



Compatibility of Emotional Intelligence and Self- Efficacy with Motivation for Academic Achievement in Middle School Students in the City of Zahedan in Iran

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Abstract

Introduction: The present study aimed at examining the compatibility of Emotional Intelligence and self- efficacy with middle school students' motivation for academic achievement in Zahedan.

Materials and method: The method included descriptive statistics and multi-stage cluster sampling. The population consisted of 13334 middle school students enrolling in academic year 2011 in school district 2. 190 students were randomly selected through multi-stage sampling and they completed General Self-Efficacy Scale (GSE), Emotional Intelligence Inventory and Achievement Motivation Questionnaire.

Results: Findings indicated that students' self -efficacy was found to be slightly higher than average level, while their academic achievement and their Emotional Intelligence reached the higher levels. Besides, there existed direct, significant relationships between self- efficacy, academic achievement and Emotional Intelligence of students.

Conclusion: The study results show that regarding to the self- efficacy and emotional Intelligence components are good determiners for academic achievement.

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1. Introduction

For the first time in 1990, a US psychologist Peter Salovey introduced the term “Emotional Intelligence” referring to as the ability to express the quality of emotions, to understand the emotions of others, to empathize with others, and to manage emotions effectively (Banisi & Ostadali, 2014). In fact, this intelligence involves understanding one’s own and others’ feelings and emotions, discriminating among them, and using this information to guide one’s thinking and actions, and to make good decisions in life (Rajaeepour & Mohammadi, 2014). That is, Emotional Intelligence is a stimulating factor that can motivate an individual to cope with life in the face of failure and help him/her maintain a good relationship with other people due to his/her highly developed social skills (Zamani & Keikha, 2014). The notion of Emotional Intelligence, which has provided a new perspective on how to predict factors affecting success and on how to prevent basic disorders, such as mental ones, is considered as a complement to cognitive science, neuroscience, and child development. The emotional capability is very important to effectively manage our relationship with others (Rajaeepour & Mohammadi, 2014).

Mayer and Salovey (1995) believes that power and the influence of emotions in human mental life on one hand, and it has tried to discover and explain the roles of emotions and feelings in human activities, behaviors, and motions on the other hand. In the field of intelligence studies, the direction of research has shifted from logical intelligence, which is based on cognition, to emotional intelligence. Emotional Intelligence is a model that attempts to explain and interpret the roles of emotions and feelings in human activities (Fuchs, Kumar, & Porter, 2007).

Emotional Intelligence is closely associated with educational and organizational success. People with high Emotional Intelligence are less likely to be depressed, are physically healthier, have more opportunities to be employed in organizations, and are far better in terms of communication skills (Aghayar & Sharifi, 2007).

Emotional Intelligence has profound impacts on mental and intellectual health, perceived sense of

experiences, good judgments, good decision makings, and psycho-social development (Keramati, 2014). As a place of promoting cognitive and non-cognitive factors of children and adolescents’ personality traits, schools also play a key role in the formation of students’ characters and academic achievement. Those schools that can establish a good relationship among students, teachers, and other school members are successful in improving emotional intelligence. Students with high emotional intelligence show less deviant behaviors related to school’s truancy, dropouts, and expulsion (Ciarrochi, Forgas, & Mayer, 2001).

As one of the regulatory components that are profitable for tackling cognitive issues and designing programs for children and adolescents’ social-emotional adjustments, Emotional Intelligence has raised lots of attention and has been used by many psychologists, consultants, educators, and mental health researchers, as well as other experts often dealing with students. Most of above-mentioned experts believe that variables of emotional intelligence are closely related to academic achievement in male and female students from different age groups in such a way that the rise or fall of one variable will contribute to the changes in other variables (Salovey, Mayer, & Caruso, 2001).

Self-efficacy reflects individuals’ beliefs about their capabilities to organize and execute courses of action required to attain designated types of performance. What determines our sense of personal efficacy is that whether we meet the standards of good behaviors (Abolmali & Barkhordari, 2014).

According to Bandera’s theory, self-efficacy is a person’s belief in their own merit, competence, and ability to cope with life. People with low self-efficacy tend to feel that they are practically incapable of controlling their life’s events. Low self-efficacy may discourage motivation, lower one’s intention, interfere with cognitive disabilities, and adversely affect physical and mental health (Bandura, 1986).

The theory of self-efficacy lies at the center of Bandera’s social cognitive theory, which emphasizes one’s own beliefs in and judgments of one’s own ability to approach and complete tasks and

responsibilities. Concretely speaking, Self-efficacy is not based on the judgment about a person, but rather about what they think in order to perform a task. Self-efficacy is strongly related to one's efforts and endurance (Bandura, 1997).

One's beliefs organize one's world and give meaning to one's experiences. As a result, how these beliefs can build different psychological worlds for one and how they can make one think, feel, and act differently in similar circumstances are of great importance. People generally avoid tasks where self-efficacy is low. Students with greater self-efficacy are more likely to work diligently, especially in the face of difficulties, than those who are skeptical of their abilities (Aiken, 1976).

Academic achievement, which is referred to as one's cumulative knowledge or skills in a particular subject at a given time, determines by scored tests, which are designed in accordance with the goals and principles of educational system of any country. The achievement is the result of active learning process that will be gained and realized with the help and support of educational and training activities (Salomon, 1994).

Having the motive for success is not the only factor affecting academic achievement, in that adolescents' perception of the causes behind their success or failure will affect their academic achievement. According to Dweck and Leggett (1988), those who attribute their achievement to their efforts or abilities are more likely to be confident of their progress and will expect more success in the future, so this will more likely to happen in the future. On the contrary, people who are seeking to achieve their goals from external sources or luck, i.e. factors beyond their personal control, are more likely to be uncertain of their abilities to achieve their goals, so this will be likely to occur in the future. Hence, those with realistic view of and the sense of personal responsibility for their success or failure are prone to more progress in their life. Academic achievement, as a dependant variable, is not under the influence of one factor, but rather of several factors, including academic intelligence, cognitive factors- such as general intelligence, academic self-efficacy (Wang & Pape, 2005), self-regulated strategies, academic

motivation, learners' ability, teacher training, and learners' motive. Recently, from their different social cognitive points of view, researchers have identified the various and determining factors of academic achievement (Cited in Seif, 2007).

Based on the above mentioned discussion, this research intended to examine the compatibility between Emotional Intelligence and self-efficacy on middle school students' motivation for academic achievement.

2. Method

The research method in the present study is descriptive and correlational method using nonparametric statistic.

2.1. Participants

The population consisted of all male and female students enrolling in the public middle school, grade 1, 2, and 3, in district 2 of Zahedan city in the first semester of academic year 2011. The participants were at the age range of 12-14 years with an average age of 13 years.

The statistical sample of the research was calculated using the following formula:

$$n = \frac{t \alpha^2 / z p(1-p)}{J^2} = n = \left(\frac{(1.96)^2 \times 0.5 \times 0.5}{(0.05)^2} \right) = 384 = 191$$

The sample was randomly selected using multi-stage cluster sampling.

2.2. Measurement

2.2.1. Emotional intelligence

For the purposes of the present study, Bar-On's (1997) model of emotional intelligence was used. Emotional Intelligence was measured by the Emotional Quotient Inventory (EQ-i) (Bar-On 1997). This is a self-report measurement of emotional intelligence, those measuring emotional intelligence dimensions of General mood, adaptability, stress management, interpersonally, intra personality two types of reliability tests were conducted on the EQ-i, which included retest reliability and internal consistency. Retest reliability was 0.72 for males and 0.8 for females (Bar-On, 2006). The internal consistency was found to be 0.95 for total EQ and the Cronbach's alpha coefficients varied across the sub-scales from

0.69 to 0.92. We obtained .92 Cronbach's alpha coefficients and calculated composite reliability 0.92. It means that composite reliability of model is appropriate.

2.2.2. Self-Efficacy Scale

The Self-Efficacy Scale was developed and tested with 376 college students. Factor analysis yielded 2 subscales: a General Self-Efficacy subscale (17 items) and a Social Self-Efficacy subscale (6 items). Confirmation of several predicted conceptual relationships between the Self-Efficacy subscales and other personality measures (i.e., Locus of Control, Personal Control, Social Desirability, Ego Strength, Interpersonal Competence, and Self-Esteem) provided evidence of construct validity. Positive relationships between the Self-Efficacy Scale and vocational, educational, and military success established criterion validity (Sherer et al., 1982). In this Research internal consistency of all items is assessed 0.95 (Cronbach's Alpha).

2.2.3. Academic achievement

For academic achievement, students' grade point average (GPA) in final exam at the end of school

year was taken into account as principal measure of academic achievement.

3. Results

Respondents' frequency distribution was shown in terms of middle school students' gender. Out of total respondents, 48.2 percent were female and 51.8 percent were male. Therefore, the male enjoyed the most prevalent frequency distribution. 22 percent were at the age of 11 years, 46.1 percent belonged to the age of 12 years, 31.9 percent possessed the age of 12 years, and 22 percent were at the age of 11 years. Therefore, the highest amount of frequency distribution seemed to belong to the age of 12 years. Also 7.4 percent held the average of 10 -12, 2.6 percent enjoyed the average of 12-14, 29.12 percent received the average of 14 - 16, 49.2 percent held the average of 16-18, and 19.9 percent got the average of 18-20. Therefore, the highest amount of frequency distribution was found to belong to the average of 16-18.

Table1. Cronbach's Alpha and Correlation Coefficients between self-efficacy, Emotional intelligence and Academic motivation

	Alpha	self-efficacy	Emotional intelligence	Academic motivation
Self-efficacy	0.84	1		
Emotional intelligence	0.71	0.41	1	
Academic motivation	0.67	0.35	0.51	1

** All Correlations are significant at 0.01 levels

Table on shows the deceptive results includes alpha of all variables of self-efficacy, Emotional intelligence and Academic motivation. Correlational results show that there is a significant correlation between self-efficacy and Emotional

intelligence (0.41), self-efficacy and Academic motivation (0.35) and Emotional intelligence and Academic motivation (0.51). Alpha also shows that self-efficacy, Emotional intelligence and Academic motivation are reliable variables.

Table2. T-test for determining the difference between self- efficacy, Emotional Intelligence and academic motivation in male and female students

Variable	Group	N	M	SD	t	df	Sig.
self-efficacy	male	92	31.94	5.38	4.98	91	0.01
	female	99	29.11	4.31	3.22	98	0.02
Emotional Intelligence	male	92	296.39	18.88	19.31	91	0.02
	female	92	293.31	16.34	18.01	98	0.03
academic motivation	male	92	96.19	8.30	15.81	91	0.04
	female	92	94.11	7.22	14.33	98	0.01

The results of table 2 show the mean and standard deviation of male students' self-efficacy (31.94 ± 5.38) Emotional Intelligence (296.39 ± 18.88) and academic motivation (96.19 ± 8.30) is higher than female students' self-efficacy (29.11 ± 4.31), Emotional Intelligence (293.31 ± 16.34) and academic motivation (94.11 ± 7.22). So as the t test is significant at ($P > 0/05$) level male have higher meaningful performance in self – efficacy, Emotional Intelligence and academic motivation.

4. Discussion

As the findings of the present study reveals that male has higher meaningful performance in self – efficacy, Emotional Intelligence and academic motivation. It means that male student outperform their female peers. So, they have high confidence and at the same time they select high quality jobs and difficult tasks.

In addition, male students can manage their emotions like hope, gloom, anger, depression and anxiety better than their peer female students. Furthermore, due to the high self-efficacy of male students and their high desire they have high motivation to gain success in the future.

These results of the present study are consistent with the findings by Pintrich and Schrauben (1992). Liebowitz(2006)believe that knowledge management is availability of information systematic and scientific saving, so on the other hand, emotional intelligence can predict effectiveness of management information system, and cause its increase.

Montgomery and Weinberg (1998) believe that emotional intelligence system is defined by selecting, gathering and analyzing information for planning strategic, from their view, the aim of emotional intelligence system is increasing cycle of intelligence in using, during planning strategic in process of emotional management. Emotional intelligence is creating and transmitting information and knowledge for higher level of deciding.

The study results show that regarding to the self-efficacy and emotional Intelligence components are good determiners for academic achievement. And it's used these components in order to improve academic achievement. It means that people who

are desired to have good academic achievement, they will do their best till create many changes in their environment and themselves. So the desire to change in emotional Intelligence is more suitable component

According to the research hypotheses and the results from their testing, the following suggestions are offered. First, In addition to teaching and drawing attention to Intelligence and cognitive skills, officials and planners are advised to teach self-efficacy and Emotional Intelligence by allocating a specific amount of time as well. Seconded, given the importance of and necessity for Emotional Intelligence to improve students' academic performance and job efficacy in the future, it is necessary for administers, teachers, and students' parents to be provided with educational workshops . Third, after identifying students who have difficulty with such abilities, teachers are suggested to speak to them individually. If they manage to identify the affective-emotional barriers, they should guide their students to take responsibility and make proper decisions, resulting in more productivity, self-awareness, and self-control.

In addition, students need help to be aware of their emotions and feelings, so that they can use them to achieve their goals. In other words, Emotional Intelligence can be used to build an environment conducive to effective learning and communication. It is advisable for teachers and educational officials to provide students with an educational and cultural context. Furthermore, Emotional and academic intelligences can help form a basis for academic and professional success. Self-awareness, self-motivation, empathy and communicative skills are valuable tools used to improve learning and the quality of life, contributing to the benefit of any community ultimately.

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