenges and generate chances for personal progress. According to the 2011 Census of India, India continues to

have the biggest adolescent population in the world, with 250 million people, or 21% of the total population. It is a time of many changes, including the development of the body, mind, emotions, and social skills; school transfers and other scholastic difficulties; finding a balance between independence and accountability; and the formation of peer relationships and self-identity. The World Health Organization (2021) indicates that "half of all mental health disorders in adulthood start by age 14, but most cases are undetected and untreated". According to data released by UNICEF in April 2021, "mental health conditions constitute a major burden of disease for adolescents worldwide." At-risk or "vulnerable" adolescents exhibit lower subjective well-being but lack many psychopathological symptoms, making it difficult to recognize or define as a mental health problem (Suldo & Shaffer, 2008).

Emotional intelligence in adolescents refers to the ability to perceive, understand, and successfully control emotions, both in oneself and in interactions with others. Goleman (2010) defines emotional intelligence as the capacity to identify and control emotions, take self-action, understand others' feelings, and manage relationships. This developmental stage is essential because adolescents are experiencing considerable changes in their social, cognitive, and emotional environments. According to Steinberg (2005), emotional intelligence abilities during adolescence have a notable effect on adolescent maturity because of increased emotional responsiveness and sensitivity. A person needs this skill throughout adolescence because their self-esteem is significantly impacted by their interactions with and approval from their peers (Eisenberg et al., 2006). According to Durlak et al. (2011), students' emotional intelligence levels influence their use of time management and goal-setting strategies, which are essential for academic success. High emotional intelligence has been shown to be beneficial for psychological health since it helps people maintain healthy relationships and deal with less emotional stress (Schutte et al., 2022). According to the study by Petrides et al. (2023), students with higher emotional intelligence also had better academic results and had less burnout because they were able to sustain their increased social and self-regulation abilities.

According to Bandura (1997), people develop their self-efficacy through their faith in achieving specific tasks or situations. The belief controls the way adolescents approach their planning and obstacle handling and their reactions to failure situations. According to recent research, happiness is deemed to depend on one's belief in carrying out the necessary steps to achieve desired objectives (Purtaghi & Pakpour, 2014). Adolescents with high self-efficacy have better problem-solving skills, a stronger feeling of agency, and self-regulatory control since these skills are essential for overcoming the obstacles of adolescence. Research conducted by Kauts and Kaur (2023) revealed that self-efficacy creates a positive impact on emotional intelligence levels in adolescent populations. Academic self-efficacy shows a significant correlation with student performance which means students with high self-efficacy continue working through challenging assignments to achieve better results (Pajares and Urdan, 2021). Hunagund & Hangal (2014) carried out research on 200 undergraduate and graduate students which demonstrated strong positive correlations between self-efficacy and happiness measures and revealed no gender disparities. The study revealed how enhanced emotional intelligence helped adolescents maintain positive mindsets together with better stress-handling abilities which enhanced their self-efficacy levels. A greater level of belief in self-efficacy led to a greater level of happiness (Gunjan & Singh, 2023). Adolescents with strong self-efficacy as well as emotional intelligence demonstrate better life obstacle management and stress control and higher self-esteem (Saklofske et al., 2012).

According to Parveen and Kaur (2022), self-efficacy and emotional intelligence influence adolescent academic performance and social competence. A person with great emotional

intelligence finds it easier to address problems, and academic perseverance stems from self-efficacy. The research by Caprara et al. (2023) established that elevated emotional intelligence levels among people result in increased reports of self-efficacy particularly in their ability to manage interpersonal conflicts and accomplish career goals. Firdous and Alam (2024) established a notable relationship between emotional intelligence and general self-efficacy in adolescent students which demonstrates that better emotional intelligence results in better self-efficacy. Emotional intelligence and self-efficacy are thought to interact and jointly determine people's psychological and social results, which has led to an increase in interest in their relationship.

Objectives

1. To study the relationship between emotional intelligence and self-efficacy among adolescents.
2. To study the impact of emotional intelligence on self-efficacy among adolescents.

Hypotheses

1. There shall be a significant relationship between emotional intelligence and self-efficacy among adolescents.
2. There shall be a significant impact of emotional intelligence on self-efficacy among adolescents.

Method

Sample

The present study's sample consists of 200 school-going adolescents aged 14 to 18 years. The participants for the study were selected from various government and private schools in Haryana, India who were willing to participate in the study. The samples were selected for the inclusion and exclusion listed below.

Inclusion Criteria

- Voluntary participation
- Age range 14-18 years
- Can read/write Hindi/English

Exclusion Criteria

- Not willing to participate in the study
- Cannot read/write Hindi/English
- Participants have any severe psychiatric or medical illness

Tools

The Brief Emotional Intelligence Scale (BEIS) (Davies et al., 2010) is a short self-assessment tool for measuring emotional intelligence. It comprises 10 statements that express how you feel right now, at this time. This consists of a 5-point Likert scale of 'strongly agree' to 'strongly disagree' assessing various dimensions, including self-awareness, emotional regulation, and empathy. The scoring of the items is 'strongly agree' to 1 and 'strongly disagree' to 5. There are no correct or incorrect replies.

Generalized Self-Efficacy Scale (GSES) (Schwarzer & Jerusalem, 1995): The Scale was developed by Schwarzer and Jerusalem (1995). GSES scale consists of 10 items rated on a 4-point scale with 'Not at all true', 'Hardly true', 'Moderately true', and 'Exactly true'. Scoring of the items is 1 – 'Not at all true' to 4 – 'Exactly true'. The reliability of the test is .80. The re-established reliability coefficient of GSE is .84. High score indicates the greater the individual's generalized sense of self-efficacy.

Procedure:

To examine the role of emotional intelligence and self-efficacy among adolescents in various schools of Hisar and Fatehabad with prior permission from the appropriate school administration were visited. After the selection of an appropriate group of students, the emotional intelligence scale and self-efficacy scale were given to the sample for data collection. After the collection of the data, it was analyzed with the help of SPSS (26). The findings are discussed in the discussion.

Statistical Analysis:

SPSS (26) is used to analyze the collected data from the sample. Correlational analysis was computed to assess the correlation between the variables. Regression analysis was computed to assess whether self-efficacy predict emotional intelligence among the sample.

Results

Table 1 shows the descriptive statistics including N (total sample), mean(M), standard deviation (SD), and standard error mean (SE) for emotional intelligence and self-efficacy of school students.

Table 1. Descriptive Statistics

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>SE</i>	<i>Skewness</i>	<i>Kurtosis</i>
Emotional Intelligence	200	39.03	4.586	.324	-.228	-.405
Self-Efficacy	200	31.05	3.700	.262	.220	-.668

(N= Total Sample, SD= Standard Deviation, SE=Standard Error)

Table 1 depicted that the mean score of the participants on emotional intelligence is 39.03, with an SD of 4.586, and SE of 0.324. The mean score of the sample on self-efficacy is 31.05, with a SD of 3.700, and a SE of 0.262.

Table 2 illustrates the correlation analysis between emotional intelligence and self-efficacy. The Pearson product-moment correlation is used to assess the correlation between the above-stated variables.

Table 2. Correlation Matrix for Self-Efficacy and Emotional Intelligence

Variable	Emotional Intelligence	Self-Efficacy
Emotional Intelligence	1	.347**
Self-Efficacy		1

**, Correlation is significant at the 0.01 level (2-tailed).

There is a favorable relationship between emotional intelligence and self-efficacy ($r=.347$, $p<.001$) indicating that higher levels of emotional intelligence are moderately correlated with greater levels of self-efficacy. This means a higher level of emotional intelligence leads to a higher level of self-efficacy.

Table 3. Linear Regression Analysis for Self-Efficacy and Emotional Intelligence

<i>Model No.</i>	<i>Variables</i>	<i>R²</i>	<i>Adjusted R²</i>	<i>Beta</i>	<i>F</i>	<i>p-value</i>
1	Self-Efficacy	.120	.116	25.679	27.098	.000 ^a

a. Predictors: (Constant); Self-Efficacy

b. Dependent Variable: Emotional Intelligence

Table 3 shows the findings of the linear regression analysis, which shows the correlation between the independent variable of self-efficacy and the dependent variable of emotional intelligence. The model explains 12.0% of the variance in emotional intelligence, as indicated by the R^2 value of 0.120, with a slightly adjusted R^2 of 0.116, accounting for model complexity. The beta coefficient of 25.679 suggests a positive and significant impact of self-efficacy on emotional intelligence. The regression model fits the data well, and self-efficacy is a major predictor of emotional intelligence, according to the model's F-statistic value of 27.098, which is statistically significant at $p < 0.001$.

Discussions:

The correlation study demonstrates a moderately favorable relationship between emotional intelligence and self-efficacy among adolescents. So, our first hypothesis 'There shall be a significant relationship between emotional intelligence and self-efficacy among adolescents' is accepted. This indicates that higher level of emotional intelligence will lead to greater level of self-efficacy and vice versa. This result is in line with research by Kauts and Kaur (2023), who showed that adolescents with strong emotional intelligence were more capable of handling stress and keeping a positive attitude, which increased their sense of self-efficacy. The connection between emotional and cognitive processes during adolescence is highlighted by this association. For instance, Petrides et al. (2011) suggested that people with higher emotional intelligence have better emotion control, which directly improves their perceived ability to achieve desired objectives, hence increasing self-efficacy. Similarly, Schneider et al. (2020) stated the relevance of emotional intelligence in developing goal-oriented behavior, which is essential for adolescents navigating academic and social challenges. Low self-efficacy is an important characteristic for negative mood whereas stronger self-efficacy helps in improving health, relationship with society, and also in attaining success at occupation (Schwarzer, 1995). Emotional intelligence makes it easier to control one's emotions, which increases self-assurance and builds resilience in the face of adversity.

A linear regression analysis reveals that self-efficacy significantly predicts emotional intelligence. So, our second hypothesis 'There shall be a significant impact of emotional intelligence on self-efficacy among adolescents' is accepted. This indicates that greater level of self-efficacy will boost the level of emotional intelligence. Furthermore, the findings are consistent with research by Parveen and Kaur (2022) and Saklofske et al. (2012), which show that higher levels of emotional intelligence and self-efficacy lead to better problem-solving, academic perseverance, and social competence. The findings are also consistent with Firdous and Alam's (2024) revealed a strong correlation between emotional intelligence and general self-efficacy in adolescent students. The research findings show how these two aspects naturally connect and strengthen each other. The research findings show how these two aspects naturally connect and strengthen each other. Aside from this, studies conducted by Martins et al. (2010) and Brackett et al. (2011) demonstrate that self-efficacy and emotional intelligence both improve with time. Emotional intelligence and self-efficacy levels are critical factors in determining how adolescents achieve academic and professional success as well as the quality of their interpersonal connections. The belief system of adolescents around their ability to control emotions and personal relationships leads them to receive positive expectations for adulthood while preserving self-confidence and obtaining contentment in life (Caprara et al., 2011). The research indicates how important it is to teach emotional intelligence and develop self-efficacy strategies in schools for adolescent development progression.

Conclusion:

In conclusion, the study indicates that self-efficacy is a moderate predictor of emotional intelligence, with a strong positive association with this construct. The research findings show the vital role of establishing self-belief because it aids adolescents in learning social and emotional competencies. Future research with a broader emphasis and resolved constraints will better understand construct interactions in order to build advanced development strategies for students.

The findings of the research have important implications for how teaching is delivered, and they are also significant for the family and the setting of policy creation for policymakers. In addition to improving their academic performance and stress management abilities, the adoption of programs that educate adolescents on emotional intelligence and self-reliance would improve their general well-being. Social-emotional learning programs offer educational organizations a pathway to equivalent academic success although students can enhance their self-confidence through skill training and mentorship programs.

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