

Emotional Intelligence and Self-Assurance Beliefs Were Assessed as Determinants of Academic Performance in Secondary School Students

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ABSTRACT

The current cross-sectional study sought to determine the impact of emotional intelligence and self-assurance views on academic performance in upper secondary school students. The sample comprised 409 (Female= 237, Male= 172) high school students chosen. The Emotional Intelligence Questionnaire, a self-assurance Beliefs Scale, and a demographic information form were used in this study. Age, gender, and self-assurance were found to be important determinants of academic performance. We discovered statistical proof of a correlation between academic success and socioeconomic position. On the other hand, females' academic accomplishment scores were found to be considerably greater than boys.

Keywords: *Emotional Intelligence, Self-assurance, Academic Performance*

Because of advances in technology and experience and understanding of jobs, high school student's academic credentials and equipment are more important than ever. Academic deficits and decreased numbers of secondary school pupils on the path to becoming professional staff may result in significant societal and individual harm. According to a government estimate, more young children will drop out of school in 2021-22, while female pupils will increase. According to the latest Ministry of Education figures, the dropout rate of young children in Classes 1 to 8 has nearly quadrupled in a year. This indicates that more young children quit school in the middle of the year this year than the previous year (The UDISE report 2012). According to this analysis, a negative association exists between student academic success and dropping out. In other words, academic failure among pupils may be the cause of school dropouts. Given the expanding importance of secondary school education, it is not unexpected that much research has been conducted to investigate the factors influencing students' academic achievement throughout this period. Academic accomplishment, intelligence, and ability were shown to be related to a variety of characteristics, including socioeconomic considerations (Lillydahl, 1990), peer connections (Bjarnason, 2000), determination (Bergin, 1998; Bong, 2001), test anxiety, and the feeling of social support (Yildirim & Ergene, 2003).

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Emotional intelligence has recently been discovered as a factor that impacts academic achievement. Emotional intelligence once assumed to be a sub-dimension of social intelligence, is now presented as a wide category of intelligence that promotes social intelligence (Salovey & Mayer, 1997). Salovey and Mayer (1990) describe emotional intelligence as the act of effectively assessing one's own and others' emotions, expressing sentiments appropriately, and processing emotional information, including emotion management, to improve one's life. Cooper and Sawaf (1997) define emotional intelligence as the capacity to successfully use the power and acumen of emotions as a source of interpersonal energy, knowledge, connection, and influence. Goleman (2010) described emotional intelligence as the ability to identify and manage feelings, identity, understanding the feelings of others, and managing relationships. Thus, according to Espstein (1998), emotional maturity is a mental talent that necessitates the presence of emotions and an awareness of their implications. Individuals with higher emotional maturity are people who grew up in emotionally sensitive families, who are open to criticism, who know how to communicate their emotions in different as well as effective ways, and who can share and discuss their thoughts and emotions, aesthetics, moral standards, ethics, leadership, social, and who have advanced knowledge of solving problems and religious issues (Mayer, Salovey and Caruso, 2004). When all of these positive traits are considered, it is reassuring to know that emotional intelligence can be learnt and enhanced (Mayer and Salovey, 1997). It is anticipated that emphasising cognitive intelligence and emotional intelligence in educational applications will improve students' academic success and quality of life. Another aspect that impacts students' academic achievement is their self-efficacy beliefs. Self-efficacy beliefs, which initially surfaced with Social Learning Theory, are personal judgements about how successfully an individual performs in coping with future events (Bandura, 1982).

Academic self-efficacy refers to a person's confidence in effectively completing academic tasks. Students' goals, motivation levels, and academic achievements all influence their belief in their capacity to study and attain more academic success (Schunk, 2009). According to Bandura (1995), self-efficacy beliefs have four primary roots. These are direct and indirect experiences provided by social or model influences, verbal persuasion, and physical and emotional situations of people. Direct experiences have the greatest impact on self-efficacy views. While a person's triumphs may foster a strong sense of self-efficacy, his setbacks may negatively influence these beliefs. Efficacy perceptions based on past experiences determine future success or failure status and academic motivation. Students who believe in their abilities are more motivated to participate in learning activities than students who believe in their limitations. They put out more effort into their activities and can design more effective answers to the problems they have experienced (Eggen ve Kauchak, 1997). Self-efficacy is recognised for assisting people in learning new things and improving their abilities for a better quality of life or personal reasons (Bandura, 1995). As a result, enhancing students' resources, such as self-efficacy, would aid the education system in meeting its objectives.

This study, it is being explored how secondary school students' emotional bits of intelligence and self-assurance views might predict their academic success. Furthermore, it is investigated whether there is gender and socioeconomic status differentiation in students' academic success.

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METHOD

Sample

The research group consists of 409 secondary school students (172 girls and 237 men). The pupils' average ages are 11.493 (SD = 1.101), and their average academic scores are 75.926 (SD = 13.489). The vast majority of students 339 (82.88%) have a middle-class income. 129 (31.54%) of the participants are in ninth grade, 111 (27.13%) in tenth grade, 114 (27.87%) in eleventh grade, and 55 (13.44%) in twelve grades.

Measures

Data collection

It was created by the researchers to identify the academic performance and demographic features of the students taking part in the study. This form includes questions on the applicant's age, gender, class, family socioeconomic status, and previous year's academic score averages.

Emotional Intelligence Scale

Ergin created an English version of the metric that Hall initially established (2000). The 30-item scale is divided into five sub-factors: emotional awareness, emotion management, self-motivation, empathy, and relationship management. The scale is a 6-point Likert scale. The scale's high scores imply a high level of emotional intelligence. The "item-total" factor analysis performed for the EIS revealed that scale items vary from 0.73 to 0.89. In examinations of scale dependability, it was discovered that the scale means score correlation of the first-end application was 0.84. The Cronbach alpha value resulted in a half-test reliability rating of 0.79 (cited in Erol, 2004).

Self-Assurance Scale

Sherer and Madduks created the self-assurance measure in 1982 to examine behaviour and behaviour changes. It is a 5-point Likert scale for self-evaluation. There are fully 23 items and four sub-factors in the scale "beginning behaviour," "continuing behaviour," "behaviour completion" and "battle with barriers". Some compounds necessitated reverse scoring. An increase in the total score obtained from the scale indicates that the individual has a high degree of self-assurance perception. The scale is appropriate for teens and adults since it demands an individual's competency in the assessment of his efficacy and judgement about his own. The factorial structure of the scale was investigated using Principal Component Analysis concerning the "construct validity" of the Self-efficacy measure. The factor weight of 22 of the 23 elements in the generated four-factor structure was determined to be more than 0.40. Test-retest correlation reliability has been discovered in investigations focusing on scale reliability. Cronbach alpha internal consistency coefficient was determined to be 0.81.

RESULTS

Prediction of Students' Academic Performance Using Multiple Regression Analysis

Table 1 shows that factors explained 19% of the total variation ($F_{12,395} = 0.18272$, $p < 0.001$). While the original contribution of "being aware of emotions" ($\beta = 0.18$, $p < 0.01$) that is a sub-factor of emotional intelligence, gender ($\beta = -0.16$, $p < 0.001$), age ($\beta = -0.23$, $p < 0.001$), and "continue to the behaviour" ($\beta = 0.28$, $p < 0.001$) that is a sub-dimension of self-efficacy are consequential to the model, the other sub-factors of emotional intelligence and self-efficacy are not.

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Table 1: Multiple Regression Analysis for Predicting Student Academic Performance

Variables	B	SE	β	t	p	Ri	Ri ²	Δ Ri ²	F
Fixed	111.79	10.87	-	10.23	0.001				
Gender	-4.46	1.37	-0.16	-3.26	0.001				
Age	-2.76	0.57	-0.23	-4.86	0.001				
Being aware of emotions [#]	0.46	0.17	0.18	2.69	0.008				
Managing emotions [#]	0.13	0.14	0.05	0.93	0.354				
Self-motivating [#]	-0.27	0.17	-0.11	-1.64	0.102	0.44	0.19	0.17	8.38
Empathy [#]	-0.18	0.17	-0.07	-1.06	0.292				
Handling relationships [#]	0.17	0.15	0.07	1.11	0.268				
Start behaviour [*]	-0.23	0.14	-0.10	-1.63	0.103				
Continue to the behaviour [*]	0.71	0.16	0.28	4.54	0.001				
Behaviour completion [*]	-0.28	0.20	-0.08	-1.43	0.152				
Fight against obstacles [*]	0.29	0.26	-0.06	1.13	0.258				

[#] Sub-factor of Emotional Intelligence Scale, ^{*} sub factor of Self-Efficacy Scale

Gender Differences in Academic Achievement in Students

As indicated in Table 2, there were substantial disparities in academic success between male and female students ($t = 5.17, p = <0.001$). These disparities exist because the female academic performance (Mean = 79.87, SD = 11.20) is greater than the male academic performance average (Mean = 73.07, SD = 14.29).

Table 2: Differences in Academic Performance of Students Based on Gender

Gender	N	Mean	SD	t	p
Female	172	79.87	11.20	5.17	0.001
Male	237	73.07	14.29		

Differences in Student Academic Achievement Based on Socioeconomic Status

If there are differences in academic performance based on socioeconomic wealth, the author investigated using a one-way analysis of variance (ANOVA). Table 3 displays the results. Significant variations in academic performance were discovered across groups $F_{(2,406)} = 6, p < 0.01$. According to the Tukey HSD test, this difference is attributable to the fact that students with higher socioeconomic income have a significantly higher academic average (82.28) than students with intermediate socioeconomic income (75.85) and students with low socioeconomic income (71.24).

Table 3: Differences in Academic Performance Among Students Based on Socioeconomic Status

	Sum of squares	df	Mean squares	F	p
Between groups	2129.87	2	1064.94		
Within groups	71765.92	406	177.64	6	0.003
Total	73895.79	408			

DISCUSSION

The study's findings revealed that characteristics such as gender, age, "being conscious of the feeling," and "continuing to the action" influenced academic accomplishment in a meaningful way. It was discovered that the strongest predictor was the variable of "continue to the action," which is a sub-factor of self-efficacy belief. According to this, there are favourable connections between students' academic accomplishment and self-efficacy views. This conclusion is consistent with the findings of previous studies on self-efficacy beliefs that are favourably associated with academic accomplishment (Schunk & Swartz, 1993; Wood & Locke, 1987) and are qualified in predicting academic success (Lent, Larkin, & Brown, 1986; Pajares & Johnson, 1996).

Another characteristic that is a favourable predictor of students' academic performance is the "awareness of emotions" dimension, which is one of the sub-factors of emotional intelligence. This conclusion is consistent with previous research that shows emotional intelligence is a predictor of academic performance (Erdogdu & Edge, 2008; Parker et al., 2004). However, other research indicates that emotional intelligence is not a strong predictor of academic performance (O'Connor, Jr., & Little, 2002). Still, IQ and EQ are not opposed ideas; rather, they complement one another. We may infer that developed emotional intelligence is extremely significant in the school environment if we consider that the education system strives not only to gain general intellectual skills for the pupils but also to bring some of the attitudes and behaviours.

It has also been discovered that age is a negative indicator of academic performance. As a result, it is possible to predict that academic performance would drop as one gets older. With the increased importance of peer relationships and social acceptance in adolescence, it is known that students' academic motivation and academic performance can be affected negatively (Phillips and Lindsay, 2006) or positively (Wentzel, 1991) depending on the quality of friendship relationships.

Gender is another key determinant of kids' academic success, according to the study's findings. A negative association has been seen between academic success and gender. Furthermore, in an examination to establish gender disparities, it was shown that female students had much greater academic achievement than male students. This finding is consistent with earlier studies that suggest females have stronger academic drive than males (Pajares and Voliante, 2002). However, several studies show male and female students complement each other in various academic fields (e.g., Kitchenham, 2002; Warrington & Younger, 2000). These gender inequalities, which may develop as a result of social gender norms, should not be overlooked.

Another study concludes that there are substantial variations in pupils' socioeconomic status and academic success. According to this conclusion, which is comparable to Muijs's (1997) and Yang's (2003) study, students with greater socioeconomic class had higher academic success.

As a result, emotional maturity and self-efficacy beliefs predict academic performance considerably. Furthermore, academic attainment varies by gender and socioeconomic condition. Several elements explain academic performance. Only emotional intelligence, self-efficacy, age, and gender are mentioned in this study. We suggested that future research investigate other characteristics that influenced students' academic progress. Longitudinal

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studies can be used to investigate how secondary school students' emotional intelligence and self-efficacy beliefs affect university test success rates.

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Conflict of Interest

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