

Self-Efficacy, Emotional Intelligence and Social Maturity of Adolescents

Minchekar Vikas S.^[1]

Abstract:

The present study examined the self-efficacy, emotional intelligence and social maturity of High school boys and girls. Furthermore, study aimed at to foster the self-efficacy, emotional intelligence and social maturity of high school students. The study was conducted on 100 high school students, out of which 50 boys and 50 girls were selected through simple random sampling method from the Sangli city of Maharashtra state, India. The age range of the sample is 14 to 16 years. Self-efficacy scale developed by JerusalemSchwarzer; Emotional intelligence scale developed by Hyde, Pethe and Dhar and social maturity scale developed by Rao were administered to the sample. Data was analyzed using mean, SD and 't' test further Karl Pearson's product moment, correlation of coefficient was used to know the correlation between emotional intelligence, self-efficacy, and social maturity. Results revealed that boys and girls did not differ significantly in their self-efficacy and social maturity. Further, the analysis revealed that girls are having high emotional intelligence compared to boys, which is significant at 0.01 level. It is also found that there is a significant and positive correlation between self-efficacy and emotional intelligence, self-efficacy and social maturity and emotional intelligence and social maturity. Some developmental strategies to strengthen the self-efficacy, emotional intelligence and social maturity of high school students are suggested in the study.

Keywords: Self-efficacy, Emotional Intelligence, Social Maturity, and adolescents

I. INTRODUCTION

The term Emotional Intelligence was first used in the USA in 1985 by a student while writing his doctoral dissertation. In 1995, Goleman wrote a book "Emotional Intelligence". In this book he compiled a lot of interesting information on brain, emotions, and behavior and defined Emotional intelligence as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thoughts, to understand and to manage it. Bar-on (1997) said that 'emotional intelligence' reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professional and personal pursuits.

Salovey (1990) developed a definition of emotional intelligence which involves five characteristics viz., self-awareness or knowing one's own emotions, the ability to manage one's emotions and impulses, self-motivation, skills empathy or the ability to sense how other are feeling and finally, social skills or the ability to handle the emotions of other people. Mayer and Cobb (2000) defined 'emotional intelligence' as the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotions.

Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing mood well and control impulses. It's being motivated and remaining hopeful and optimistic when you have setbacks in working toward goals. It's empathy, knowing what the people around you are feeling and it's social skill getting along well with other people, managing emotions in a relationship, being able to persuade or lead others (O'Neil, 1996, p.6).

Persons with higher emotional intelligence are found to be more social. There are some studies available in the literature related to the emotional intelligence. Molouff&Schette (1998) found in their study that the persons with higher emotional intelligence were more socially accepted and they display better social skills. Emotional intelligence plays a role in establishing and maintaining a relationship (Goleman 1995).

The concept of self-efficacy which relates to judgment people makes concerning their ability to execute behavior relevant to a specific task or situations. It refers to the confidence in one's ability to behave in such a way or to produce a desirable outcome (Bandura, 1977). Self-efficacy makes a difference in how people feel, think and act. Self-efficacy pertains to optimistic belief about being able to cope with a variety of stressors. People with high self-efficacy choose to perform more challenging and difficult task. In terms of feeling a low level of self-efficacy is concerned with depression, anxiety, and helplessness. People with high level of self-efficacy approach life with a can-do attitude that allows them to see challenges as problems to be solved instead of threats that must be avoided. They also set and maintain a strong commitment to those goals. People with strong self-efficacy enjoy life because they are highly engaged. When they encounter stressful situations their belief in their ability to manage situations to their benefit allows being self-confident.

People with low level of self-efficacy typically view difficult task through the lens of fear. Low self-efficacy becomes a cycle: lack of faith in ability produces a lack of action. Lack of action contributes to more self-doubt. They become doubtful

^[1]Minchekar Vikas S.: Asso. Prof. Smt. Kasturba Walchand College, Sangli, Email: vikasminchekar@yahoo.com

of their own capabilities and are more easily stressed and more frequently depressed than people with high level of self-efficacy.

A study conducted by Sharma {1977} found people with high in self-efficacy reported high capability of coming up with solutions and experience in performing the task successfully as compared to the low level of self-efficacy.

Bandura {1977} attributes the development of self-efficacy to four forces: mastery, social learning, social persuasion and emotional and physical stages. Of the four the most powerful for producing self-efficacy is mastery and the most powerful is undermining self-efficacy is social persuasion. A number of structural conditions impact self-rural and urban backgrounds and gender all affect an individual global self-efficacy {Brich, 1987}.

Thus Emotional Intelligence and self-efficacy are interdependent variables which are very helpful to develop one's personality. Since adolescences is a transitory phase in everyone's life. The investigator is interested to know the Emotional Intelligence and self-efficacy of adolescent boys and girls.

II. OBJECTIVES

1. To compare the Emotional Intelligence of adolescent boys & girls.
2. To compare the Self-efficacy of adolescent boys & girls.
3. To know the correlation between Emotional Intelligence & Self-efficacy.

III. HYPOTHESES

1. There would be no difference in Emotional Intelligence of adolescent boys & girls.
2. There would be no difference in Self-efficacy of adolescent boys & girls.
3. There would be no correlation between Emotional Intelligence & Self-efficacy.

IV. METHOD

Sample: The sample consisted 120 higher secondary Science students (70 Boys & 50 Girls) of Sangli city of Maharashtra state. The age range of the sample is 18 to 20 years. The sample students were selected by simple random sampling method.

V. TOOLS

- **Emotional Intelligence:** Developed by Hyde, Peth&Dhar (2002). This scale consists of 34 items with ten subfactors namely, Self-Awareness, Empathy, Self Motivation, Emotional Stability, Managing Relations, Integrity, Self Development, Value Orientation, Commitment, & Altruistic Behavior. Higher scores on this scale are indicative of better emotional intelligence. The Spilt-Half reliability and the Content validity of the scale are 0.88 and 0.93 respectively.
- **Self-efficacy Scale:** Developed by Jerusalem &Schwartz (1992). This scale consists of 10 items. Higher scores indicate high self-efficacy. It is widely used

in psychological research, which yielded internal consistencies between $\alpha = .75$ & $.91$.

VI. RESULT AND DISCUSSIONS

Table 1. Means, SD & t-value of adolescent boys and girls students

Sr. No	Factors	Boys (N=70)		Girls (N=50)		t-value
		Mean	SD	Mean	SD	
1	SELF AWARENESS	17.5	2.3	17.94	1.83	1.19 NS
2	EMPATHY	17.03	3.55	18.54	2.33	2.62*
3	SELF MOTIVATION	22.37	3.34	24.32	3.11	3.23*
4	EMOTIONAL STABILITY	14.76	2.47	16.4	1.71	4.05*
5	MANAGING RELATIONS	14.1	2.38	15.34	2.23	2.88*
6	INTEGRITY	12.93	1.47	12.96	1.89	.102 NS
7	SELF DEVELOPMENT	8.96	9.69	8.42	1.37	.389 NS
8	VALUE ORIENTATION	7.19	1.67	8.12	1.1	3.44*
9	COMMITMENT	8.17	1.59	8.26	1.17	.333 NS
10	ALTRUISTIC BEHAVIOR	7.53	1.45	7.53	1.44	.008 NS
	OVERALL EI	130.53	15.99	137.68	9.58	2.81*

Significant at 0.05 level.

Table 1 reveals the mean SD & t-value of adolescent boys & girls Emotional Intelligence. Higher scores on Emotional Intelligence indicate higher EI. The analysis of result reveals that overall adolescent girls have scored higher and have high EI than the adolescent boys (Boys mean=130.53, SD=15.99), (Girls mean=137.68, SD=9.58) and $t=0.003$, $p<0.01$. The probable reasons for this are that boys spend most of the time with peers outside the home, while girls from the beginning spend their time at home with their mothers. Hence they learn how to behave with others in more mature way & how to control their emotions etc. The present results are in line with the earlier findings of Brackett & Mayer (2003), Mayer et.al.(2002), Thingujam& Ram (2000). Factor wise analysis shows that out of 10 subfactors, 5 factors such as Empathy, Self-motivation, Emotional stability, value orientation & commitment differ significantly. Whereas another 5 sub-factors such as Self-awareness, Managing relations, Integrity, Self-development and Altruistic behavior are not differing significantly. While overall girls are more Emotional Intelligent than the boys.

Therefore, the first hypothesis there would be no difference in Emotional Intelligence of Adolescent Boys & Girls is rejected.

Table 2. Mean SD & t-value of Adolescent Boys & Girl students

Sl No	Variable	Boys (N=70)		Girls (N=50)		t-value
		Mean	SD	Mean	SD	
1	SELF EFFICACY	33.57	4.05	32.92	4.87	.797 NS

NS- Not Significant

Table 2. Indicates that adolescent Boys have scored little more on self-efficacy than the adolescent Girls. A high score indicates high self-efficacy. (Boys mean = 33.57 SD = 4.05) (Girls mean = 32.92, SD = 4.87) t -value = .797 This shows that

adolescent boys have little higher self-efficacy than the adolescent girls. This difference is not statistically significant. This may be because of nowadays both boys & girls are more confident & more aware about their capacities. Because girls also get more exposure & opportunities to test themselves. Whereas Singh & Udainiya (2008) who found that boys have higher self-efficacy than Girls. Hence the second hypothesis, there would be no difference in Self-efficacy of adolescent boys & girls is accepted.

Table 3; Mean SD & t-value of adolescence Boys & Girl students

Variable	Self-efficacy
Emotional Intelligence	.394*

*. Correlation is significant at the 0.05 level

Table 3 shows that correlation = .394* is significant at $p < 0.05$ which reveals that taking into consideration the total sample there is a correlation between Emotional Intelligence & Self-Efficacy. This correlation is positive & significant. It means that adolescents who are more Emotional Intelligence have higher self-efficacy than those who have less Emotional Intelligence. In the earlier studies of Jadhav & Havalapnnavar (2009) also found there is a positive & significant correlation between emotional intelligence & Self-efficacy. Therefore the third Hypothesis states that there would be a correlation between Emotional Intelligence & Self-Efficacy which is accepted.

VII. CONCLUSIONS

- Adolescent girls are more emotionally intelligent than the adolescent boys.
- There is no difference in the self-efficacy of adolescent boys & adolescent girls.
- There is a positive & significant correlation between Emotional Intelligence & Self-Efficacy.

VIII. REFERENCES

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