

Self-Efficacy among Undergraduate Students: Understanding Predictive Role of Emotional Intelligence

Wasaf Basit*

Rizwan Butt*

Syed Aziz Uddin Agha***

Abstract

Self-efficacy has critical role in academic performance and emotional intelligence largely determines as how students regulate their emotions or tackle happenings in their surroundings. The present research study aimed to investigate the predictive influence of emotional intelligence on self-efficacy among undergraduate students from various universities and colleges in Quetta. The cross-sectional correlational research design is used in this study. Through purposive sampling, 350 students took part in this survey. The results indicated significant positive correlation between emotional intelligence and self-efficacy. Regression analysis endorsed predictive influence of emotional intelligence on self-efficacy as 24% variance is explained by emotional intelligence on self-efficacy. Statistically significant mean scores difference was observed between married and unmarried students in emotional intelligence, however, the mean scores difference was non-significant across other demographic variables. This study concludes that making students skillful regarding emotional intelligence strategies would be helpful in boosting their self-efficacy and enable them to do better academically and in other areas of them.

Keywords: Self-efficacy, Emotional Intelligence, undergraduate students

1. Introduction

Self-efficacy is an individual's conviction in their capacity to execute learning activities and face the different tasks and challenges [1-2-3-4]. Furthermore, it is defined as people's assessment of their own capacity to plan and carry out actions in order to accomplish the intended outcome[5]. The indicators of self-efficacy highlight the numerous factors

* PhD Scholar, Department of psychology, University of Balochistan, Quetta

* * PhD Scholar, Department of psychology, University of Balochistan, Quetta

*** Head of Department of Psychology, University of Balochistan, Quetta

that contribute to an individual's belief in their skills. Enactive mastery, or successful task completion, is the most influential sign. Each achievement boosts confidence, making people more resilient and willing to take on new difficulties. Observing the successes and succeeds is considered vicarious experience[6]. The same study emphasizes that emotional intelligence has a beneficial impact on self-efficacy by boosting an individual's confidence, which in turn enables them to successfully manage challenging workplace expectations and contribute to improved job performance and engagement.

Emotional Intelligence is among the most prevalent research areas of the 21st century[7]. In the early 1990s, Meyer and Maludy originally proposed the idea of emotional Intelligence[8]. The dynamic concept of emotional intelligence is influenced by numerous psychological, biological, and social factors. Many studies have been conducted on emotional intelligence and it has been identified as an essential element in the prediction of personal, academic, and occupational success. Research on emotional intelligence and its psychological connections has been conducted in a range of domains[9]. The term "Emotional Intelligence" refers to our level of competency in personal and interpersonal abilities[10]. Emotional Intelligence is a set of abilities that people employ to read, analyze, and successfully respond to emotional signals conveyed by others and themselves[11]. It includes evaluating one's own feelings as well as those of others, expressing emotions, regulating emotions in both ourselves and others, and using emotions to solve problems[12]. Several research studies investigate the positive correlation between emotional Intelligence and self-efficacy[13 - 14 - 15]. Literature also suggests a predictive role of emotional intelligence on self-efficacy[16-17].

This study seeks to address a gap in the literature by examining the association between emotional intelligence and self-efficacy in undergraduate students at various educational institutions in Quetta. Variations in level of emotional intelligence and self-efficacy are explored across age, gender, and marital status.

2. Method Methodology

2.1 Research Design

The purpose of this study was to investigate the predictive role of emotional intelligence on self-efficacy among undergraduate students. To achieve the purpose, a cross-sectional correlational research methodology was used, with data collected once during a defined time period.

2.2. Objectives of the study

- To examine the predictive role of emotional intelligence on self-efficacy among BS program students.
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- To explore differences in emotional intelligence and self-efficacy across demographic variables

2.3. Hypothesis

H1. Greater level of emotional intelligence is significantly linked with higher level of self-efficacy.

2.4. Instruments

The current study employed the following scales.

2.4.1. Brief emotional Intelligence Scale

The Brief emotional Intelligence Scale was developed in 2010 by Davies, et al (2010)[18] to offer a brief and reliable self-report measure of emotional Intelligence (EI). It evaluates 10 items using a 5-point Likert scale, with 1 signifying "strongly agree" and 5 signifying "strongly disagree.". Overall high scores show higher emotional Intelligence.

2.4.2. General Self-Efficacy Scale

The General Self-Efficacy Scale was established by Jerusalem and Schwarzer (1995)[19]. 10 items make up the scale. The following are the response options: "*not at all true*," "*hardly true*," "*moderately true*," and "*exactly true*." Higher self-efficacy is indicated by a high score on the scale.

2.5. Participants

350 undergraduate students consented to participate in this study after being chosen through purposive sampling. Gender-wise, the sample consisted of males (n=179) and females (n=171). There were married (n=302) and unmarried (n=48) participants. Two age groups 18–22 years old (n=236) and 23–27 years old (n=114) were included.

Procedure

In order to collect data, Google Forms was used. The goal of the study was communicated to each participant. They were assured that participation in the process was entirely voluntary and that they could withdraw at any moment. Ethical standards were followed. Confidentiality and privacy were preserved for the participants.

3. Results

Table 1. Descriptive Statistics and Reliability Coefficient for the Brief Emotional Intelligence Scale and General Self-Efficacy Scale

Scale	Item s	M	SD	A	Range		Skew (SE BEIS	GSSES
					Min.	Max.		
BEIS	10	37.59	5.97	.81	10	50	-1.42 (.13)	- .49**
GSSES	10	29.	5.7	.80	11	40	-0.27	-

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(,13)

Note. GSES= General Self-Efficacy Scale; BEIS= Brief emotional Intelligence Scale; M=Mean; SD= Standard Deviation; α = Reliability Coefficient; (** $p < .01$)

Table 1 displays descriptive statistics and reliability coefficients for the Brief Emotional Intelligence Scale and the Generalized Self-Efficacy Scale. Both study tools had appropriate internal reliability and symmetrical score distribution, according to initial examinations, higher mean scores on both scales indicate higher emotional Intelligence and self-efficacy in undergraduate students. Table 1 also demonstrates the correlation between emotional Intelligence and self-efficacy which shows that there is a moderate significant positive correlation between the two variables.

Table 2. Linear Regression Analysis on Emotional Intelligence as Predictor of Self-Efficacy (N=350)

Variables	Outcome (GSES)				
	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>P</i>
Constant	11.62	1.71		6.76	.000
BEIS	.48	.045	.49	10.66	.000
R^2		.24			
<i>F</i>	<i>F</i> (113.62) = 349, $p < .001$				

Note. BEIS= Brief emotional Intelligence Scale, $p < .001$

Table 2 shows the impact of emotional Intelligence on Self-efficacy among undergraduate students. The R^2 value of .24 showed that the predictor variable explained 24% variance in the outcome variable with the overall model significance at F (113.62) = 349, $p < .001$. The findings reveal that emotional Intelligence is significant positive predictor of self-efficacy.

Table 3. Mean Comparison of the BS Unmarried and Married Students of Brief Emotional Intelligence Scale and General Self-Efficacy Scale

Variables	Unmarried Students (302)		Married Students (48)		<i>t</i> (348)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
BEIS	37.91	5.14	35.60	9.533	2.50	.01	0.30
GSES	29.88	5.48	28.65	7.43	1.37	.17	0.18

The mean difference is shown in Table 4. Mean differences in the study variables was non-significant across all other demographic variables except for marital status. The above Table 4 illustrates significant mean difference in emotional Intelligence based on marital status $t(348) = 2.50$, $p < 0.05$. The findings revealed that unmarried undergraduate students reported higher levels of emotional Intelligence ($M = 37.91$, $SD = 5.14$) than married undergraduate students ($M = 35.60$, $SD = 9.53$). These results need to be interpreted with caution as the un-identical sample size of the married students in comparison to unmarried students call for consideration.

4. Discussion

Self-efficacy has a crucial role in academic performance and emotional intelligence largely determines as how students regulate their emotions or tackles happening in their surroundings. The present research study aimed to investigate the predictive influence of emotional intelligence on self-efficacy among undergraduate students from various universities and colleges in Quetta.

First objective of the study was to explore the predictive influence of emotional Intelligence on self-efficacy among the students enrolled in BS Program. Results from the data revealed emotional intelligence as significant positive predictor of self-efficacy which means students with greater level of emotional intelligence reported greater level of self-efficacy. This finding yield support to the H1 of the present study which assumed emotional intelligence to be significant predictor of outcome variable of self-efficacy. This finding of the present study is also in line with findings reported in several other empirical studies[20-21-22]. It is also corresponding to the findings of Gharetepch et al. (2015)[23], who found that emotional Intelligence in students with high academic achievement predicted 40% the variance in the self-efficacy score. Another study has also documented 24% of the variance in score of self-efficacy by emotion intelligence[24].

Second objective was to explore the mean differences in the study variables across demographic variables. A significant mean difference was observed in emotional intelligence between unmarried and married BS program students. Unmarried students reported higher emotional Intelligence than married BS program students. However, the relatively smaller size of married students group calls for caution in interpretation of the results of these group difference. Across other demographic variables there were significant variations observed on emotional intelligence and self-efficacy. A study conducted by Shubayr (2025) indicated gender differences in emotional intelligence, however this was not explored thoroughly[25]. Another study found significant gender differences in

emotional intelligence and self-efficacy[26]. Hashemi and Ghanizadeh (2011), as cited in Costa (2022), revealed differences between emotional intelligence and gender, and self-efficacy and gender²⁷.

5. Conclusion

The findings of this research study explored the link between emotional intelligence with efficacy as emotional intelligence being significant determinant of self-efficacy among the students. This indicates to the need of a holistic approach for enhancing performance of students by nourishing and inculcating psychological strengths such as self-efficacy and emotional intelligence among students at educational institutes.

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