A Correlational Study Between Emotional Intelligence and Self-Efficacy among Higher Secondary School Students in Aizawl

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ABSTRACT

Emotional intelligence (EI) and self-efficacy are two significant psychological constructs that influence adolescent adjustment, academic performance, and resilience. Emotional intelligence pertains to the capacity to perceive, comprehend, regulate, and utilise emotions effectively, whereas self-efficacy denotes an individual's confidence in their ability to successfully complete tasks and attain goals. The present study examined the correlation between emotional intelligence and self-efficacy among higher secondary school students in Aizawl, Mizoram, and also investigated gender differences within these constructs. A sample of 265 students (124 males and 141 females) was selected via convenience sampling from three higher secondary educational institutions. Data collection was conducted through the Wong and Law Emotional Intelligence Scale (WLEIS) and the General Self-Efficacy Scale (GSE). Reliability assessments demonstrated satisfactory internal consistency for both scales ($\alpha = .79$ and $\alpha = .76$, respectively). Independent samples t-tests and Pearson's product–moment correlation analysis were employed. The results indicated a moderate positive correlation between emotional intelligence and self-efficacy ($r = .41$, $p < .01$). Notably, significant gender differences emerged, with male students scoring higher on both emotional intelligence and self-efficacy. These findings underscore the importance of emotional competence in enhancing adolescents' efficacy beliefs and imply potential applications for educational interventions.

Keywords: Emotional Intelligence, Self-Efficacy, Higher Secondary School Students

INTRODUCTION

Adolescence constitutes a pivotal developmental stage characterised by emotional variability, identity development, and escalating academic and social challenges. Psychological constructs such as emotional intelligence (EI) and self-efficacy are integral in influencing how adolescents manage these challenges. Emotional intelligence, initially defined by Salovey and Mayer (1990), pertains to the capacity to accurately perceive emotions, utilise emotions to facilitate cognitive processes, comprehend emotional meanings, and regulate emotions proficiently. Self-efficacy, as conceptualised by Bandura (1977), pertains to an individual's belief in their ability to organise and execute the actions necessary to address prospective situations.

While intelligence quotient (IQ) has traditionally been regarded as a predictor of academic and professional achievement, emerging evidence indicates that non-cognitive factors, such as emotional intelligence, may be equally significant (Goleman, 1995). Emotional competence impacts interpersonal relationships, stress regulation, decision-making processes, and resilience. Likewise, self-efficacy influences how individuals approach objectives, tasks, and challenges. Students possessing strong efficacy beliefs tend to exhibit greater perseverance, intrinsic motivation, and engagement with their academic pursuits (Bandura, 1994).

Emotions constitute a fundamental aspect of the human experience, and the extensive range of emotional responses often exerts a significant influence on shaping human behaviour. Emotions are psychological and physiological reactions to various situations encountered in daily life. It can be asserted that they serve as indicators of our internal states in relation to external experiences. Consequently, emotions play a crucial role in

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adaptive functioning by guiding behaviour through the generation of drives and motivation- either to seek out specific emotional states or to minimize others. Additionally, they facilitate social interactions by enabling the expression of emotions and needs, and by perceiving the emotional states of others, which is integral to non-verbal communication. Furthermore, emotions influence future behaviour through learning and the retention of emotional experiences.

Theoretically, there is a connection between emotional intelligence and self-efficacy. Emotional regulation enables individuals to control anxiety, frustration, and stress, thereby fostering confidence in their capacity to achieve success. Students who proficiently interpret and regulate emotional experiences are more likely to cultivate mastery experiences, which constitute one of the principal sources of self-efficacy (Bandura, 1997). Therefore, a positive correlation between emotional intelligence and self-efficacy is conceptually justifiable.

A robust sense of self-efficacy enhances human achievement and personal well-being in multiple respects. Individuals who possess confidence in their capabilities perceive challenging tasks as opportunities for overcoming rather than threats to evade. This constructive perspective fosters intrinsic interest and profound engagement in activities. Such individuals establish ambitious objectives and demonstrate unwavering commitment. They escalate and sustain their efforts despite encountering setbacks. Furthermore, they swiftly restore their sense of efficacy following failures, attributing these to deficiencies in effort or skills that are improvable.

Although numerous studies have established this relationship across diverse cultural contexts, there is a paucity of empirical research specifically examining these constructs among Mizo adolescents. Higher secondary school students in Aizawl are currently undergoing a transitional phase characterised by increasing academic pressures and the determination of future career trajectories. Consequently, understanding the psychological resources that foster their competence and resilience is of paramount importance.

The theoretical connection between emotional intelligence and self-efficacy is rooted in the principles of social cognition. Emotional intelligence promotes self-awareness and emotional regulation, which subsequently impact confidence in an individual's capacity to handle academic and social challenges. Bandura (1997) proposed that mastery experiences and emotional arousal considerably influence efficacy beliefs; consequently, individuals who proficiently regulate emotions are more inclined to interpret physiological and affective states positively, thereby reinforcing their sense of competence.

Empirical research consistently indicates positive correlations between emotional intelligence (EI) and self-efficacy among adolescent and young adult populations. For example, Chan (2004) found that emotional intelligence was significantly associated with teacher efficacy among future educators. Likewise, Qualter et al. (2012) reported that adolescents exhibiting higher EI demonstrated enhanced academic self-efficacy and reduced stress levels. The capacity to regulate negative emotions seems to promote adaptive coping mechanisms, thereby strengthening beliefs in one’s efficacy.

Research on gender differences in emotional intelligence and self-efficacy has been extensively conducted; however, conclusions remain inconsistent. Some studies suggest that females generally score higher in emotional awareness and empathy, while males may exhibit greater confidence in emotion regulation and management of emotional situations (Brackett et al., 2006). Additionally, cultural norms frequently influence emotional expression and reporting behaviours, thereby contributing to variability in research outcomes across different contexts.

Concerning self-efficacy, Bandura (1997) observed that gender disparities are frequently domain-specific. In scholarly settings, male students often report elevated levels of general self-efficacy, especially in competitive or performance-driven environments (Pajares, 1996). Nevertheless, other research indicates negligible or statistically insignificant gender differences in generalized efficacy beliefs (Schwarzer & Jerusalem, 1995).

In Indian and broader Asian societies, cultural expectations regarding gender roles often influence individuals' emotional expression and perceived competence. Male adolescents are frequently socialized to adopt assertive and confident behaviours, which may contribute to higher self-efficacy scores. Concurrently, gender norms differentially shape emotional socialization for boys and girls. The current observation that male students scored

higher in both emotional intelligence and self-efficacy contributes to ongoing scholarly debates and emphasises the importance of considering cultural context in interpretation.

Statement of the Problem

Effective management of personal relationships and professional networks necessitates engaging with a diverse array of individuals, consequently encountering a spectrum of emotional responses resultant from these interactions. It is essential for an individual to possess perceptiveness regarding their own emotions as well as those of others, thereby enabling regulation of emotional states to prevent unnecessary conflicts and to foster positive emotions that can reinforce relationships and yield more favourable outcomes. Concerning emotional self-awareness, having a precise understanding and evaluation of one's current emotional condition is crucial for comprehending its nature and underlying causes. Recognising the implications of one's emotions can facilitate behavioural adjustments, either to sustain favourable states or to mitigate undesirable feelings. Furthermore, the capacity to articulate one's emotional state intentionally is a vital component of effective communication, essential for expressing needs and establishing meaningful connections with others.

An individual possessing a significant level of emotional intelligence is likely to find it easier to manage situations that require careful consideration, time, and effort in comparison to someone who is more impulsive and inclined to make hasty decisions. This is because a person with high emotional intelligence is capable of incorporating emotional factors into their decision-making process and making informed choices that are not swayed by transient emotional states. When emotions are involved, there exists the potential for feelings to dominate thinking, leading to perceptions influenced by emotions and subsequently less rational decisions. In instances of failure and setbacks, feelings of frustration and demotivation may rapidly emerge, potentially impeding progress. Conversely, an emotionally intelligent individual should be able to regulate negative emotions effectively and reframe adverse situations as challenges, thereby motivating oneself to persevere.

In confronting various challenges encountered in life, it is essential to possess a firm belief in one's capabilities to overcome obstacles and attain desired outcomes, as this should constitute the foundation of an individual's sense of competence. Self-efficacy refers to the collection of beliefs that an individual holds regarding their own abilities to perform actions necessary to achieve specific goals. These beliefs influence behaviour and cognition and serve to generate motivation in pursuing objectives deemed attainable.

This sense of self-efficacy is likely to have an emotional foundation, as these beliefs are cultivated through feelings arising from successful experiences and motivation in pursuing objectives. Consequently, emotional intelligence correlates with the development of positive perceptions of one's capabilities. Individuals with high emotional intelligence are better equipped to manage and understand their emotions, thereby enhancing their confidence in their ability to handle various challenges. When confronted with adversity and setbacks, those with higher EI tend to employ more effective coping strategies to mitigate the negative impacts of failure and discouragement. They are more inclined to reorient themselves towards identifying other opportunities to persevere and achieve success. Such individuals are able to regulate their emotions in ways that reinforce their sense of competence, by fostering opportunities for positive emotional experiences and channelling frustration into motivation to pursue alternative challenges. Recognising that current emotional states influence the interpretation of success or failure is crucial; awareness of this dynamic is essential for cultivating a stable and secure sense of self-efficacy.

This study aims to establish a positive correlation between emotional intelligence and self-efficacy among secondary school students. Existing literature has demonstrated a significant positive association between the two variables; therefore, the study seeks to replicate these findings. Effective emotional regulation should foster improved overall functioning and enhance self-efficacy. A robust sense of self-efficacy is expected to lead to more frequent experiences of positive emotions, which, in turn, should bolster confidence in managing various emotional states and utilising them productively. The current body of research on these two variables and their relationship is limited, particularly concerning the Mizo population. The present study intends to bridge this research gap, as emotional intelligence constitutes a vital competency that warrants recognition and promotion, especially among youth and emerging young adults. Higher secondary school students are at a pivotal stage in life, where their decisions will significantly influence their future. They encounter a transitional period as they emerge from adolescence and embark on early adulthood, which involves assuming greater responsibilities and facing more demanding challenges. For these young individuals, maintaining a stable and healthy emotional

baseline is likely to be highly advantageous in navigating life's obstacles. This research aims to illuminate the situation among Mizo youth and examine how effective emotion management may influence their beliefs regarding their own capabilities. The present study was conducted with the following objectives:

Objectives:

1) To examine the gender differences in Emotional Intelligence among Mizo Higher Secondary School students.
2) To examine gender differences in Self-Efficacy among Mizo Higher Secondary School students.
3) To determine if a relationship exists between Emotional Intelligence and Self-Efficacy among Mizo Higher Secondary School students.

Hypotheses:

1) There will be a significant gender difference in the level of Emotional Intelligence among Mizo higher secondary school students.
2) There will be a significant gender difference in the level of Self-Efficacy among Mizo higher secondary school students.
3) There will be a significant correlation between Emotional Intelligence and Self-Efficacy among Mizo secondary school students.

METHODOLOGY

SAMPLE:

For the present study, data was collected from higher secondary school students studying in Aizawl, Mizoram. The method of Accidental sampling, also known as incidental or convenience sampling, was utilised to gather a sample of class XII students (N=265), from three schools in Aizawl- (i) St Paul's HSS, (ii) Goodwill HSS and (iii) Modern English HSS. 124 male students (46.79%) and 141 female students (53.21%) were selected to answer questionnaires. The age range is between 15 to 20 years with a mean age of 17.53 years.

Design:

Correlational study is carried out to investigate the relationship between the two scales (i) Wong and Law Emotional Intelligence Scale (WLEIS) and (ii) General Self-Efficacy Scale (GSE). The study implements Between-group design to compare gender differences on the level of emotional intelligence and self-efficacy. The study will compare the two gender groups- Males (N=124) and Females (N=141) based on the two variables selected.

Procedure:

For the purpose of data collection Principals of various schools in Aizawl were approached and permissions were obtained to conduct the research on the students in the classrooms. Through convenience sampling, class 12 students from the three schools were selected to form the sample population. Students were approached in their classrooms and were provided a set of questionnaires each along with instructions. Each set of questionnaires contained an informed consent form on the first page, a demographic profile in the second page followed by the two scales WLEIS and GSE. The informed consent form provided the students with information about their choice to participate in the study as well as their rights and confidentiality of responses. Additional instructions were provided for answering the questionnaires. The questionnaires were collected once the students completed their responses.

Psychological Tools:

Wong and Law Emotional Intelligence Scale (WLEIS; Wong and Law, 2002). The WLEIS is a short 16-item questionnaire which has 4 sub-scales. The items on the Wong and Law Emotional Intelligence Scale are based on the ability model of emotional intelligence (Law et al, 2004). Participants' responses were made on a 7-point Likert scale, ranging from 1=Strongly Disagree to 7=Strongly Agree, WLEIS has 4 items for each subscale which are Self-emotions appraisal, Others-emotion appraisal, Use of emotions and Regulation of emotions. The

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Cronbach's alpha reliability coefficient was reported as 0.79. Traymbak et al conducted a study to validate the WLEIS in order to establish it as a suitable scale for the Indian context. 238 participants working in the hospitality industry were used as the sample. The findings showed that the WLEIS has excellent convergent validity based on Exploratory and Confirmatory Factor Analysis (Traymbak et al., 2022).

General Self-Efficacy Scale (GSE; Schwarzer & Jerusalem, 1995). The GSE has 10 items which are designed to assess perceived self-efficacy, and the overall score is obtained by adding all scores of each item. Responses are based on a 4-point Likert scale (1=Not at all True, 2=Hardly True, 3=Moderately true, 4=Exactly true). Higher scores indicate higher perceived levels of self-efficacy. The internal reliability of GSE is indicated Cronbach's alpha values ranging from 0.76 to 0.90 (Schwarzer & Jerusalem, 1995). Waraich and Chechi tested the suitability of the General Self-Efficacy scale in the Indian context. To study used Confirmatory Factor Analysis (CFA) and Cronbach's alpha to examine the validity and reliability of the scale, based on a sample of 358 participants. The findings confirmed that the scale is reliable (0.83) and is a suitable psychometric tool in the Indian context (Waraich & Chechi, 2017)

RESULTS AND DISCUSSION

Table 1: Reliability of Wong and Law Emotional Intelligence Scale (WLEIS)

Reliability Statistics	
Cronbach's Alpha	N of Items
.790	16

Table 1 shows the reliability of the WLEIS to be **0.790** which shows a satisfactory level of internal consistency. Thus, the WLEIS is a suitable tool to measure the emotional intelligence of higher secondary students in Aizawl.

Table 2: Reliability of WLEIS Sub-scale- *Self-Emotions Appraisal*

Reliability Statistics	
Cronbach's Alpha	N of Items
.718	4

Table 2 gives the reliability value for the sub-scale Self-Emotions Appraisal of the WLEIS which is **0.718**. The reliability of the sub-scale (to assess appraisal of one's own emotions) is within acceptable range and is applicable to the target population.

Table 3: Reliability of WLEIS Sub-scale- *Others Emotion Appraisal*

Reliability Statistics	
Cronbach's Alpha	N of Items
.703	4

Table 3 gives the reliability value for sub-scale Others' Emotions Appraisal of WLEIS which is **0.703**. This sub-scale is a fairly reliable tool for measuring the appraisal of emotions in other people among secondary school students.

Table 4: Reliability of WLEIS Sub-scale- *Use of Emotions*

Reliability Statistics	
Cronbach's Alpha	N of Items
.786	4

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Table 4 shows the reliability of the sub-scale Use of Emotions with an alpha value of **0.786** which is a decent level of internal consistency for assessing the students' ability to make

proper use of emotions towards attainment of goals.

Table 5: Reliability of WLEIS Sub-scale- *Regulation of Emotions*

Reliability Statistics	
Cronbach's Alpha	N of Items
.837	4

Table 5 gives the reliability value of **0.837** for the sub-scale Regulation of Emotions which is a good level of internal reliability. The sub-scale is suitable for measuring the ability to regulate emotions among the target population.

Table 6: Reliability of General Self-Efficacy Scale (GSE)

Reliability Statistics	
Cronbach's Alpha	N of Items
.758	10

Table 6 gives us the reliability alpha value of the General Self-Efficacy scale at **0.758** which is well within the acceptable range of reliability. GSE is an acceptable tool to measure the perceived self-efficacy among higher secondary students in Aizawl.

Table 7: Descriptive Statistics for Emotional Intelligence and Self-Efficacy displayed separately for the two genders.

Variable	Male					Female				
	N	Mean	SD	Sk (S.E)	Ku (S.E)	N	Mean	SD	Sk (S.E)	Ku (S.E)
Emotional Intelligence	124	81.4	11.6	- .26 (.21)	.33 (.43)	141	76.8	12.3	-.21 (.20)	-.27 (.40)
Self-Efficacy	124	27.8	4.5	-.46 (.21)	.18 (.43)1	141	26.0	5.2	-.12 (.20)	.04 (.40)

We get a descriptive overview of the students' scores in WLEIS and GSE from Table 7, displayed in terms of the two genders- male and female.

The table shows the mean, standard deviation, skewness and kurtosis of the data obtained from the sample of higher secondary school students (N=265) tabulated separately for male students (n=124) and female students (n=141). For emotional intelligence the mean score of male students is 81.4 and the mean score for female students is 76.8.

Skewness and kurtosis results show that the data assumes a normal distribution for WLEIS. The mean score of male students (m=81.4) is higher than that of female students (m=76.8) as well as that of the entire sample (M=79.0). For self-efficacy, the mean GSE score for males is 27.8 and for females is 26.0.

Skewness and kurtosis values indicate normal distribution of GSE scores for both male and female data. Mean GSE score of male students (27.8) is slightly higher than mean GSE score for female students (m=26.0). The mean score of the entire sample is 26.90 (N=265) which is lesser than the mean score of male students but slightly more than the mean score of female students.

Objective I: To examine the gender differences in Emotional Intelligence among Mizo Higher Secondary School students

Table 8: Independent samples t-test for emotional intelligence among male and female students

Test variable	Levene's test		Independent Samples t-test			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Emotional Intelligence	.73	.39	3.08	263	.002	4.5

Table 8 shows the results of Independent samples t-test to compare the mean scores of male and female students in WLEIS**.** F-value was found to be 0.73 with significance value of 0.39. Levene's test indicates that there is homogeneity of variance. The obtained t-value is 3.08 with df 263, and the significance value is .002 which shows that there is a significant difference between the scores of male and female higher secondary school students. Male students are higher in emotional intelligence compared to female students as per the findings of this study. The results of this t-test support the rejection of the null hypothesis and therefore we may accept the alternate hypothesis H1 since there is a significant gender difference in emotional intelligence.

Objective II: To examine gender differences in Self-Efficacy among Mizo Higher Secondary School students

Table 9: Independent samples t-test for self-efficacy among male and female students

Test variable	Levene's test		Independent Samples t-test			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Self-Efficacy	2.3	.12	2.9	263	.003	1.8

Table 9 shows the results of the independent samples t-test for comparing the self-efficacy mean scores of male and female students in GSE. The F-value is 2.3 with a significance level of 0.123 (>0.05) which indicates homogeneity of variance for GSE scores. The t-value for GSE is 2.9 and the significance level is 0.003 which indicates a significant difference ($p<0.01$) in the self-efficacy of male and female students. The findings support the statement of the second hypothesis and so we can reject the hypothesis of no difference and instead accept the alternate hypothesis H2. Therefore, we may state that male higher secondary students are higher in self-efficacy than their female counterparts.

Objective III: To examine the relationship between emotional intelligence and self-efficacy.

Table 10: Correlation analysis

	GSE
WLEIS	.41**

** indicates significant at the 0.01 level (2-tailed).

Table 10 shows the results of Correlational analysis for emotional intelligence (WLEIS) with self-efficacy (GSE). The Pearson coefficient *r*-value for WLEIS and GSE was found to be **0.41,** significant at the 0.01 level (2-tailed), so we can infer that a moderate positive correlation exists between the two variables namely, Emotional Intelligence and Self-Efficacy. Correlation coefficient value of 0.41 can be taken as an indicator of moderate correlation. Thus, we may conclude that there is some positive correlation between emotional intelligence and self-efficacy of higher secondary school students and hypothesis H3 may be accepted.

DISCUSSION

Emotional Intelligence is the ability to identify and deal with the various emotional states of oneself and of other people. It is an aspect of intelligence concerned with emotions and how they are recognized, understood, expressed and regulated for various purposes. EI has five key elements- self-awareness, self-regulation, motivation, empathy and social skills (Goleman,1998).

Self-Efficacy refers to the beliefs that a person has about his capacity to act out in certain ways and attain successful outcomes. It encompasses the beliefs we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully (Akhtar, 2008). Self-efficacy is concerned with our overall belief in our ability to succeed in the general sense, though there can be many more specific forms of self-efficacy as well (e.g academic, career, sports, etc.).

The results obtained from this study show that the mean score of the sample of higher secondary school students in emotional intelligence (WLEIS) is M=79.0 (N=265). Male students averaged 81.4 (n=124) and female students averaged 76.8 (n=141). This indicates that the students have an average level of emotional intelligence, with boys having slightly higher levels than girls according to the results of this study. Students around the age of 16 to 20 years are still in the process of exiting their adolescence phase and their development is still ongoing. Late teenagers are entering young adulthood and there are many developmental challenges they have to face. They are in the process of maturing both physically and emotionally, so it is plausible for secondary school students to have average level of emotional intelligence, not at a high level but not so low either. Students have already faced a number of challenges during their teenage years, and this has provided plenty of opportunities to work on their emotions so they have been able to develop some foundation of emotional intelligence which will further develop into adulthood.

Hypothesis 1 stated that there will be a significant gender difference in emotional intelligence among the higher secondary students. The independent samples t-test supported the claim of this hypothesis where the results are greatly significant (p-value 0.002<0.01). This indicates that male students are higher in emotional intelligence than their female counterparts, which is contrasting to the popular belief that girls are more emotionally intelligent than boys. Indeed, similar studies on secondary students have shown that female students are usually higher in emotional intelligence (Chaudhury,2020; Bharadwaj & Hussain, 2020; Bhat, 2017). Other studies have found no significant gender difference in emotional intelligence between male and female secondary students (Sangeetha, 2024; Jindal & Dutt, 2023; Kumar, 2020). Ali et al (2021) conducted a study on undergraduates where the results showed that male students were higher in emotional intelligence. The findings of the present study showed that boys are higher in emotional intelligence which stands in contrast to most of the existing literature on emotional intelligence.

Results of the GSE data analysis showed that the mean score of male students was 27.8 and the mean score of female students was 26.0. According to the results, male students were higher in self-efficacy compared to female students on average. Independent samples t-test also verify that a significant gender difference exists for self-efficacy among the higher secondary school students. Talluri studied a sample of 576 secondary school students where they did not find any significant gender difference. Beri and Akhoon (2018) also found similar results with no significant gender differences among secondary school students. Sharma (2021) in his study found that female college students were higher in self-efficacy. Self-efficacy seems to be less influenced by gender and has more to do with the individual's personal subjective experience. In this present study, male students were found to have higher self-efficacy which may be attributed to potential societal influences and the upbringing of boys which provide ample opportunities to challenge themselves and develop a sense of competence in various aspects of life.

Hypothesis 2 suggests that there will be a significant gender difference in self-efficacy among higher secondary school students which was supported by the findings of the t-test analysis showing a significant difference (p-value=0.003<0.01). Existing literature have found varied results on gender differences and in some cases, there were no significant differences.

Hypothesis 3 stated that a relationship exists between emotional intelligence and self-efficacy among the higher secondary school students. Correlational analysis reported that the correlation coefficient for the two variables was r=0.41, significant at the 0.01 level. This verified the claim of the hypothesis that there is a relationship between the two variables. The coefficient indicates that there is a positive moderate correlation between emotional intelligence and self-efficacy of secondary school students.

Other studies have found similar results which indicated the positive relationship between the two variables. Jayakrishna (2020) found significant correlation among secondary school students (r=.987, p<0.01); Talekar (2024) and Sangeetha (2024) in separate studies also found a positive correlation (r=0.606, p<0.01) for secondary school students. Positive correlations for the two variables were also found by studies in other populations such

as students of different educational levels (Gharetepeh et al.,2015; Jindal & Dutt, 2023; Ahmed et al., 2022, Putri et al., 2024; Costa, 2013), among working populations (Hameli & Ordun, 2022 among organization employees; Rastegar & Memarpour, 2009 among Iranian EFL teachers; Lee & Song, 2010 among nurses; Wang & Wang, 2022; Tabatabaei, 2013 among motor company staff; Colomeischi & Colomeischi, 2014 among school teachers).

The existing literature on emotional intelligence and self-efficacy have established a strong relationship between the two variables. The present study adds to the findings among a population of young adults that are in an important developmental stage in their lives. Having a solid foundation of emotional intelligence will serve as an important aid in dealing with the numerous challenges and setbacks that they will face. Being able to effectively manage emotions will enable students to handle negative experiences and motivate themselves to pursue their goals and aspirations. Facing difficulties and overcoming them will help develop beliefs in their capabilities and feel encouraged to explore and experience many more avenues.

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