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**\*Corresponding author**

[saranya.t.sathish@gmail.com](mailto:saranya.t.sathish@gmail.com)

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## A Comparative Study on Self-Efficacy and Emotional Intelligence Among Day Scholars and Boarding Students

*Sumesh Babu<sup>1</sup>, Bilha Binoy<sup>1</sup> and Dr. Saranya T.S.<sup>2\*</sup>*

<sup>1</sup>MSc Student, School of Liberal Studies, CMR University.

<sup>2\*</sup> Associate Professor, Department of Clinical Psychology, School of Liberal Studies, CMR University

### ABSTRACT

Adolescence is a crucial stage of development marked by rapid physical, emotional, and psychological changes that shape individual growth. This study examines self-efficacy and emotional intelligence (EI) among day scholars and boarding students, exploring differences between the groups and the relationship between these constructs. Conducted in Kerala, India, the study involved 60 adolescents aged 13-19 years, equally divided into day scholars and boarding students. Data were collected using the General Self-Efficacy Scale (GSE) and Emotional Intelligence Scale (EIS), widely recognized tools for measuring these variables. Results indicated no significant differences in self-efficacy or emotional intelligence between day scholars and boarding students, suggesting that living arrangements might not strongly influence these traits. Additionally, analysis revealed no significant correlation between self-

efficacy and emotional intelligence, indicating their independent development during adolescence. These findings highlight the multifaceted nature of adolescent psychology, offering insights into their personal and environmental influences.

### Introduction

Adolescence, defined by the World Health Organization (WHO) as the period between ages 10 and 19, represents a critical phase of growth characterized by substantial biological, cognitive, and emotional changes. During this period, individuals develop skills essential for navigating adult life, such as autonomy, emotional regulation, and resilience. This stage also marks a time of identity formation, where adolescents explore their capabilities, strengths, and roles within their social environments. The educational setting plays a crucial role in shaping adolescent development. Day scholars, who reside with their families, benefit from continuous parental support, which can positively influence their academic performance and emotional well-being. Their home environment provides stability and opportunities for close familial bonds, fostering self-regulation and motivation. Conversely, boarding students, who live away from home in communal settings, often develop self-reliance and adaptability. The structured environment of

boarding schools emphasizes discipline and peer interaction, which can enhance autonomy but may also present challenges, such as homesickness and limited familial support. Two psychological constructs—self-efficacy and emotional intelligence (EI)—are pivotal in determining adolescent success within these settings. Self-efficacy, as conceptualized by Bandura (1997), refers to an individual's belief in their ability to accomplish specific tasks and overcome challenges. It is a key predictor of motivation, persistence, and academic achievement. Similarly, emotional intelligence, defined by Goleman (1995), involves recognizing, understanding, and managing emotions effectively, which influences interpersonal relationships, stress management, and decision-making. Together, these constructs contribute to adolescents' overall psychological well-being and academic outcomes.

This study aims to explore the differences in self-efficacy and emotional intelligence between day scholars and boarding students, as well as the potential relationship between these two constructs. By examining how these factors vary across educational settings, the research provides valuable insights into the ways schools and families can better support adolescent development.

### **Method**

#### **Research Design**

This quantitative study employed a comparative research design to evaluate self-efficacy and EI levels among day scholars and boarding students.

#### **Participants**

The sample consisted of 60 adolescents (30 day scholars and 30 boarding students) aged 13-19 years, selected through convenience sampling. All participants were students from Kerala, India.

#### **Instruments**

1. General Self-Efficacy Scale (GSE): Developed by Schwarzer and Jerusalem (1995), this 10-item scale measures self-efficacy using a 4-point Likert scale ranging from 1 ("Not at all true") to 4 ("Exactly true"). Higher scores indicate greater self-efficacy. The GSE has demonstrated high reliability (Cronbach's alpha = 0.76–0.90).
2. Emotional Intelligence Scale (EIS): Created by Singh and Narain, this 31-item self-report scale evaluates four dimensions of emotional intelligence: understanding emotions, empathy, motivation, and managing relationships. The EIS has a reliability coefficient of 0.86.

### **Procedure**

Participants were informed about the study's purpose, assured of confidentiality, and provided consent. Data were collected through self-administered online surveys, including the GSE and EIS. Statistical analyses included t-tests to compare self-efficacy and EI scores between groups and Pearson's correlation to assess relationships between the variables.

### **Results**

#### **Self-Efficacy**

Analysis showed no significant difference in self-efficacy between day scholars and boarding students. While day scholars reported slightly higher self-efficacy on average, the differences were statistically insignificant. Day scholars may benefit from the continuous support of their families, enabling them to develop confidence in their abilities. Boarding students, while exposed to greater autonomy, might face challenges such as homesickness, potentially impacting their self-efficacy.

### **Emotional Intelligence**

Similarly, there was no significant difference in EI between the two groups. Although day scholars often interact with diverse social contexts, which can enhance emotional understanding and empathy, boarding students develop emotional management skills by navigating communal living dynamics. These contrasting experiences may explain the lack of a statistically significant difference in EI scores.

### **Correlation Between Self-Efficacy and Emotional Intelligence**

The correlation analysis revealed no significant relationship between self-efficacy and EI in the sample. This finding suggests that these constructs may develop independently in adolescents and are influenced by factors such as personality, social environment, and cognitive abilities.

## **Discussion**

The findings of this study highlight that educational settings, whether as a day scholar or a boarding student, do not significantly impact self-efficacy or emotional intelligence. Both groups seem to develop these traits based on unique environmental and social interactions. For day scholars, familial support may play a vital role in fostering confidence and emotional regulation. For boarding students, autonomy and communal living may contribute to self-reliance and interpersonal skills. However, neither setting appears to give a definitive advantage in developing self-efficacy or EI.

The absence of a significant correlation between self-efficacy and EI may reflect the complexity of these constructs. Both are multidimensional, influenced by internal factors like personality and external factors such as socialization and education.

## **Conclusion**

This study concludes that there are no significant differences in self-efficacy or emotional intelligence (EI) between day scholars and boarding students, indicating that the contrasting environments in which these groups are educated do not substantially influence the development of these constructs. Both groups demonstrate similar levels of self-efficacy and EI, suggesting that these traits are shaped by a variety of factors beyond educational settings, such as individual personality, family dynamics, peer relationships, and personal experiences. Moreover, the lack of correlation between self-efficacy and EI highlights that these constructs develop independently during adolescence, driven by distinct psychological and social processes. While self-efficacy involves an individual's confidence in their ability to achieve specific goals, EI pertains to

recognizing, understanding, and managing emotions—skills that are not necessarily interdependent.

These findings emphasize the importance of fostering self-efficacy and EI in all adolescents, irrespective of their educational environment. Schools, families, and communities can collaborate to provide programs that nurture these traits. For instance, self-efficacy can be enhanced through activities that encourage goal-setting, problem-solving, and resilience-building, such as structured mentoring programs and peer-based learning initiatives. Similarly, emotional intelligence can be cultivated through workshops that focus on empathy, emotional regulation, and interpersonal communication skills. These interventions can prepare adolescents to navigate academic, social, and emotional challenges effectively, equipping them with essential tools for personal and professional success. By addressing these constructs holistically, educators and families can create environments that promote well-rounded development, ensuring that adolescents are equipped to thrive regardless of the unique challenges presented by their schooling context.

### Implications and Limitations

#### Implications

The study offers valuable insights for educators and psychologists:

- Emotional intelligence training can improve interpersonal relationships and academic success.
- Programs aimed at building self-efficacy can enhance resilience and motivation in adolescents.

#### Limitations

- The small sample size limits the generalizability of results.
- The study focused on adolescents in Kerala, restricting geographic diversity.
- Only two constructs (self-efficacy and EI) were examined, excluding other influential factors like stress or coping mechanisms.

### Future Research

Larger, more diverse samples could provide broader insights. Studies exploring additional variables, such as stress or cultural influences, would deepen understanding. Longitudinal research could reveal how self-efficacy and EI evolve over time.

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