

Relationship between Self Confidence and Emotional Intelligence of Secondary School Students

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Abstract: The purpose of this investigation is to examine the relationship between Self Confidence and Emotional Intelligence of secondary school students of Bengaluru District, Karnataka. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 210 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Self-Confidence Inventory developed by M. Basavanna; Emotional Intelligence Inventory developed by Schutte et al., and along with personal proforma. The collected data was analyzed utilizing 'r' test and One-Way ANOVA and the level of significance was fixed at 0.05 and 0.01 confidence level. From the present study, the 'r' analysis result shows that there was a significant positive relationship between Self-confidence and Emotional Intelligence of secondary school students and the 'F' test analysis results shows that there was a significant difference in the Self-confidence of secondary school students having different levels of emotional intelligence. This is confirmed that students who had higher level of emotional intelligence had higher self confidence than students who had moderate and low levels. This may be due to development self-confidence in high school students through emotional intelligence involves helping them understand and manage their emotions, set achievable goals, practice positive self-talk, build better relationships, and develop empathy and mindfulness. Setting achievable goals is an essential part of developing self-confidence.

Index Terms— Emotional Intelligence, Self Confidence, Secondary School, Student

1. INTRODUCTION

Self-confidence and emotional intelligence are two critical aspects of personal and academic development for secondary school students. Self-confidence refers to an individual's belief in their own abilities, qualities, and judgment, while emotional intelligence is the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. Both self-confidence and emotional intelligence are closely related and can have a significant impact on a student's academic and personal success. Research has shown that self-confidence and emotional intelligence are positively related. Secondary school students who possess high levels of self-confidence tend to have better emotional intelligence, as they are more likely to believe in themselves and their abilities, and to take on new challenges. They are also more likely to be aware of their own emotions, to be able to manage them, and to understand the emotions of others.

On the other hand, students who have low self-confidence tend to have lower emotional intelligence, as they are less likely to take risks, try new things, and seek out new challenges. They are also more likely to struggle with understanding their own emotions, as well as the emotions of others. Moreover, self-confidence plays a vital role in the development of emotional intelligence. Secondary school students who possess high levels of self-confidence are more likely to develop their emotional intelligence, as they are more likely to seek out new experiences, to take risks, and to try new things. They are also more likely to be open to feedback, to learn from their mistakes, and to make positive changes in their lives.

Emotional intelligence refers to the ability to identify, understand, manage and express emotions effectively, both in oneself and in others. It involves being aware of one's own emotions, being able to regulate them appropriately, recognizing and responding to the emotions of others, and being able to use emotions in constructive ways. Emotional intelligence has been defined in a variety of ways by different experts, but a commonly accepted definition was proposed by Daniel Goleman in his book "Emotional Intelligence: Why It Can Matter More Than IQ." Goleman defined emotional intelligence as "the ability to recognize and understand our own feelings and those of others, and to use this information to guide our thinking and behavior."

The importance of emotional intelligence lies in its impact on many aspects of life, including personal and professional relationships, mental and physical health, and academic and workplace success. Those with high emotional intelligence are often better able to navigate social situations, communicate effectively, handle stress and conflict, and form meaningful connections with others. They may also have better mental health outcomes, as emotional intelligence is linked to resilience and coping skills. In the workplace, emotional intelligence has been shown to be a key predictor of job performance, leadership ability, and team dynamics.

On the other hand, students who possess low self-confidence may struggle to develop their emotional intelligence, as they may be less likely to seek out new experiences, to take risks, and to try new things. They may also be less likely to be open to feedback

and to learn from their mistakes. Self-confidence and emotional intelligence are closely related and can have a significant impact on a student's academic and personal success. Secondary school students who possess high levels of self-confidence tend to have better emotional intelligence, while students who have low self-confidence tend to have lower emotional intelligence. Additionally, self-confidence plays a vital role in the development of emotional intelligence. Thus, fostering self-confidence and emotional intelligence among secondary school students can help to prepare them for success in their academic and personal lives.

Review of Related Literature

The researcher presents the importance of review in research and the review of a few significant researchers on which have examined the nature on self confidence and emotional intelligence of secondary school students.

Rafi (2019) has examined the issue of Self Confidence of the secondary school student. It was found that there was no significant difference in self confidence between the higher secondary school boys and girls. Kharani (2019) has examined the self-confidence of college students. The result indicated that there was no significant difference between the male and female students' self confidence. Jameel and Nancy (2019) studied the gender difference in self confidence among adolescents. This indicates that gender does not play a significant role in self- confidence among adolescents. Kishor and Arora (2016) conducted to study the self confidence among senior secondary school going students. It was found that there was significant mean difference in self-confidence between government & private schools and also between boys and girls.

Reddy (2014) has attempted to investigate the emotional intelligence among degree college students. Results revealed that gender had no significant impact on emotional intelligence among degree college students. Type of management had significant impact on emotional intelligence among degree college students. Tosang et al. (2011) have examined the relationships between self-esteem with Emotional Intelligence and marital satisfaction among women in Karaj in Iran. They found that there exists positive relationship between the self-esteem with emotional intelligence and marital satisfaction among women in Karaj in Iran. Adams (2011) has compared the emotional intelligence amongst undergraduate students at a higher education institution. The results indicate that there are statistically significant differences in total EQ based on gender. Gujjara et al. (2010) have compared the emotional intelligence of the university students of the Punjab province. The study concluded that the emotional intelligence was positively correlated with gender as well as the educational institution.

The said studies confirmed that there is a relationship between Self Confidence and certain aspects of Emotional Intelligence of students and role of emotional intelligence influences on self confidence of students in various ways. Since there were no conclusive results especially on high school students especially in Karnataka. Previous researchers conducted on college students and medical students' emotional intelligence and self confidence. Hence the researcher considered all these factors as guidelines to conduct the study on relationship between self confidence and emotional intelligence of secondary schools students educating in Bengaluru city.

Need and Importance of the Study

Education plays a vital role and is being treated as basic human need as it endows people with knowledge, skills and attitude which would increase their capabilities and capacities to adopt to the changing environment. Education must facilitate students' personal growth and equip them psychologically to cope with the rapid changes taking place in all the spheres of life. It is necessary to take into consideration the various factors which directly or indirectly influence the personal growth of the students. Confidence is the growth hormone for an individual's personality development. Without confidence, a person's growth in his life; personal, professional and social remains stunted. Dhall and Thukral (2013), the results of the study revealed that intelligence is significantly and positively related with self-confidence and academic achievement. Lal, (2014), the results of the study revealed that there is significant. Self-confidence and emotional intelligence are the important factors which play a vital role in personal growth of an individual. Hence there exists a need to know the levels of self-confidence and emotional intelligence among the school students as they help the students to solve the challenges of life and make successful adjustment in life. Hence the researcher felt the need to study the self-confidence of school students in relation to their emotional intelligence.

Statement of the Problem

The purpose of this investigation is to examine the relationship between Self Confidence and Emotional Intelligence of secondary school students. The topic identified for the current investigation is: "Relationship between Self Confidence and Emotional Intelligence of Secondary School Students"

Objectives of the Study

1. To find out the relationship between Self Confidence and Emotional Intelligence of secondary school students.
2. To find out the significant differences in the Self-Confidence of secondary school students having different levels emotional intelligence.

Research Hypotheses

1. There is no significant relationship between Self Confidence and Emotional Intelligence of secondary school students.
2. There is no significant difference in the Self-confidence of secondary school students having high, moderate and low levels of emotional intelligence.

II. METHODOLOGY

The purpose of this investigation is to examine the relationship between Self Confidence and Emotional Intelligence of secondary school students of Bengaluru District, Karnataka. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 210 secondary school students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Self-Confidence Inventory developed by M. Basavanna; Emotional Intelligence Inventory developed by Schutte et al., and along with personal proforma. The collected data was analyzed utilizing ‘r’ test and ‘F’ test (One-way ANOVA) and the level of significance was fixed at 0.05 and 0.01 confidence level.

III. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Table shows variables, mean, standard deviation, ‘r’ value and level of significance on secondary school students’ Self Confidence scores and Emotional Intelligence.

Variables	Mean	Standard Deviation	Obtained ‘r’ value	Level. of Sig.
Self Confidence (DV)	17.476	4.217	0.273	**
Emotional Intelligence (IV)	64.714	15.589		

**Significant at 0.01 level (0.181)

Table-1 shows that correlation results between secondary school students’ Self Confidence and Emotional Intelligence scores are given. The obtained ‘r’ value of 0.273 are greater than table value 0.181 at 0.01 level which shows significant positive relationship between Self Confidence and Emotional Intelligence. Hence, the stated null hypothesis-1 is **rejected** and alternative hypothesis has been formulated that “there is significant positive relationship between secondary school students’ Self Confidence and Emotional Intelligence.” It concludes that emotional intelligence is positively correlated with self confidence of secondary school students. The students who had higher emotional intelligence had more self confidence and vice versa.

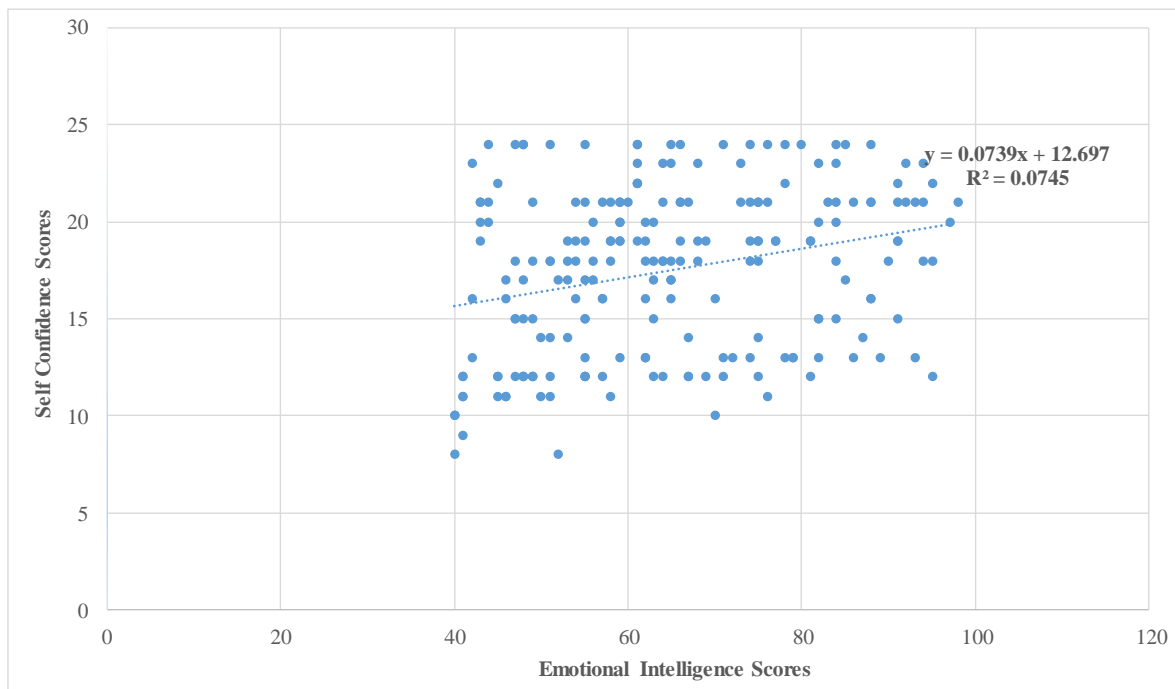


Fig.1: Scatter diagram shows scores of Emotional Intelligence and Self Confidence Scores.

Table-2: Shows ANOVA results on Self-confidence of secondary school students with regard to different levels of emotional intelligence.

Emotional Intelligence Levels	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
High	8	10.375	1.407	Between Group	449.089	2	224.544	14.22**
Moderate	183	17.633	4.089	Within Group	3269.292	207	15.794	
Low	19	18.947	3.423	Total	3718.381	209		

Table value at 0.01(df-2,207) =4.71

The table-2 shows Self-confidence of secondary school students with regard to different levels of emotional intelligence. The obtained ‘F’ value 14.22 is greater than the table value of 4.71 for df ‘2 and 102’ requested for significance at 0.01 level of significance. The results of the study indicated that “there exists significant difference in the Self-confidence of secondary school students having different (low, moderate and high) levels of emotional intelligence.” To determine the significant difference in the Self-confidence of students having different levels of emotional intelligence these paired mean scores, the ‘Scheffe’s’ post hoc test was applied and the results are presented in Table-2(a).

Table-2(a): Scheffe’s Post Hoc Analysis on Self-confidence scores of secondary school students having different levels of emotional intelligence.

Different levels of emotional intelligence			Mean Difference
High	Moderate	Low	
10.375	17.633	-	7.258*
-	17.633	18.947	1.313
10.375	-	18.947	8.572*

*Significant at 0.05 level.

Table-2(a) shows significant paired mean difference in the Self-confidence of secondary school students having high and moderate & high and low levels of emotional intelligence and the mean differences are 7.258 and 8.572 respectively which was greater than the critical difference value. It concludes that “there exists significant difference in the Self-confidence of secondary school students having high and moderate & high and low levels of emotional intelligence.” The Self-confidence of secondary school students having moderate and low levels of emotional intelligence had a similar and it was not proved statistically, since the mean difference is 1.313 are less than the value of critical difference. The students having high emotional intelligence level had more self confidence when compared with students having moderate and high levels.

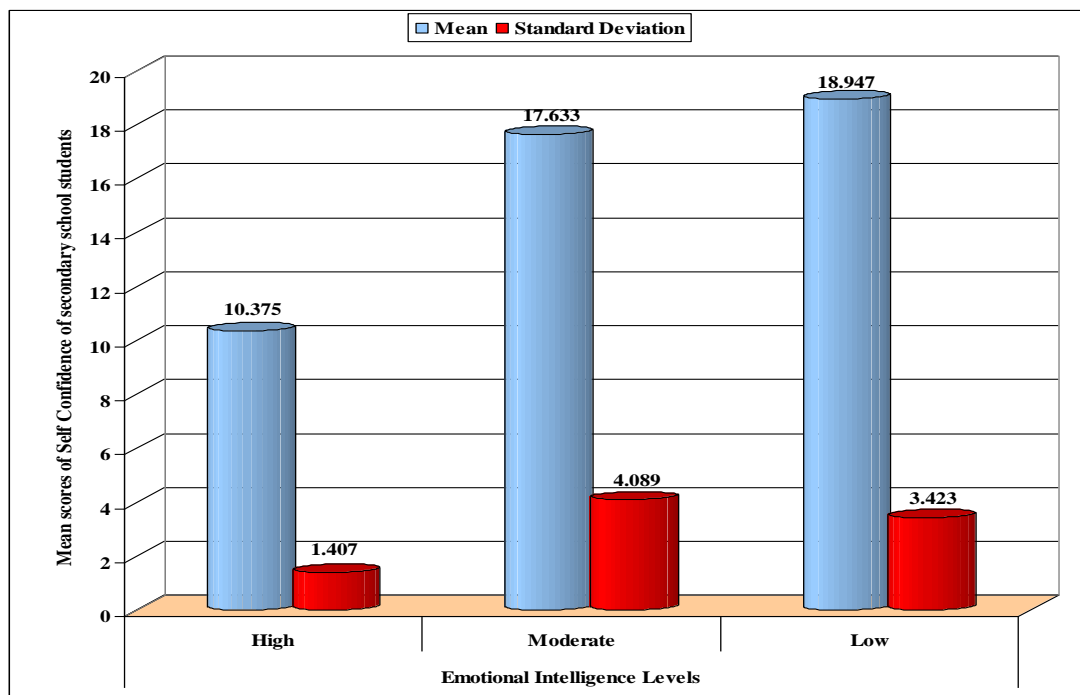


Fig.1: Bar graph shows comparison of Self-confidence of school students having different levels of emotional intelligence.

IV. MAJOR FINDINGS

1. There was significant positive relationship between Self-confidence and emotional intelligence of secondary school students.
2. There exists significant difference in the Self-confidence of secondary school students having high, moderate and low levels of emotional intelligence.

V. CONCLUSION AND EDUCATIONAL IMPLICATIONS

The correlation result shows positive significant relationship between Self-confidence and emotional intelligence of secondary school students. The same has proved from 'F' test analysis that there exists a significant difference in the Self-confidence of secondary school students having different levels (high, moderate & low) of emotional intelligence. This is confirmed that students who had higher level of emotional intelligence had higher self confidence than students who had moderate and low levels. This may be due to development self-confidence in high school students through emotional intelligence involves helping them understand and manage their emotions, set achievable goals, practice positive self-talk, build better relationships, and develop empathy and mindfulness. Setting achievable goals is an essential part of developing self-confidence. Encourage low emotional intelligence students to set small and achievable goals and encourage self reflection that they can work towards. This will help them build confidence as they achieve these goals

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