Investigating the relationship between Emotional Intelligence with Academic Self-Efficacy in Orumia High School Students

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Abstract: *The present study aims at the survey of the relationship between emotional intelligence with academic self-efficacy in high school students from Orumia in curriculum year of 2015-2016. For the same purpose, 234 individuals out of 613 students were selected based on Morgan's table as the study sample volume, including 117 individuals from third grade and 117 individuals from the fourth grade all majoring in math, humanities and natural sciences. The sampling method of choice has been stratified sampling. To gather the required information, Bar-on's emotional intelligence questionnaire and Morgan-Jenkins's self-efficacy questionnaire were applied. To analyze the data, descriptive statistic methods such as mean, median, exponent and standard deviation were used and univariate and multivariate regression tests were simultaneously implemented in the inferential statistics part. The results indicated that there is a significant relationship between the emotional intelligence and academic self-efficacy. Furthermore, the regression results demonstrated that emotional intelligence account for 81%, respectively, of the students' academic self-efficacy.*

Keywords: *emotional intelligence and self-efficacy*

INTRODUCTION

Academic life is an important dimension of every individual's life that influences the other aspects of a person's life to a great extent. Students' academic achievement has always been the main challenge for the families and the ministry of education in parallel. Institutional achievement has effects on the learning and the institutional learning exerts the same effect on the academic achievement and the teacher should try to improve the learning preconditions and elevate the teaching style quality so as to increase the students level of motivation in respect to learning the various curriculum topics thereby the students can gain success and become more self-confident in their own learning abilities (Sayf, 2000). From the motivational perspectives, expectations are significant consequences since the students think about the contingent outcomes of various actions and they behave in a way they believe would lead to their acquisition of the outcomes of value to them. Students with academic motivations believe that if they study seriously they will get good marks. Because they give value to high marks, they should be expected to study seriously to validate their expectations. Self-efficacy is an individual's judgment of the abilities s/he has for organizing and carrying out a series of works to serve specified types of functions. Individuals having lower self-efficacy may avoid doing it. The individuals believing in their abilities would probably take part in those activities. Self-efficient students, especially when confronted with problems, would exhibit higher rates of industriousness and perseverance in contrast to the individuals doubting their capabilities. Individuals acquire the necessary information for evaluating their self-efficacy from their actual performances, surrogacy (observatory) experiences, various forms of persuasion and physiologic symptoms (Pintrich and Shank, 2011).

Emotional intelligence incorporates one's own recognition and management of emotions. In other words, the individuals who enjoy a high level of emotional intelligence blend successfully the three indicators of emotions, namely the cognitive, physiological and behavioral components of emotion. Emotional

intelligence is the mutual relationship between the reason and the feelings and it plays a considerable part in the human tranquility. In fact, it is the emotional intelligence that applies and advances the intellectual intelligence to meet its intentions (Akbari, 2007). Emotional intelligence was proposed in 1980s. In 1990, John Mayer and Peter Salovey in two articles on emotional intelligence expressed that some individuals are more competent in recognizing their own and others' feelings and therefore are better able to solve their emotional and affective problems that are rooted in the social intelligence proposed by Thorndik in 1920. Thorndik's conceptualization of the emotional intelligence points to the ability to understand and manage people and making them interested in human relations (Hyundasto, 2004). Another concept deals with the intrapersonal and interpersonal intelligence put forth by Gardner but the most popular of these is the emotional intelligence as suggested by Salovey and Mayer. They believe that emotional intelligence is some sort of processing that encompasses the attention paid to its correct and precise evaluation emotions in a person and the others, systematic organization of the emotions and their appropriate instruments (Salovey and Mayer, 1997). In another definition, Bar-on knows emotional intelligence as a set of non-cognitive skills, talents and abilities that increase the individuals' abilities in coping with the pressures (Bar-on, 2004). Scotty, Malov and Bobic et al (2001) believe that emotional intelligence includes interpersonal factors like the better social relations and mental factors like optimism. Combined models most frequently blend the personality aspects based on non-theoretical methods. This final result embraces features, states and skills, competencies and abilities that, all in all, are realized as emotional intelligence (Bar-on, 2004).

Tutors have not paid sufficient attention to the enhancement and adjustment of the emotional intelligence interventional programs and they are less informed of the effectiveness of such interventions to the extent that they are even less acquainted with the way emotional intelligence could be evaluated through reliable and valid scales (Hejazi and Abedini, 2008). Recently, there is a scarcity of the empirical studies in support of the opinion that emotional intelligence is associated with academic achievement provided that precise attention is paid to the methods employed to assess emotional intelligence and academic achievement variables (Samari and Tahmasebi, 2007). In a study conducted by Ahadi and Narimani, Abulghasemi and Asiya'ee (2009) on emotional intelligence and attributive styles and self-efficacy with life satisfaction, the study findings demonstrate that emotional intelligence plays a significant share in life satisfaction and there was found a positive and significant relationship between self-efficacy and life satisfaction in terms of the role that self-efficacy plays in the psychological wellbeing of the employees.

Some research have dealt with the survey of the relationship between self-efficacy and the behaviors associated with occupation and profession including Lent and Kocket (2004) who studied the vocational self-efficacy and came to the conclusion that the individuals featuring high self-efficacy show higher levels of academic achievement in university, make greater academic efforts and higher-level choices in academic situations in contrast with the ones having lower self-efficacy (quoted by Ahadi and Narimani and Abulghasemi and Asiya'ee, 2009). Asgari and Kahrizi and Kahrizi (2013) indicated that there is a positive and significant relationship between self-efficacy and academic achievement. There are many studies that have pointed out the positive relationship between self-efficacy beliefs and academic achievement including Linebezing and Pintrich (2003), Malca and Canvington (2005), Bandura and Martins and Yunz (1992) and Pintrich and Digruth (1990). In the majority of the studies, the relationship has usually been figured out in a way that the self-efficacy beliefs have been the variables mediating the effects of variables like past experiences, cognitive abilities and gender and the other relevant beliefs on the academic achievement. Bandura believes that self-efficacy feeling can play an important role in the way the individuals approach their objectives, assignments and challenges (Asgari et al, 2013). Baba'ee Amiri and Ashuri (2014) demonstrated that the use of self-efficacy, cognitive self-regulation, creativity and emotional intelligence causes an increase in the academic achievement. In a study conducted by Babapur (2010) it was that there is a positive and significant relationship between emotional intelligence and self-efficacy and the existence of an effect exerted by self-efficacy in the variations between the emotional intelligence and feeling of exhaustion.

The findings by Zare'an and Asadullahpur and Bakhshipur (2007) show there is a relationship between the emotional intelligence and mental health. Besides mental health, emotional intelligence is also associated with feeling of self-efficacy. The findings by Muhammad Amini et al (2008) indicate that there is a positive and significant relationship between emotional intelligence and self-efficacy beliefs that means the students featuring higher emotional intelligence show higher levels of self-efficacy, as well. William et al (2008) believe that high emotional intelligence is correlated with better performance in areas

such as self-regulation, expressiveness, independence, sympathy, self-control, optimism and self-efficacy. Chan (2007) in a study found out that the students with high emotional intelligence have a higher level of academic self-image and self-efficacy and self-regulation is considered as the important indicator and predictor of the self-image inter alia the four aspects of emotional intelligence, namely optimism, emotional awareness, feeling of sympathy and self-regulation. Surveying the relationship between the emotional intelligence and cognitive evaluation of the stressful events, Moira and Oliver (2008) found out that high emotional intelligence is associated with self-efficacy and coping with stressful situations and evaluation of the stressful events can be served as a challenge and opportunity for learning not a threat for security. The survey undertaken by Rathi and Ratsuchi (2008) indicates that there is a positive relationship between the emotional intelligence and self-efficacy and both of these two variables are capable of predicting one another. Based on these findings, the individuals with high emotional intelligence outperform the individuals with low levels of emotional intelligence in all situations. May (2001) dealt with the survey of the emotional intelligence in highly talented students and believed that the students with high emotional intelligence are more competent in recognizing their own and the others' feelings and they are better capable of making use of such a recognition in directing behavior and resisting the pressures of their same-age counterparts and good-temperedness and all these factors lead to the elevation of the social skills levels (Bahadori and Khanjani, 2011). The studies conducted by Sschot et al (1998) indicate that high emotional intelligence is associated with the positive interpersonal characteristics like psychological health, optimism, positive temperament and reduction in depressed dispositions (quoted by Babapur Khayroddin, 2011).

Students and adolescents are considered as valuable capitals of a country and the way they are educated and raised is in a direct relationship with the future of the countries thus studying and identifying the factors contributing to their academic achievement is of a particular importance. The students' future of education and the problems and difficulties pertaining to them and the officials and parents' concerns and worries have all be the main reason the author was persuaded to conduct a research in this regard. The result obtained herein can identify and offer the ways the intelligence as well as self-efficacy could be enhanced to the parents and education custodians to be utilized in students' educational and instructional methods. Therefore, the researcher proposes and tests three hypotheses to investigate the relationship between emotional intelligence and academic self-efficacy in Orumia high school students. They are:

Hypothesis one: there is a relationship between aspects of emotional intelligence and academic self-efficacy in high school students.

Methodology:

a) **Study Method:** the current research paper is a descriptive study of correlation type. The study has been carried out based on figuring out the correlation and relationship between emotional intelligence and academic self-efficacy.

b) **Study Population, Study Sample and Sampling Method:** the study population includes all Orumia's grade three and grade four high school girl students majoring in math, natural sciences and humanities in the curriculum year of 2015-2016. The total number of the study population was 613 individuals ranging in age from 16 to 19 years of age. To determine the study sample (234 individuals), Morgan table was used and a stratified random method was applied to select the schools of interest and finally the necessary explanations were provided through attending the schools and eventually questionnaires were administered.

Measurement Tools:

Bar-on emotional intelligence test: Bar-on emotional intelligence questionnaire was designed in 1980 addressing the question that why are some people more successful in life than the others? At this year, the author introduced the concept, definition and the levels of emotional intelligence. The test contains 117 questions and 15 scales, including emotional self-awareness, expressiveness, self-esteem, self-development, independence, sympathy, social accountability, interpersonal relations, realism, flexibility, problem-solving, mental pressure tolerance, impulse control, self-image and happiness. The answers are organized based on a 5-point Likert's scale from "completely agree", "agree", "to some extent", "disagree" to "completely disagree". Acquiring higher scores for this questionnaire indicates the individual's success regarding the scale of concern or the overall questionnaire and contrarily the lower scores reflect the inverse. For instance, acquiring higher scores in expressiveness scale is indicative of higher expressiveness in an individual. Answers to the various parts of the emotional intelligence questionnaire

provide a total score of the affective intelligence coefficient. Five scores can also be obtained for the fivefold subscale each of which are further divided into three other subscales and finally we would have fifteen scores. The test was mentally normalized in Iran by Samu'ee et al (2002). Face validity tests were implemented individually and in person on 500 girl and boy university students from various age groups, 18-40 years of age and fields of study in Azad and State Universities, namely Isfahan University, Isfahan's Medical Sciences University and Islamic Azad University, Khurasgan Branch.

Information analysis was carried out in the following areas:

1. Information analysis and questions' factor analysis
2. Questions' internal consistency
3. Verifying the questionnaire's validity through calculating Cronbach's Alpha coefficient for the boy students, for the girl students and total which were found equal to 74%, 68% and 93%, respectively.
4. Verifying the questionnaire's validity based on split-half method for the boy students, for the girls students as well as for the total individuals for whom values equal to 66%, 57% and 78% were obtained, respectively.
5. Reliability coefficient was reported 68% based on retest method (replication after three weeks).

The questions were reduced to 90 and a direct and significant relationship was found between the mean scores obtained for each of the scales and the total mean score and, finally, the results of normalization showed that the questionnaire enjoys acceptable reliability and validity.

Academic Self-Efficacy: to measure academic self-efficacy, there was made use of Morgan-Jenkins self-efficacy questionnaire (1999). The questionnaire contains 30 questions scored based on a Likert's scale in a spectrum of four-choice answers from "completely agree", "somewhat agree", "somewhat disagree" to completely disagree" and three subscales of talent, effort and context. The overall reliability coefficient of the questionnaire was 0.82 and the Cronbach's alpha coefficient for the subscales of talent, context and effort were 0.78, 0.70 and 0.66, respectively. Talent subscales cover 13 items, for example: "I am good at reading". Context contains 13 items, for example "it does not matter even if I work at school", effort contains 4 items for example "I do my best at school". Self-efficacy questionnaire's reliability coefficients for total academic self-efficacy, talent, effort and context were 0.76, 0.66, 0.65 and 0.60, respectively. The results can range from 30 to 120 in such a manner that he scores between 30 and 60 are suggestive of low academic self-efficacy, scores between 61 and 90 are indicative of medium self-efficacy and the scores between 91 and 120 reflect high academic self-efficacy.

Findings:

The study population included 234 individuals, 117 third grade high school girl students and 117 fourth grade high school students, ranging in age from 16 to 19 years of age were selected based on a random stratified method and questionnaires were administered to them. The results of the data analyses have been presented in the upcoming sections.

The descriptive statistics including the tables, means and so on are presented here.

Table 1: General Description of the Variables

Variables	Mean	Variance	Standard deviation	Number
Emotional intelligence	264.1068	593.589	24.3636	234
Academic self-efficacy	86.6880	197.520	14.0541	234

In table (1), the descriptive statistics pertaining to the emotional intelligence variables relationship with academic self-efficacy have been evaluated in all the testees. The mean scores obtained for the respondents in terms of the relationship between the emotional intelligence with academic self-efficacy were 264.1068 and 86.6880 and the variances were 593.589 and 197.520, respectively. Also, the standard deviation values were 24.3636 and 14.0541, respectively. The complete results are illustrated in table (1).

Table 2: Emotional Intelligence Components Description

	Emotional intelligence components	Mean	Variance	Standard deviation	Number
Emotional intelligence	Problem-solving	15.0214	7.437	2.7271	234
	Happiness	19.4103	18.028	4.2459	234
	Independence	17.1496	12812	3.4824	234
	Mental pressure tolerance	17.1282	8.112	2.84820	234
	Self-actualization	17.2393	13.968	3.73741	234
	Emotional self-awareness	17.5598	22.024	4.69301	234
	Realism	16.6282	10.913	3.30343	234
	Interpersonal relations	19.9744	9.914	3.14857	234
	Optimism	21.6410	8.231	2.86899	234
	Self-esteem	18.1709	14.168	3.76405	234
	Impulse control	15.0940	21.450	4.63145	234
	Flexibility	18.1581	17.104	4.13566	234
	Accountability	17.3590	10.145	3.1856	234
	Sympathy	18.0855	19.709	4.43953	234
	Expressiveness	15.4872	12.088	3.47675	234

Table (2) presents the descriptive statistics pertaining to the emotional intelligence in all the study participants. According to the results of the table, the highest mean inter alia the optimism components is 21.6410 and the lowest mean for the problem-solving components and impulse control are 15.0214 and 15.0940, respectively. The complete results have been illustrated in table 2.

To test the normality of the data obtained for the study variables, there was made use of Kolmogorov-Smirnov test. The results are presented in the table below.

Table 3: Data Normality Kolmogorov-Smirnov Test

	Academic selfefficacy	Emotional intelligence
Kolmogorov-Smirnov Z	1.163	1.292
Significance level	0.133	0.071

In data normality test, the null hypotheses, generally, assumes that data follow a normal distribution and the opposite assumption implies the inverse. According to the table, the significance level for the entire data is found larger than 0.05, thus it can be stated that the distribution of the data obtained from the study questionnaires is normal. Serving the same purpose, parametric statistics can also be used to test the hypotheses.

Hypotheses Test:
Hypothesis 1: there is a relationship between the aspects of emotional intelligence and academic self-efficacy in high school students.
To investigate the aforesaid hypothesis, firstly, according to the normality of the data distribution and based on the existence of a relationship between the emotional intelligence and academic self-efficacy, there was made use of multiple regression tests the results of which have been given in the following table.

Table 5: regression analysis results of the relationship between emotional intelligence and high school students' general academic self-efficacy

Multiple regression coefficient	Determination coefficient	Adjustment coefficient	F-value	Significance level (Sig.)
0.857	0.734	0.716	40.108	0.000

In table (5), regression coefficient was found 0.857 and the determination coefficient was obtained equal to 0.73 that are in fact reflective of the extent to which the dependent variable variations can be accounted for by the independent variable extant in the model. According to the fact that the amount of observed f-value is significant in 0.01 level thus it can be stated that about 73% of the changes in students' academic

self-efficacy can be elaborated by the aspects of emotional intelligence and the complete results can be seen in table (5).

Table 6: regression table of the relationship between emotional intelligence aspects and academic self-efficacy

Indicators	Non-standardized coefficients		Non-standardized coefficients	t-value	Significance level
	Beta coefficient	Standard error	Beta		
x-axis	49.630	6.151	-	8.069	0.010
Problem-solving	0.522	0.202	0.101	2.587	0.000
Happiness	0.526	0.133	0.159	3.947	0.000
Independence	0.317	0.108	0.178	2.036	0.043
Mental pressure tolerance	0.590	0.188	0.119	3.137	0.002
Self-actualization	0.407	0.141	0.108	2.892	0.004
Emotional self-awareness	0.377	0.114	0.126	3.322	0.001
Realism	0.624	0.163	0.147	3.827	0.000
Interpersonal relations	0.903	0.184	0.202	4.918	0.000
Optimism	0.734	0.195	0.150	3.767	0.000
Self-esteem	0.561	0.147	0.150	3.819	0.000
Impulse control	0.493	0.125	0.162	3.949	0.000
Flexibility	0.169	0.146	0.050	1.161	0.047
Accountability	0.535	0.164	0.121	3.261	0.001
Sympathy	0.412	0.132	0.130	3.126	0.002
Expressiveness	0.474	0.159	0.117	2.983	0.003

Table (6) indicates that there is a significant relationship between the aspects of emotional intelligence and academic self-efficacy. Based on the results obtained from the table, the amount of beta coefficient obtained for independence and flexibility is significant in 0.05% level and it is 0.01% for the other components. The results are thoroughly given in table (6).

Discussion and Conclusion:
To investigate the study hypotheses, firstly, there was made use of correlation coefficient based on the data distribution normality. The results showed that there is a significant relationship between emotional intelligence with academic self-efficacy.

The results of this hypothesis corresponds to the parts of the results obtained by Bahadori Khosroshahi and Khanjani (2011), Zare'an, Asadullahpur and Bakhshipur (2007), Miri and Akbari (2007), Muhammadamini et al (2008), Wiliam et al (2008), Chan (2007), Moira and Oliver (2008), Rathi and Ratsuchi (2008).

To elaborate on the findings, it has to be asserted that emotional intelligence are associated with the students' academic self-efficacy. This has to be taken as meaning the increase in emotional intelligence enhances the students' academic self-efficacy and contributes to the academic achievement. Bandura (1997) defines self-efficacy as the individual's perception of his or her own abilities and that to what extent a behavior is performed successfully. He considers three aspects for self-efficacy, namely magnification (the individual's belief in his or her own proper performance in complicated and difficult situations and for accomplishing difficult tasks), robustness (perseverance and endurance in confrontation with the barriers) and generalization (generalizing one's own self-efficacy in a certain situation to various situations). May (2001) carried out a study on the emotional intelligence in talented students and stated her belief in the idea that the students featuring higher levels of emotional intelligence are more capable in recognizing their own and the others' feelings and then utilizing such an insight in guiding their behaviors and resisting their same-age counterparts as well as in exhibiting good temperaments and all these factors contribute to the enhancement of the social skills (Bahadori Khosroshahi and Khanjani, 2011).

On the other hand, multiple regression analysis was used in order to predict academic self-efficacy from the aspects of emotional intelligence. The results indicated that there is a significant relationship between the aspects of emotional intelligence and academic self-efficacy.

The results of this hypothesis conforms to the results obtained in the studies carried out by Zare'an, Asadullahpur and Bakhshipur (2007), Miri and Akbari (2007), Muhammadamini et al (2008), William et al (2008), Chan (2007), Moira and Oliver (2008) and Rathi and Rastuchi (2008).

In this regard, Zare'an, Asadullahpur and Bakhshipur (2007) and Bakhshipur, Miri and Akbari (2007) showed that emotional intelligence, besides being associated with psychological health, is in a relationship with the self-efficacy feeling. Muhammadamini et al (2008) showed, in a study, that emotional intelligence is significantly correlated with the students' self-efficacy. William et al (2008) demonstrated that emotional intelligence is associated with self-efficacy and better performance in areas such as self-regulation, self-expression, independence and optimism. Chan (2007) found out that the students featuring higher levels of emotional intelligence enjoy higher academic self-concept and self-efficacy. Moreover, the studies indicate that the individuals with strong self-efficacious beliefs make greater efforts to carry out their assignments and spend much more time on their homework so as to gain higher marks. Moira and Oliver (2008) figured out that high emotional intelligence is correlated with self-efficacy feeling. Rathi and Rastuchi (2008) showed that there is a positive relationship between the emotional intelligence and feelings of self-efficacy. Rathi and Ratsuchi (2008) also demonstrated that is positively associated with self-efficacy and both the variables are capable of predicting one another. Generally, emotional intelligence is one of the most important theoretical constructs that has always been applied for the elaboration of the occupational success and effectiveness since the first time it was proposed by Alfred Binet in early twentieth century. To elucidate the aforementioned findings, it has to be asserted that emotional intelligence is correlated with the students' academic self-efficacy which means the increase in emotional intelligence provides for the elevation of the students' academic self-efficacy and contributes to their academic achievement.

Study Limitations: the lack of controlling for all the intervening variables such as the environmental conditions, affective and economical status and general health of the testees.

The data for the current research paper has been solely acquired via questionnaires and there is not made use of any other method or technique. Such a direct method might have been the cause of biases in the testees in providing answers to the study questions and therefore the results might have lost part of their accuracy and this would bring about an inability in generalizing the findings.

Suggestions: according to the results obtained herein, it is suggested that the families and the education system as well as the schools try to provide for the grounds on which emotional intelligence can be enhanced in the students and then the students can be more accurately evaluated in terms of their academic achievements and educational accomplishment. Also, the principals and the teachers of the schools are recommended to provide the students with the ground upon which the emotional intelligence can be fostered in the classrooms and school environment thereby they can enjoy a higher rate of control over the students' academic self-efficacy and success which will be followed subsequently by positive outcomes like the increase in the self-education and eventually academic achievement.

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