

The Effectiveness of Emotional Intelligence Training in Improving Students' Academic Self-Efficacy

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Abstract

The present research aimed to investigate the effectiveness of emotional intelligence training in improving students' academic self-efficacy. The lack of emotional intelligence can disturb the individuals' oppressed thoughts and professional positions. We can have a sense of responsibility, academic self-efficacy, better learning, and better adaptation of students to the environment and people by emotional intelligence. Changing or modifying the learning environment and the way of teaching by the technology improves learning and develops intelligence. The present research was applied in terms of purpose, and semi-experimental in terms of implementation, and had a pretest and posttest type with a control group. The researcher collected the necessary data from emotional intelligence and academic self-efficacy questionnaires. The statistical population consisted of 24 school students who were selected as experimental and control groups. The results indicated a significant positive relationship between emotional intelligence training and students' academic self-efficacy. Furthermore, emotional intelligence training increased students' academic self-efficacy.

Keywords: Emotional intelligence, Academic self-efficacy, Emotional intelligence training, Students

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1. Introduction

Adolescence is an important stage in the social and psychological development of students. At this stage, the need for emotional balance, especially the balance between emotion and wisdom, understanding the existential value, self-awareness by choosing the real goals of life, emotional independence from the family, psychological and emotional balance against life and environmental pressures, and establishing healthy relationships with others, etc. are the most important needs of adolescents (Pour-razavi and Hafezian, 2017).

Intelligence is a completely abstract concept and does not have any tangible, objective and physical basis. The definition of this word has always made psychologists face a problem. However, different definitions of intelligence have been presented, and most psychologists agree on this point that intelligence is the ability of a person to adapt to conditions and environment, and intelligence is considered the main factor of people's success (Marnat, 1990; translated by Pasha Sharifi, 2015). According to Wechsler (2000), intelligence is the set or total capability of a person for the purposeful activity of logical thinking and efficient dealing with the environment. (Kaplan and Sakuzo, 1989; Sharifi, 2016). In the realm of their research activities, psychologists have divided intelligence into three types (Rizen, 1992; quoted by Jalali, 2011). Abstract intelligence means the ability to understand and solve problems through verbal and mathematical symbols. Objective intelligence means the ability to understand and solve problems through manipulation and application of objects. Social intelligence means the ability to understand and understand others and establish a relationship with them. And after some time in 1990, a new concept called emotional intelligence was proposed. Recently, the authors try to introduce a new term called moral intelligence in psychology. (Ronald Huxley, 2001; quoted from Keshavarzi, 2015). Today, emotional intelligence is considered as the newest development in the field of understanding the relationship between thinking and emotion in various fields of psychology. So far, many researches have been conducted in relation to emotional intelligence, which shows the role of emotional intelligence and its components in various aspects of people's lives, such as academic progress, education, personal growth, and social relationships. Emotional intelligence expresses the emotional, personality and social dimensions of

intelligence, which are often considered more important and prominent for everyday activities than the cognitive dimensions of intelligence (Naimawi, Makoki and Omidian, 2016).

For the first time in 1990, a psychologist named Salvi used the term emotional intelligence to express the quality and understanding of people's feelings, sympathy with the feelings of others and the ability to manage one's mood. To make the right decisions in life. In other words, it is a factor that motivates a person when he fails, and due to having high social skills, leads to establishing a good relationship with people. According to Baran (2006), emotional intelligence is a set of non-cognitive capacities, abilities and skills that affect a person's ability to succeed, cope with environmental demands and pressures. Emotional intelligence is defined as a set of factors that can lead a person to healthy relationships and the ability to respond to personal and professional life efforts in a positive direction (McMullen, 2003). Increased emotional intelligence creates a stronger sense of efficiency, causes a higher academic enthusiasm, also human emotions have an effective role in his feelings, behavior and performance, these factors can provide the basis for enthusiasm and motivation for progress (Karam Dadi) and Saif, 2014).

Emotional intelligence is the ability to recognize one's own and others' emotions and regulate emotions in a social situation (Kezwara and Bullock, 2009). The ability of emotional intelligence compared to general intelligence includes a set of abilities related to cognitive and non-cognitive skills and includes abilities related to feelings and emotions and increases with age. (William and colleagues, 2010). Nelson and Love (2003) define emotional intelligence as the meeting point of advanced abilities and skills in knowing yourself accurately and personal strengths and weaknesses, creating healthy and effective relationships, useful and fruitful cooperation with others, effective and healthy dealing with demands and They know the pressures of everyday life.

Golman (1995) states that cognitive intelligence causes only 20% of success in the best conditions, and 80% of success depends on other factors, and the fate of people in many situations is among the skills that make up emotional intelligence. they give. In fact, emotional intelligence determines the lack of success of people with high IQ, as well as the unexpected success of people with average intelligence. That is, people with average general intelligence and high emotional intelligence are much more successful than those with high general intelligence and low emotional intelligence, so emotional intelligence is a predictor of people's success in life and how to properly deal with stress. General intelligence and emotional intelligence are not opposite abilities, but it is better to say that they are different from each other. We all have a combination of intelligence and emotion, in fact there is a low correlation between general intelligence and some aspects of emotional intelligence, and it should be said that these two domains are basically independent (Golman, 1995). Emotional intelligence theorists believe that IQ tells us what we can do while emotional intelligence tells us what we should do. IQ includes our ability to learn, think logically and abstractly, while emotional intelligence tells us how to use IQ to succeed in life. Emotional intelligence includes our ability to be emotionally and socially aware and measures the necessary skills in these areas. It also includes our skills in recognizing our own feelings and those of others, and sufficient skills in creating healthy relationships with others and a sense of responsibility in front of tasks (Golman, 1995).

Teaching emotional intelligence in schools has long-term and short-term effects on students' success. Emotions, feelings and values are necessary for academic and professional success. Also, in studies like this, it has been repeatedly shown that when children lack the necessary skills to cope with their distress, or the skills to listen or focus, to feel responsible for their homework, or to care. They lack education, whatever develops these skills will help their academic progress. In this sense, emotional literacy increases the teaching ability of schools. Children without emotional intelligence are more vulnerable to physical problems that reduce their energy and strength, as well as emotional problems that hinder academic progress (Elias and Arnold, 2006).

In this regard, several researches have emphasized the necessity of integrating emotional intelligence education with the school program and culture and expressed this issue as a necessity for children's mental, emotional and physical development (Elias and Arnold, 2006). According to Stone McQueen (1998), it is necessary to develop the educational program of emotional intelligence as much as possible as a preventive program in order to reduce and prevent many problems of today's children (Fatom, 2008). Children's efficient use of emotions enables them to control instinctive reactions in stressful situations, better learning, better ability to communicate in emotional states, healthy relationships with family and friends, and success in school, work and life. Elias and Weissberg, 2000; Peyton, 2000, quoted by Prameh Rowan, 2019). Children's emotions develop at the age of 3 or 4. Around this age, children can experience, recognize and differentiate the emotions of anger, sadness, fear, joy, shame, pride and guilt (based on facial expressions). After the age of 6, children form their emotional vocabulary based on their emotional thoughts and imaginations, and the ability of children to talk about their emotions with others develops and enables them to understand the emotions of others. They can also understand the diversity and complexity of emotional statements, and be aware of the impact of their own and others' behavior on them. Lack of optimal emotion control leads to adverse consequences, especially in the field of decision making and problem solving (Goldstein and Naglieri, 2010).

Nowadays, knowledge about emotions can be used to improve the performance of students in schools. Emotion management helps us to better understand things such as motivation and academic progress, anger control, increasing self-esteem and also interpersonal conflicts in schools. In addition, in recent years, emotional intelligence has been considered as a factor that is useful in understanding and predicting people's performance, and it increasingly depends on its training, and a new way to understand, recognize and evaluate behavior, management methods and It provides attitudes (Aghayar and Sharifi, 2004, quoted by Sohuri, 2014).

(Golman, 1995) believes that unlike IQ, the level of which is constant and unchanged throughout life, emotional intelligence is a concept that can be learned, developed and developed, and the result is a better effect on teamwork and communication with others. Is. Due to the growth of industry and the development of civilizations, we are faced with new injuries and challenges in the family, school, society and group of friends. In order to prevent these social and personal harms, children need to learn individual abilities to deal with violence, conflict, beatings and injuries, addiction, suicide, delinquent behaviors and mental disorders. One of the ways to prevent the occurrence of psychological and behavioral problems is to improve the cognitive capacity of individuals, which is possible through cognitive training. Emotional intelligence is one of the most important social skills. The purpose of this research is the effectiveness of emotional intelligence training on students' academic self-efficacy. Self-efficacy refers to the perception of abilities to perform an action that is in accordance with one's desire (Morris, 2002, quoted by Kollivand, 2013).

Self-efficacy and factors affecting it have been in the focus of attention of educational psychologists and other education experts for many years. Among the different dimensions of self-efficacy, the dimension of academic self-efficacy, which with effort and persistence in completing assignments, using cognitive and metacognitive strategies, self-organization, persistence in facing difficulties, choosing a major, and the like, has its effect on various aspects of people's lives instead of It is considered an important variable. People with strong self-efficacy beliefs, compared to people with weak self-efficacy, show more effort and persistence in doing tasks, and as a result, their performance in doing tasks is better (Salimi, Yousefi, Saeedzadeh, 2014). Self-efficacy is a concept by which people's experiences, abilities and thinking are integrated in one direction. Education of self-efficacious people requires education and training of people in the society (Kadivar, NematTavousi, Alizadeh, 2013).

One of the most important internal factors of academic success is academic self-efficacy, which has received attention in recent years (Rostami and Aliabadi, 2013). According to Bandura (1997), when a person believes that he has the ability to progress and succeed in a field of study, he has achieved academic self-efficacy. According to Bandura, personal self-efficacy beliefs are not strictly his interpretation of past actions; Rather, it is a documented tool that enables how he interacts with the environment and other people. Perceived self-efficacy is a person's judgment about his own merits. Academic self-efficacy emphasizes students' beliefs about their ability to succeed in academic subjects, curricular areas, and self-regulation in learning and study activities. (De Guinta et al., 2013).

According to Bandura, academic self-efficacy means a student's perception and belief of his academic capabilities, including learning, problem solving, and achieving academic progress. Self-efficacy beliefs refer to beliefs such as the ability to study, perform research activities, ask questions in the classroom, communicate successfully with teachers, establish friendly relationships with other students, get good grades, participate in class discussions, etc. which a person believes that he can do under certain conditions and educational and educational situations. (Bandura, 1977). Kayani and Kakavand (2012) in a research they conducted under the title of the effectiveness of emotional intelligence training on the educational progress of female students of the first year of secondary school in Zanjan city. Data analysis using the covariance analysis method showed that emotional intelligence training has been significantly effective in increasing academic progress and has caused an increase in academic progress. Therefore, emotional intelligence training can be a useful intervention method to increase progress.

Ashuri, Jalilpour and Mohammad RezaiTajrishi (2013) reached this conclusion in a research that emotional intelligence training program can improve self-esteem, self-esteem, social self-esteem, family self-esteem and academic self-esteem of hearingimpaired students. It is very important to provide emotional intelligence education to these students. Dr. Karthiken (2015) in a research on the role of teachers in the development of emotional intelligence among children concluded that teachers play an important role in the life of students. And teachers' decisions determine the shape of students' lives, so teachers should be adequately equipped with resources to be a perfect role model for their students.

Mayer, Perksin and Salvi (2001) have reported the results of their investigation under the title "emotional intelligence of gifted students" as follows: Students with higher emotional intelligence are more capable of recognizing their own and others' feelings and using this knowledge to guide their behavior and resist peer pressure. All these elements lead to increased social skills. Teaching emotional intelligence skills has a positive effect on reducing and preventing social harm, personal development, self-efficacy and academic progress of students. Lack of emotional intelligence can disrupt the oppressed thoughts and the professional position of the person. And in general, through emotional intelligence, we can have a sense of responsibility, academic self-

efficacy and better learning and better adaptation of the student to the environment and people. Therefore, considering the importance of emotional intelligence and correct education of students and prevention of possible damages in the field of student progress, we needed to investigate the effectiveness of emotional intelligence training on students' academic self-efficacy.

2. Research Methods

The current research is applied research and semi-experimental in terms of pre-test and post-test with a control group. The researcher collected the required information through a questionnaire.

Sample and statistical population

The statistical population was female students studying in the non-profit primary school of Aton in Sabzevar city in the academic year of 1400-1401. And they were selected using an available and targeted sample method. The sample size was 24 students in the age group of 11 years, which were examined in 2 experimental and control groups of 12 people.

Research implementation method

In this research, emotional intelligence was considered as an independent variable and academic self-efficacy as a dependent variable. In order to investigate the effectiveness of emotional intelligence training on academic self-efficacy, according to the intervention sessions, 10 30-minute sessions were conducted individually over two months, and necessary tests were conducted before and after the sessions from both experimental and control groups. Jinks and Morgan (1999) academic self-efficacy questionnaires and Bradbury and Graves emotional intelligence questionnaires were used to test and evaluate the level of emotional intelligence and self-efficacy. In reading and answering the questionnaire, we used the help of the class teachers so that the questionnaires were explained to the students in a concise and colloquial language and the teachers answered the questionnaires on behalf of the students.

Ten training sessions with the topic of improving and strengthening the emotional intelligence of students in order to be effective on academic self-efficacy were implemented as follows.

- Emotional self-awareness: know how you feel and why?
- Emotion regulation: be able to control your emotions and feelings.
- Self-motivation: to be able to continue with hope in the face of failures and setbacks.
- Empathy: being able to understand and identify the emotions of others and give feedback effectively.
- Social Intelligence: Be able to adapt to others by listening, understanding and accepting their emotions.

3. Results

Table (1) Descriptive indicators of average and standard deviation of academic self-efficacy

The standard deviation		Average		Number	group	Variable
After-test	pre-test	After-test	pre-test			
13/61	13/17	53/88	53/11	12	Control	Academic self-efficacy
7/91	7/70	50/67	44/51	12	experiment	

To ensure that the two studied groups are equal to each other in terms of emotional intelligence before applying the application, the scores of the two groups in the emotional intelligence pre-test were compared with independent t-tests and there was no significant difference between the average emotional intelligence scores of the two groups ($05 / 0 < P$). Table No. (1) shows the descriptive statistics related to the mean and standard deviation of the scores of the academic self-efficacy variable separately for the experimental and control groups in two measurement stages (pre-test and post-test). As can be seen, the average scores of the control group in the post-test compared to the pre-test do not show much difference. While in the experimental group, we see an increase in academic self-efficacy scores in the post-test compared to the pre-test. Table No. (2) shows the results of the inter-subject effects test to compare the academic self-efficacy of students in the experimental and control groups in the post-test phase. According to the results presented in table number (2), the F value obtained is equal to 17.121 and it is significant at the level of 1.11. Therefore, the null hypothesis that emotional intelligence is not effective on academic self-efficacy is rejected and the research hypothesis is confirmed. Considering the significance of the obtained F value and the increase in the average social development scores of the experimental group in the post-test, compared to the control group, it is concluded that play therapy improves and increases the academic self-efficacy of students.

Table No. 2: The test of inter-subject effects to compare the academic self-efficacy of the experimental and control groups in the post-test

Effect size	Significance level	F	mean square	Degrees of freedom	sum of squares	Source	Variable
0/808	0/001	75/741	134/018	1	134/018	between groups	Academic self-efficacy
			1/769	18	31/850	Intergroup	

In table (2), it can be seen that the significance level of all four relevant multivariate statistics, namely Pillai's effect, Wilks's lambda, Hotelling's effect and the largest zinc root, is equal to 0.01 ($P < 0.01$). Therefore, the statistical null hypothesis, that there is no significant difference between the students in the two experimental and control groups, in the scores related to academic self-efficacy and post-test behaviors, is rejected and it is determined that between the students in the two experimental and control groups, in the scores related to There is a significant difference between academic self-efficacy and post-test behaviors. Based on this, it can be said that emotional intelligence training has been effective on students' academic self-efficacy.

4. Conclusion

The purpose of this research was the effectiveness of emotional intelligence training on students' academic self-efficacy. The research method in this study was semi-experimental and the selection of experimental and control groups. The statistical population was female students studying at Aton School in Sabzevar city in the academic year 1400-1401. And they were selected using an available and targeted sample method. Nowadays, knowledge about emotions can be used to improve the performance of students in schools. Emotion management helps us to better understand things such as motivation and academic progress, anger control, increasing self-esteem and also interpersonal conflicts in schools. In addition, in recent years, emotional intelligence has been considered as a factor that is useful in understanding and predicting people's performance, and it increasingly depends on its training, and a new way to understand, recognize and evaluate behavior, management methods and It provides attitudes. One of the ways to prevent the occurrence of psychological and behavioral problems is to improve the cognitive capacity of individuals, which is possible through cognitive training. Emotional intelligence is one of the most important social skills. The place of school in developing different aspects of children's personality has been noticed by experts for a long time.

Cultivating cognitive dimensions along with non-cognitive dimensions has a comprehensive and deep impact on the process of students' personality formation. Schools are successful in developing emotional talents that help to create a suitable relationship between students, students and teachers and students and other school members. In such schools, the teacher and student try to create interaction and mutual and favorable relationship. Emotional skills training programs of such schools not only help students to be aware of their emotional states, but also strengthen their self-esteem and make them get better grades in standard cognitive tests. Academic self-efficacy means a student's perception and belief of his academic capabilities, including learning, problem solving and achieving academic progress. Self-efficacy beliefs refer to beliefs such as the ability to study, perform research activities, ask questions in the classroom, communicate successfully with teachers, establish friendly relationships with other students, get good grades, participate in class discussions, etc.

which a person believes that he can do under certain conditions and educational and educational situations. Teaching emotional intelligence skills has a positive effect on reducing and preventing social harm, personal development, self-efficacy and academic progress of students. Lack of emotional intelligence can disrupt the oppressed thoughts and the professional position of the person. And in general, through emotional intelligence, we can have a sense of responsibility, academic self-efficacy and better learning and better adaptation of the student to the environment and people. Therefore, according to the findings of the research, we come to the conclusion that there is a positive and meaningful relationship between emotional intelligence training and students' academic self-efficacy, that is, by improving and training students' emotional intelligence, we can expect academic progress and academic self-efficacy. brought them.

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