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Impact of emotional intelligence on academic achievement and self-efficacy

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Abstract

The study looked at how emotional intelligence affects academic self-efficacy and achievement. The study included 180 undergraduate students from CCS HAU Hisar (Haryana). Their ages varied from 18 to 20 years, with a mean of 19 years. Two valid and reliable measures were utilized to assess participants' emotional intelligence and academic self-efficacy, while their 12th Annual marks were used to gauge academic accomplishment. The data was analyzed using descriptive statistics, Pearson's product moment correlation, and hierarchical regression analysis. The findings revealed that emotional intelligence and academic self-efficacy were substantially associated to academic accomplishment. Based on the findings, it is advised that emotional intelligence be incorporated into the undergraduate curriculum.

Keywords: Apple, chlorpyrifos 20EC, efficacy, *Eriosoma lanigerum*, parasitoid, mortality

Introduction

Parents, guardians, teachers, institutions, and society as a whole are all concerned about how to improve academic standards and accomplishment. This is most likely due to the importance of education in achieving scientific and technological improvement, socioeconomic and political advancement, and life achievement. Aside from that, educational institutions must discover relevant characteristics in academic success in order to make admission and evaluation decisions (Romanelli *et al* 2006) [12]. It has discovered a need to look beyond the usual indicators of academic performance. This explains why the current investigation on the influence of emotional intelligence on the relationship between academic self-efficacy and achievement of undergraduate students is being conducted.

Bandura's (1986) [1] social cognitive theory is at the foundation of self efficacy. Self efficacy is concerned with a Pearson's conviction in his or her ability to learn or perform behavior at predetermined levels (Bandura, 1986, 1997) [1, 2]. Self efficacy has been shown in study to influence academic motivation, learning, and accomplishment (Brown *et al.*, 1989; Paraje and Kranzier, 1995) [5, 9]. Performance accomplishment, varied experiences, persuasion from others, and physiological arousal are successful sources of knowledge from which students evaluate their self efficacy views. Various studies on self efficacy conducted by Bandura and others have revealed that students' perceptions of their skills to accomplish a task have a significant impact on their achievement.

According to Bandura (1997) [2], learners who have a high level of self efficacy are not intimidated or challenged by hard assignments and projects because they perceive them as opportunities for growth and mastery. When they face challenging conditions, such as disappointments, they persevere until achievement is reached. Failure is but a temporary obstacle that they must overcome. Individuals with poor self efficacy, on the other hand, feel intimidated when confronted with tough situations and attempt to avoid them. And that it is responsible for 85% of human accomplishment. Emotional intelligence is the ability to observe oneself and others, distinguish between them, and utilize this information to influence one's thinking and behaviors (Goleman, 1995, 1998) [6, 7].

Bar-on (1997) [3] established the following factorial components of emotional intelligence. Self-esteem, emotional awareness, assertiveness, stress tolerance, impulse control, reality checking, flexibility, problem solving, empathy, and interpersonal relationships are all important characteristics.

Every day, new research evidence confirming the predictive impact of emotional intelligence on academic accomplishment emerges. Murquez *et al.* (2006) [8] discovered that emotional intelligence scores linked with academic achievement after controlling for general intelligence.

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in a study of high school students. Several research (Parker, 2004, Swart 1996) ^[10, 13] give significant evidence that emotional intelligence is predictive of academic performance. Although multiple studies have proven the existence of a relationship between academic self-efficacy and achievement, more research is needed to determine whether this relationship is mediated by other characteristics. Thus, the current study sought to determine if emotional intelligence influences the relationship between academic self-efficacy and achievement.

Methods

This study employed ex-post facto research methods. The researcher investigated the key variables as they currently exist in the participants' repertoires.

Sample

The population of the study is made up of all undergrad students of CCS Haryana Agricultural University. The individuals' ages ranged from 18 to 20 years old, with a mean age of 19 years. 180 pupils were chosen at random, with 90 boys and 90 girls making up the study's sample.

Tools and Techniques

The participants' emotional intelligence was assessed using a Schutte *et al.* (1998) ^[14] questionnaire designed to measure emotional intelligence. There are 33 items in the test, and the response options are strongly disagree (1) and strongly agree (5). The scale has a test-retest reliability of 0.78 and an internal consistency reliability of 0.90.

The academic self-efficacy of the participants was assessed using the academic confidence scale created by Sander and Sander in 2003. Very confident (5) and Not at All Confident (1) are the instrument's two response options. The instrument has a reliability coefficient of $r = 0.88$, according to the test-retest reliability analysis of the scale.

The outcomes of the students' first semester exams were used to gauge academic success. Each student's result was translated to a percentage. And with that, each student was given a single percentage score.

Methods of Data Analysis

It is crucial that certain intervening variables, particularly demographic variables, are controlled in the statistical analysis to reduce the likelihood of spurious linkage resulting from unmeasured variables in order to properly establish the moderating effect of emotional intelligence in the relationship between academic self-efficacy and achievement. In order to ascertain the correlations between the outcome measure and the independent variables, descriptive statistics and correlational analysis were used.

Data analysis also made use of hierarchical regression analysis. This was accomplished in three steps. Age, gender, and admission level mode of the students were entered initially. The primary impacts of emotional intelligence and academic self-efficacy were determined in the second stage. At stage three, the regression equation was updated to include the interaction factors (emotional intelligence x academic self-efficacy). The estimated F-change was given. Using beta weight and t-ratio, the contributions and significance of each variable were assessed. The analysis of the interaction terms was used to examine the impact of emotional intelligence. It would be assumed that emotional intelligence served as a mediating factor in the relationship between academic self-

efficacy and achievement if it was discovered that the interaction term was significant.

Results and Discussion

Academic self-efficacy, emotional intelligence, and academic accomplishment all have mean scores of 50.00, 73.50, and 72.00, respectively. The three variables' respective standard deviations are 9.8, 8.2, and 12.42. Academic success and emotional intelligence were found to be significantly correlated ($r = 0.57$, $p 0.01$), as were academic success and academic self-efficacy ($r = 0.40$, $p 0.01$).

Other variables that significantly correlate with one another include sex and entry qualification ($r = 0.675$, $p 0.01$), academic self-efficacy and entry qualification ($r = 0.175$, $p 0.05$), emotional intelligence and sex ($r = 0.174$, $p 0.01$), academic self-efficacy and entry qualification ($r = 0.211$, $p 0.01$), and sex and entry qualification ($r = 0.501$, $p 0.01$).

The outcome showed that the control factors had little to no effect on academic performance. However, it was discovered that academic self-efficacy had a large and favorable impact on academic accomplishment. The findings support the notion that academic self-efficacy and emotional intelligence have a favorable effect on the link between academic self-efficacy and success.

According to the study's findings, academic self-efficacy has a significant role in determining academic success. Students with a high sense of efficacy have the capacity to accept more difficult tasks, expend more effort, show greater persistence in the face of challenges, exhibit lower levels of anxiety, show flexibility in the use of learning strategies, employ more self-regulation strategies than other students, and exhibit an accurate self-evaluation of their academic performance.

Conclusion

The results of the current study have significant ramifications for academic and school counseling psychologists as well as teachers. Teachers should be aware that a variety of characteristics, including emotional intelligence and academic self-efficacy, influence academic accomplishment. Since it has been determined that emotional intelligence is a construct that can be taught, deliberate attempts should be made to incorporate emotional intelligence into the curriculum of schools.

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