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## Emotional self- efficacy among senior secondary school students: An Exploratory Study of Kashmir

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### Abstract

The present study was conducted to find the level of Emotional self-efficacy among senior secondary school students. Emotional self-efficacy is known as individual's faith about their capacity to categorize and accomplish courses of action necessary to achieve desired outcomes. In order to obtain accurate and relevant data descriptive survey method and stratified random sampling technique was used in the present study. The sample size of the study was 202 senior secondary school students from Baramulla district of Kashmir. In order to collect data for the study scale on Emotional self-efficacy by Dr. Nimisha Beri and Manisha Jain (2015) was used. The objective of the study was to analyze the level of emotional self – efficacy and to find the differences in emotional self-efficacy with respect to gender and type of school. The results of the study revealed that maximum students are having average level of Emotional self-efficacy, no difference was found in Emotional self-efficacy among male and female senior secondary school students, but government and private senior secondary school students differed significantly in emotional self-efficacy.

**Keywords:** Emotional self-efficacy, Secondary School Students, Kashmir, Exploratory

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**Introduction**

The youth need to have the ability to manage their emotions without casting any negation on their social and professional prospectus. Once these emotions develop, youth acquire confidence and skills. Similarly, adolescents who develop this ability develop their emotions skilfully. Emotional self-efficacy can be defined as individual's faith about their capacity to categorize and accomplish courses of action necessary to achieve desired outcomes. In other words, we can say that persons who have high level of emotional-self-efficacy values are more positive in their capacity to realize activities. Values about self- efficacy have direct force on our goals by influencing own choice, inspiration and emotional reactions (Bandura, 1979). Emotional-self-efficacy makes a distinction that how people believe, reflect, perform and inspire themselves. In terms of feeling a low sense of emotional-self-efficacy is related with strain, hopelessness, nervousness and powerlessness. Such persons also have low sense of worth and become negative regarding their activities and personal progress. In terms of thoughts, a sturdy intellect of emotional-self-efficacy services cognitive processes and presentation in a range of environment including excellence of choice creation and educational accomplishment.

Laurie (2003) defined emotional self-efficacy as a set of values that function as an imperative set of proximal determinants of human inspiration, concern and accomplishment. These values comprise a structure of action through motivational and sentimental dominant processes. Persons who have high level of emotional self-efficacy are naturally to set demanding goals that are very complicated to assemble those goals. People with high emotional self-efficacy are facing difficulties and they do not try to stay away from them. Bandura (1990) explained that emotional self- efficacy is bothered among people's values in their capacities to implement control in excess of their own execution that affects their lives. Values in personal efficiency influence life choices, point of inspiration, superiority of execution, flexibility to difficulty and susceptibility to strain and despair. People's belief in their emotional self-efficacy is primarily urbanized by four major sources of pressure including mastery experiences, considering people parallel to oneself. It is not disturbed by means of definite skills one has but slightly by means of the judgement of what a person be able to do through those definite skills. Emotional self-efficacy is associated to a definite condition in a confident pitch and cannot be sensed internationally.

A study conducted by Jennifer (2013) found that the level of Emotional self-efficacy directly affects the academic achievement of college students. Zulkosky, (2009) found that people with high level of emotional self-efficacy are linked with higher stage of goals situated by an individual to himself which is concerned, to the high level of promise to the goals. Bandura (1979) defined emotional self-efficacy as a unique worth based on the particular condition. Individuals evaluate their emotional-self-efficacy based on definite task or province. Person, who has high level of emotional-self-efficacy in particular area, does not indicate that he/she has similar level in another area.

Ahamad Hashemi (2014) found that emotional self-efficacy plays an important role in the formation of effective social interactions and it generally enables an individual how to manage emotions and relations in order to reach desired outcomes. It was also found that students who are having high emotional self-efficacy can maintain their socio-economic relations efficiently and they also suggested that high emotional intelligence leads to positive attitude and creative ideas in the classroom.

**Objectives of the Study**

The objectives formulated for the present study were:

1. To analyze the level of emotional self-efficacy.
2. To find the differences in emotional self-efficacy with respect to gender and type of school.

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**Hypotheses**

In the light of forgoing objectives following null hypothesis were framed for the present study:

1. There exists no significant difference in emotional self-efficacy of male and female senior secondary school students.
2. There exists no significant difference in emotional self-efficacy of government and private senior secondary school students.

**Method**

Descriptive survey method was used in this study. The sample consists of 202 senior secondary school students from government and private schools affiliated to state board of school education (BOSE). The investigator used stratified random sampling in order to collect data from different senior secondary schools. For data collection Emotional self-efficacy scale developed by Dr. Nimisha Beri and Manisha Jain (2015) was used. It consists of 31 items. This scale was likert type five –point scale and all the items were positive type. This scale includes three factors i.e. Factor (I) understanding self and others. Factor (II) using emotions to facilitate thoughts. Factor (III) regulation of emotions in self and others means.

**Results and Analysis**

**Levels of Emotional Self Efficacy among Senior Secondary School Students**

The distribution of scores showing the levels of self-understanding dimension of Emotional self- efficacy among senior secondary school students is given in table 1.

**Table 1:** Distribution of scores showing the levels of self-understanding dimension of Emotional self- efficacy among senior secondary school students

<b>Levels</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Extremely high</b>	17	8.4
<b>High</b>	21	10.4
<b>Above average</b>	59	29.2
<b>Average</b>	61	30.2
<b>Below average</b>	26	12.9
<b>Low</b>	15	7.4
<b>Extremely low</b>	3	1.5
<b>Total</b>	202	100.0

Table 1 shows the seven decreasing levels of understanding self dimension of emotional self-efficacy namely extremely high, high, above average, average, below average, low and extremely low. It is clear from the table that 8.4% of senior secondary school students possess extremely high level of self understanding, 10.4% of senior secondary students possess high level of emotional self-efficacy and 29.2% of senior secondary students possess above average level of self understanding, Table further revealed that 30.2% of senior secondary students are

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having average level of self understanding, 12.9% of senior secondary students possess below average level of self understanding, 7.4% of senior secondary students possess low level of self understanding, and only 1.5% of senior secondary students possess extremely low level of self understanding. So it can be interpreted that the majority of the senior secondary students are having average or above average level of self understanding.

The distribution of scores showing the levels of showing the levels of senior secondary school students in using emotions dimension of Emotional self- efficacy is given in table 2.

**Table 2:** Distribution of scores showing the levels of senior secondary school students in using emotions

<b>Levels</b>	<b>Frequency</b>	<b>Percent</b>
<b>Extremely high</b>	34	16.8
<b>High</b>	33	16.3
<b>Above average</b>	42	20.8
<b>Average</b>	79	39.1
<b>Below average</b>	10	5.0
<b>Low</b>	4	2.0
<b>Total</b>	202	100.0

It is clear from the table that 16.8% of senior secondary school students use extremely high level of emotions, 16.3% of senior secondary students use high level of emotions and 20.8% of senior secondary students use above average level of emotions. Table further revealed that 39.1% of senior secondary students are using average level of emotions, 5.0% of senior secondary students possess below average level of emotions and only 2.0% of senior secondary students use low level of emotions. So it can be interpreted that maximum of the senior secondary school students are using average level of emotions.

The distribution of scores showing the levels of senior secondary school students in regulation of emotions dimension of Emotional self- efficacy is given in table 3.

**Table 3:** Showing the levels of senior secondary school students in regulation of emotions dimension of Emotional self- efficacy

<b>Levels</b>	<b>Frequency</b>	<b>Percent</b>
<b>Extremely high</b>	23	11.4
<b>High</b>	30	14.9
<b>Above average</b>	55	27.2
<b>Average</b>	59	29.2

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<b>Below average</b>	26	12.9
<b>Low</b>	9	4.5
<b>Total</b>	202	100.0

It is clear from the table that 11.4% of senior secondary school students are able to regulate emotions at extremely high level, 14.9% of senior secondary students possess high level of regulation of emotions and 27.2% of senior secondary students are able to regulate emotions at above average level. Table further revealed that 29.2% of senior secondary students are able to regulate emotions at average level, 12.9% of senior secondary students are able to regulate emotions at below average level, 4.5% of senior secondary students are able to regulate emotions at low level and none (0%) of senior secondary school students are able to regulate emotions at extremely low level. So it can be interpreted that maximum of the senior secondary school students are able to regulate emotions at above average level.

The distribution of scores showing the levels of senior secondary school students in Emotional self- efficacy is given in table 4.

**Table 4:** The levels of senior secondary school students in Emotional self- efficacy

<b>Levels</b>	<b>Frequency</b>	<b>Percent</b>
<b>Extremely high</b>	13	6.4
<b>High</b>	37	18.3
<b>Above average</b>	50	24.8
<b>Average</b>	76	37.6
<b>Below average</b>	23	11.4
<b>Low</b>	3	1.5
<b>Total</b>	202	100.0

It is clear from the table that 6.4% of senior secondary school students possess extremely high level of emotional self-efficacy, 18.3% of senior secondary students possess high level of emotional self-efficacy and 24.8% of senior secondary students possess above average level of emotional self-efficacy, the Table also revealed that 37.6% of senior secondary students are having average level of emotional self-efficacy, 11.4% of senior secondary students possess below average level of emotional self-efficacy, and 1.5 of senior secondary students possess low level of emotional self-efficacy and none (0%) of senior secondary school students reported extremely low level of emotional self-efficacy. So it can be interpreted that maximum of the senior secondary school students are having average level of emotional self-efficacy.

The distribution of scores for male senior secondary school students on the Emotional self- efficacy is given in table 5.

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**Table 5:** Distribution of scores for male senior secondary school students in all dimensions of Emotional self-efficacy

<b>LEVELS</b>	<b>No of Students</b>	<b>ESE1</b>	<b>ESE2</b>	<b>ESE3</b>	<b>ESET</b>
<b>Extremely High</b>	<b>N</b>	8	14	20	7
	<b>%</b>	7.92	13.86	19.80	6.93
<b>High</b>	<b>N</b>	9	15	14	24
	<b>%</b>	8.01	14.85	13.86	23.76
<b>Above average</b>	<b>N</b>	27	13	26	34
	<b>%</b>	26.73	12.87	25.74	33.66
<b>Average</b>	<b>N</b>	36	28	11	19
	<b>%</b>	35.64	27.74	10.89	18.81
<b>Below average</b>	<b>N</b>	13	31	17	15
	<b>%</b>	12.87	32.67	16.83	14.85
<b>Low</b>	<b>N</b>	7	0	13	2
	<b>%</b>	6.96	0	12.87	1.98
<b>Extremely low</b>	<b>N</b>	1	0	0	0
	<b>%</b>	0.99	0	0	0

Table 5 Shows the percentage distribution of male senior secondary school students in seven decreasing levels of emotional self-efficacy namely extremely high, high, above average, average, below average, low and extremely low. For understanding self the results revealed that 7.92% respondents report in extremely high level of understanding self, 8.91% of male senior secondary students possess high level of understanding self, and 26.73% of male senior secondary students possess above average understanding self. The Table further revealed 35.64% of male senior secondary students are having average level of understanding self. While, observing below average levels the results revealed that 12.87% of male senior secondary students possess below average level of understanding self, 6.93% of male senior secondary students possess low level of understanding self and only 0.99% of male senior secondary students possess extremely low level of understanding self. So it can be analyzed that maximum of the male senior secondary students are having average level of understanding self.

Similarly, in using emotions 13.86% of male senior secondary school students reported extremely high level of using emotions, 14.85% of male senior secondary students reported high level of using emotions, and 12.87% of male senior secondary students reported above average level of using emotions. The Table further revealed that 27.74% of male senior secondary students reported in average level of using emotions and 32.67% of male senior secondary school students reported in below average level. The table further revealed none of the

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respondents (0%) reported in low and extremely low levels of using emotions.

Likewise, in regulation of emotions 19.80% of male senior secondary school students reported extremely high level of regulation of emotions, 13.86% of male senior secondary students reported high level of regulation of emotions, and 25.74% of male senior secondary school students reported above average level of regulation of emotions. Table further revealed that 10.89% of male senior secondary school students reported average level of regulation of emotions, 16.83% of male senior secondary school students reported below average level of regulation of emotions and only 12.87% of male senior secondary school students reported low level of regulation of emotions.

In emotional self-efficacy 6.93% of male senior secondary school students reported extremely high level of Emotional self-efficacy, 23.76% of male senior secondary students reported high level of Emotional self-efficacy, and 33.66% of male senior secondary students reported above average level of Emotional self-efficacy Table further revealed that 18.81% of male senior secondary students reported average level of Emotional self-efficacy, 14.85% of male senior secondary school students reported below average level of Emotional self-efficacy and only 1.98% of male senior secondary school students reported low level of Emotional self-efficacy.

**Table 6:** Distribution of scores for female senior secondary school students in all dimensions of Emotional self-efficacy

<b>LEVELS</b>	<b>No of Students</b>	<b>ESE1</b>	<b>ESE2</b>	<b>ESE3</b>	<b>ESET</b>
<b>Extremely High</b>	<b>N</b>	9	14	9	6
	<b>%</b>	8.91	13.86	8.91	5.94
<b>High</b>	<b>N</b>	12	16	16	18
	<b>%</b>	11.88	15.84	15.84	17.82
<b>Above average</b>	<b>N</b>	31	23	29	26
	<b>%</b>	30.69	22.77	28.71	25.74
<b>Average</b>	<b>N</b>	25	44	32	43
	<b>%</b>	24.75	43.56	31.68	42.57
<b>Below average</b>	<b>N</b>	13	2	9	7
	<b>%</b>	12.87	1.98	8.91	6.93
<b>Low</b>	<b>N</b>	8	2	6	1
	<b>%</b>	7.92	1.98	5.94	0.99
<b>Extremely low</b>	<b>N</b>	3	0	0	0
	<b>%</b>	2.97	0	0	0

For understanding self the results revealed that 8.91% of female senior secondary school students reported extremely high level of understanding self, 11.88% of female senior secondary



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students possess high level of understanding self, and 30.69% of female senior secondary students possess above average understanding self, The table further revealed that 24.75% of female senior secondary students are having average level of understanding self, 12.87% of female senior secondary students possess below average level of understanding self, 7.92% of female senior secondary students possess low level of understanding self, and only 2.97% of female senior secondary students possess extremely low level of understanding self.

Similarly in using emotions 13.86% female senior secondary school students reported extremely high level of using emotions, 15.84% of female senior secondary students reported high level of using emotions, and 22.77% of female senior secondary students reported above average level of using emotions, Table further revealed that 43.56% of female senior secondary students reported average level of using emotions, 1.98% of female senior secondary school students reported below average level of using emotions and only 1.98% of female secondary school students reported low level of using emotions.

Similarly, in regulation of emotions 8.91% of female senior secondary school students reported extremely high level of regulation of emotions, 15.84% of female senior secondary students reported high level of regulation of emotions and 28.71% of female senior secondary students reported above average level of regulation of emotions. Table also revealed that 31.68% of female senior secondary students reported average level of regulation of emotions, 8.91% of female senior secondary school students reported below average level of regulation of emotions and 5.94% of female secondary school students reported low level of regulation of emotions.

Similarly in emotional self-efficacy 5.94% of female senior secondary school students reported extremely high level of emotional self-efficacy, 17.82% of female senior secondary students reported high level of emotional self-efficacy, and 25.74% of female senior secondary students reported above average level of emotional self-efficacy, the Table further revealed that 42.57% of female senior secondary students reported average level of emotional self-efficacy, 6.93% of female senior secondary school students reported below average level of emotional self-efficacy and 0.99% of female secondary school students reported low level of emotional self-efficacy.

**Table 7:** Difference between male and female senior secondary school students in their self understanding

Not significant at 0.05

It is clear from the table that the mean score of male and female students is 37.53 and 38.17 respectively. The SD for male and female students is 6.52 and 6.64 the t- value is 0.684 which is not significant at 0.05 level ( $P > 0.05$ ) so it can be interpreted that there is no significant

ESE1	Gender	N	Mean	SD	df	t-value	p-value
	Male	101	37.53	6.52	200	0.684	0.495
	Female	101	38.17	6.64			

difference between male and female senior secondary school students in their self understanding. So the null hypothesis stated that there exists no significant difference between male and female senior secondary school student in their self understanding is accepted.

Further, it is obvious from table that mean score of male secondary school students is 37.53 and mean score of female secondary school students is 38.17. So it can be analyzed that there is no much difference in mean scores of male and female senior secondary students.



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**Table 8:** The difference between male and female senior secondary school students in using Emotions

ESE2	Gender	N	Mean	SD	df	t-value	p-value
	Male	101	34.56	7.08	200	0.852	0.395
	Female	101	33.78	5.90			

Not significant at 0.05

It is clear from the table that the mean score of male and female students is 34.56 and 33.78 respectively. The SD for male and female students is 7.08 and 5.90 the t- value is 0.852 which is not significant at 0.05 levels ( $p>0.05$ ). So the null hypothesis stated that there exists no significant difference between male and female senior secondary school student in using emotions is accepted. So it can be interpreted that there is no significant difference between male and female senior secondary school students in using emotions.

Further, it is obvious from table that mean score of male (34.56) senior secondary school students and the mean score of female (33.78) senior secondary school students. So it can be interpreted that there is no much difference in mean scores of male and female senior secondary school students.

**Table 9:** The difference between male and female senior secondary schools students in regulation of Emotions

ESE3	Gender	N	Mean	SD	df	t-value	p-value
	Male	101	39.38	7.20	200	0.282	0.778
	Female	101	39.11	7.21			

Not significant at 0.05

It is clear from the table that the mean score of male and female students is 39.38 and 39.11 respectively. The SD for male and female students is 7.20 and 7.21 the t- value is 0.282 which is not significant at 0.05 levels ( $p>0.05$ ). So the null hypothesis stated that there exists no significant difference between male and female senior secondary school student in their regulation of emotions is accepted. So it can be interpreted that there is no significant difference between male and female senior secondary school students in their regulation of emotions.

Further, it is obvious from table that mean score of female senior secondary school students is 39.11 and male senior secondary school students is 39.38 which is not much different than each other.

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**Table 10:** The difference among senior secondary schools students in their Emotional self efficacy on the basis of gender

ESET	Gender	N	Mean	SD	df	t-value	p-value
	Male	101	110.49	16.39	200	0.184	0.854
	Female	101	110.89	14.90			

Not significant at 0.05

It is clear from the table that the mean score of male and female students is 110.49 and 110.89 respectively. The SD for male and female students is 16.39 and 14.90 the t- value is 0.184 which is not significant at 0.05 level ( $p > 0.05$ ). So the null hypothesis stated that there exists no significant difference between male and female senior secondary school student in their Emotional self- efficacy is accepted. So it can be interpreted that there is no significant difference between male and female senior secondary school students in their Emotional self efficacy.

Further, it is obvious from the table that mean score of female (110.89) senior secondary school students and the mean score of male senior secondary school students is (110.49) which is not much different than each other.

**Table 11:** The difference of govt. and private students in their self understanding

ES1	Gender	No. Of Students	Mean	SD	df	t-value	p-value
	Government	102	36.14	5.58	200	3.87**	.000
	Private	100	39.60	7.05			

Significant at 0.01\*\*

It is clear from the table that the mean score of government and private students is 36.14 and 39.60 respectively. The SD for government and private students is 5.58 and 7.05 the t- value is 3.87 which is significant at 0.01 levels ( $p < 0.05$ ) So it can be interpreted that there is significant difference between government and private senior secondary school students in their self understanding. So the null hypothesis stated that there exists no significant difference between private and government senior secondary school student in their self understanding is not accepted.

Further, it is obvious from the table that mean score of private (39.60) senior secondary school student is greater than the mean score of government (36.14) senior secondary school students. So it can be interpreted that private senior secondary school students are having high self understanding as compared to government senior secondary school students.

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**Table 12:** The difference of government and private students in using Emotions

ES2	Gender	N	Mean	SD	df	t-value	p-value
	Government	102	32.32	4.99	200	4.24**	.000
	Private	100	36.06	7.32			

Significant at 0.01\*\*

It is clear from the table that the mean score of government and private students is 32.32 and 36.06 respectively. The SD for government and private students is 4.99 and 7.32 the t- value is 4.24 which is significant at 0.01 levels ( $p < 0.05$ ). So the null hypothesis stated that there exists no significant difference between private and a government senior secondary school student in their using emotions is not accepted. So it can be interpreted that there is significant difference between government and private senior secondary school students in using emotions.

Further, it is obvious from the table that mean score of private (36.06) a senior secondary school student is greater than the mean score of government (32.32) senior secondary school students. So it can be interpreted that private senior secondary school students are having more efficacy in using emotions as compared to government senior secondary school students.

**Table 13:** The difference of government and private students in their regulations of Emotions

ESE3	Gender	N	Mean	SD	df	t-value	p-value
	Government	102	37.56	6.28	200	3.71**	.000
	Private	100	40.96	6.73			

Significant at 0.01\*\*

It is clear from the table that the mean score of government and private students is 37.56 and 40.96 respectively. The SD for government and private students is 6.28 and 6.73 the t- value is 3.71 which is significant at 0.01 levels ( $p < 0.05$ ). So the null hypothesis stated that there exists no significant difference between private and a government senior secondary school student in their regulation of emotions is not accepted. So it can be interpreted that there is significant difference between government and private senior secondary school students in their regulation of emotions.

Further, it is obvious from the table that mean score of private (40.96) senior secondary school student is greater than the mean score of government (37.56) senior secondary school students. So it can be interpreted that private senior secondary school students are having high regulation of emotions as compared to government senior secondary school students.

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**Table 14:** The difference of government and private students in their Emotional self-efficacy

ESET	Gender	N	Mean	SD	df	t-value	p-value
	Government	102	106.18	13.51	200	4.32**	.000
	Private	100	115.29	16.34			

Significant at 0.01\*\*

It is clear from the table that the mean score of government and private students is 106.18 and 115.29 respectively. The SD for government and private students is 13.51 and 16.34 the t- value is 4.32 which is significant at 0.01 levels ( $p < 0.05$ ). So the null hypothesis stated that there exists no significant difference between private and government senior secondary school student in their Emotional self-efficacy is not accepted. So it can be interpreted that there is significant difference between government and private senior secondary school students in their Emotional self-efficacy.

Further, it is obvious from the table that mean score of private (115.18) senior secondary school student is greater than the mean score of government (106.18) senior secondary school students. So it can be interpreted that private school students are having high Emotional self-efficacy as compared to government senior secondary school students.

### Conclusion

As maximum number of senior secondary school students showed average level of Emotional self-efficacy so it is recommended for parents that they should motivate and give support to their children to interact socially as much as they can so that they will be able to control their emotions skilfully. School should organize, promote and deliver such programmes that emphasize on lifelong activities so that students are able to take initiative and make themselves emotionally strong, psychologically as well as generally in schools, work sites and community organizations. As maximum number of government senior secondary school students reported below average level of Emotional self-efficacy so it is recommended to governmental organizations that seminars, symposiums should be organized on major issues of Emotional self-efficacy so that all the students are able to get good ways for their emotional stability.

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