INVESTIGATING THE RELATIONSHIP BETWEEN TRAIT EMOTIONAL INTELLIGENCE, ENGLISH SELF-EFFICACY AND ENGLISH LANGUAGE ACHIEVEMENT OF UNDERGRADUATE ENGLISH LANGUAGE LEARNERS AT AN ENGINEERING UNIVERSITY IN PAKISTAN

Samrah Raza
M.S. Scholar,
Humanities Department, NED University of Engineering and Technology,
Sindh, Pakistan.
Email: samrahtahaa@gmail.com

Rahila Huma Anwar
Assistant Professor,
Humanities Department, NED University of Engineering and Technology,
Sindh, Pakistan.
Email: rahilaanwar@cloud.neduet.edu.pk

Sajida Zaki
Professor,
Humanities Department, NED University of Engineering and Technology,
Sindh, Pakistan.
Email: drzaki@neduet.edu.pk

ABSTRACT

Trait emotional intelligence (trait EI) is learners' self-perceived emotion and recognizes the inherent natural emotional experience whereas English self-efficacy (ESE) is the understanding of context-specific English language use to communicate with others. Together these socio-affective cognitive beliefs can impact English language learners (ELLs) abilities. This significant relationship is developed on the notion of learners as social subjects and their cognitive processes which will reshape their interactive learning experiences. The present study investigated the relationship

between Pakistani tertiary-level ELLs' trait EI and ESE with ELLs' English language achievement (ELA). The study employed a quantitative correlational research design involving a nonprobability homogenous convenience sampling technique. Trait Emotional Intelligence Questionnaire and Questionnaire of English Self-efficacy (QESE) were administered to collect data from 357 (Male = 127, Female = 230) undergraduate ELLs. Descriptive statistics, correlation, and regression analysis were run using SPSS version-22 (2013) to draw results. The results revealed a statistically insignificant relationship between the trait EI and English language achievement. QESE was also negatively correlated with English language achievement.

KEYWORDS
Trait Emotional Intelligence; English Self-efficacy; English language learners; English language achievement

INTRODUCTION

Insufficient studies on second language acquisition (SLA) reported the concept of emotion. The metaphor, elephant in the room is often used to describe this resistance but over the last few decades, emotion has proven to affect L2 learning (Douglas Fir Group, 2016; Prior, 2019). Pavlenko (2013) explained this acknowledgment is spurred by 'affective turn' (p. 5) in L2 acquisition, recognizing the significant role of both learner's and teacher's affective domain. This period in SLA is considered as 'blooming and booming' (Dewaele, Magdalena, and Saito 2019, p. 413), and emerged many important variables linked to L2 acquisition.

One such intriguing avenue is emotional intelligence (EI). EI emphasizes eminent features that mediate personal skills, personality factors, and adaptive processes (Zeidner, Matthews, & Roberts, 2012; MacCann et al., 2020). Aki (2006) argued EI directs teachers' and learners' interpersonal skills. His findings documented positive impact of EI on language achievement. The pervasive nature of emotions makes EI an essential skill for both teachers and students. Researchers began to explore the variable of EI from a different perspective like English as a foreign language (EFL), academic achievement, classroom emotions, and demographic factor (Anwar et al., 2021). Another well-established psychological variable escalated in educational research is self- efficacy (SE), which refers to the personal evaluation and potential to effectively achieve set targets and goals (Schunk et al., 2008). Social cognitive theory (SCT) has established that a person's environment influences their behavior and impacts successes or failures. (Bandura, 1986). SE beliefs are defined to influence an individual's actions, challenges, goals, outcomes, and commitment (Bandura, 2006).

Panadero et al. (2017) assert learners' emotions have a direct impact on their successful performance. Bassi et al. (2007) conclude that students reporting high SE are likely to have a better academic inclination and spend extra time on homework.

Except for a few studies (e.g., Khooei, 2014; Dewaele, 2008), EI is frequently thought of as a single, unified entity, and only global EI scores are examined. According to Petrides et al. (2016), EI is a 'multifaceted and multidimensional' (p. 13) concept and global EI cannot completely predict emotional perceptions. The research would be more illuminating when its various facets are also explored. Thereby the study will examine both the global EI and its four contributing factors. On these constructs, extensive research has been conducted globally but to the best of our knowledge, very few and adequate studies can be found in the Pakistani context. As such the current study is conducted to ascertain the potential influence of EI and SE on Pakistani English language learners (ELLs). The purpose of the study is twofold, first, it addresses the knowledge gap in Pakistan's ESL context and the role of the shared individual-environment situation and investigates L2 learners' different components of EI and SE and their impact on L2 learners' language achievement.

LITERATURE REVIEW

Trait Emotional Intelligence (Trait EI)

Salovey and Mayer (1990) coined the term emotional intelligence (EI) and defined it as emotional awareness that entails, record and distinct feelings, allowing individuals to make informed decisions. It explains why EI is considered a bedrock for learners to perform efficiently. Later in the year 1995, Goleman published the worldwide bestselling book Emotional Intelligence, which popularized the notion of EI. With this begins the exploration era in educational psychology. Researchers developed several models, perspectives, and measurement scales (such as Bar-On, 2006; Petrides & Furnham, 2001).

Two significant theoretical versions of EI established are ability EI and trait EI. These constructs are differentiated based on the operationalized measurement. The ability model investigates cognitive skills of expressing emotion measured via maximum-performance tests (Petrides, 2011). In contrast, the trait EI is "a constellation of emotion-related self-perceptions and dispositions located at the lower levels of personality hierarchies" (Petrides, Pérez-González, and Furnham, 2007a, p. 2) measured through self-reported questionnaires (Petrides et al., 2007b). Ability EI is challenging as it cannot conceptualize subjective elements, and only trait EI can measure self-perceived emotion, acknowledging that emotional experience is always

subjective (Petrides, 2017). Petrides (2011) explained two established constructs of EI "that the operationalization of one does not have implications for the operationalization of the other" (p. 657). Additionally, with regards to self-report surveys, meta-analyses yielded better results than ability-based tests with high incremental predictability (O'boyle et al., 2011).

The current study adopted TEIQue-SF (short form) developed by Petrides (2009). It consists of 30 items that studied 15 distinct facets spread across four main factors; well-being (covered self-esteem, happiness, and optimism), self-control (incorporated low impulsiveness, stress management, and emotion regulation), emotionality (includes emotion expression, relationships, empathy, and emotion perception), and sociability (contains last three dimensions; assertiveness, emotion management, and social awareness), while remaining two constituents of adaptability and self-motivation explain global trait EI scores (Petrides, 2009). Petrides (2017) explained the characterization of these facets, with well-being as the skill of an individual to be satisfied; emotionality deals with communicating emotions and maintaining relationships; self-control is about being conscious, controlling urges, and regulating stress; and sociability facet refers to developing social skills and influencing others. Henceforth, it is evident that trait EI is considered a prominent determinant of linguistic complexity and accuracy in L2 learners.

Trait EI and English Language Achievement

Though several studies argued the enormous impact of emotions in the L2 acquisition (Dewaele, 2011 & Petrides, 2004) yet, investigating the concept of EI remained 'quite scarce' (Dewaele, 2018, p. 472) in SLA. Recent studies have attempted to understand the significance of trait EI in learning and teaching contexts of SLA (Aghasafari 2006; Bozorgmehr 2008; Pishghadam 2009), highlighting how indispensable the construct is to several facets of language proficiency.

In his study, Dewaele et al. (2008) reported that trait EI had reduced language anxiety and found that participants with low trait EI lacked the abilities to judge progress, achieve goals, and steer the conversation, when necessary. It also indicates that participants scoring high EI are competent in managing stress and perceive emotions to a greater extent (Oxford, 2017). On this account, Wang (2005) stated that 'when students' emotional needs are met, then students, in turn, concentrate on learning the language' (p. 2). Dewaele et al.'s (2008) core study showed no correlation between EI and foreign language anxiety (FLA). Li (2020) revealed low to moderate link between students' trait EI, foreign language enjoyment (FLE), and English language

performance. EFL learners with high-level trait EI perform better and are less worried (Shao et al., 2013).

In correlational research by Firdaus (2017), results showed a significantly strong interrelationship between trait EI and reading comprehension. Abdolrezapour and Tavakoli (2012) reached a similar conclusion, finding a positive association between EI and reading comprehension ($r = .660$, $p = .01$). Examining Iranian EFL learners, a statistically strong relationship was found between EI and students' oral task complexity (Khooei, 2014). Within the area of EI and language skills development, Oz et al. (2015) study suggested a positive correlation between trait EI and attitude towards English as a foreign language (EFL) learning. Rossiter (2003) illustrates that success in ESL/EFL contexts is attributed to differences like personality, intelligence, attitude, and anxiety. More recently, trait EI showed fluctuating impact on four linguistic skills of students (Chen and Zhang, 2020). It had found by Pishghadam (2009) that L2 learning is strongly connected with several facets of EI. Thus, on the suggested literature, it is predicted that ESL learners' trait EI with its four dimensions and global trait EI influences their English language achievement.

Self-efficacy

Self-efficacy was defined by Bandura (1997) as individual's capacity to organize and execute necessary actions to accomplish a goal. Although SE is considered a psychological and motivational dimension (e.g., Bandura, 1997; Schunk, 1991). SE beliefs are personal judgments that lead individuals to analyze and evaluate their actions. SE is context-dependent (Klassen, 2004; Pintrich & Schunk, 1996) and described as a construct that can predict students' learning, performance, and achievement (Schunk, 1989). Zimmerman and Martinez-Pons (1990) revealed that students having the same ability levels were differentiated on the level of their SE and explored that high SE students tend to achieve more than their counterparts.

According to Bandura (2006), SE interprets students' motivation levels in academia. Social cognitive theory adheres that individuals can reshape their environment instead of reacting to it. Previous studies proved SE's positive effects on academic success, homework quality, and grades (Zimmerman & Kitsantas, 2005, Shih & Alexander, 2000). According to Pajares (2009), self-efficacious students typically use more cognitive skills and can tolerate adversity in comparison to low SE students. A number of empirical studies have shown the influence of SE on L2 learners' perseverance, aptitude interest, investment in learning, achieving goals, and using self-regulated

strategies while completing a task (Carmichael & Taylor, 2005; Lane et al., 2004; Linnenbrink & Pintrich, 2003; Pajares, 2003; Schunk, 2003).

Extensive studies on SE revealed its significant effect on four English language skills. Reading strategy and reading SE were observed to be notably positively correlated by Li and Wang (2010). Researchers have also developed several methods for enhancing the self-efficacy of L2 learners, including project-based learning (Mills 2009), L2 portfolios (Ziegler 2014), and oral production self-evaluation (Kissling and O'Donnell, 2015). Research has also established that learners' overall English proficiency increased with an increase in SE beliefs (Magogwe and Oliver, 2007). Moreover, efficacious students tend to be more responsible and perceive themselves as 'proactive agents of learning experience' (Zimmerman & Kitsantas, 2005, p.399). Henceforth, this literature review suggests SE beliefs may improve the language-acquiring process in learners. The argument of this claim supported the work of Lee (2002), where students were instructed to develop SE beliefs and observed that learners became more committed, motivated, and persistent with a difficult task. Together, these studies proved that trait EI and English self-efficacy positively impact English language achievement. In the ESL context of Pakistan, the study investigated the interrelationship between undergraduate engineering students' English SE beliefs and English language achievement.

English Language Achievement

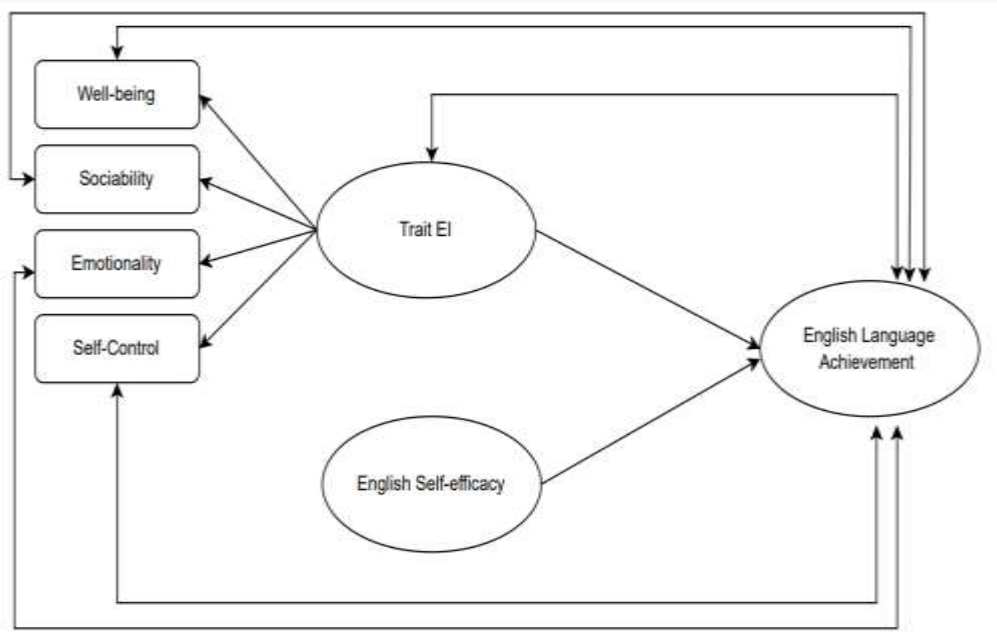
The engineering university offers first-year students a three-credit hour compulsory English Language course titled 'Functional English' code (HS-111) time frame for completion is 16 weeks. The functional aspect is to develop four language skills and develop ELLs' vocabulary and grammar usage. Following Outcome Based Education (OBE) system and Pakistan Engineering Council (PEC) accreditation manual 2014, the Course Learning Outcomes (CLOs) include the ability to demonstrate presentation skills in academic settings with taxonomy level A3, comprehend explicit and implicit information through reading and listening strategies with taxonomy level C2 and compose drafts of various genres using writing strategies with taxonomy level C6. Program Learning Outcomes (PLOs) consist of PLO10 communication, which is the ability to comprehend and write effective reports, design documentation, and presentations on complex engineering topics for engineering community (NEDUET, 2018).

Listening content focuses on identifying problems and coping strategies for various types of listening. Speaking skills include fluency and confidence building through

group discussions and role-plays. Teaching vocabulary includes enhancement, idiomatic expressions, word formation, and inferential meaning exercises. Reading focuses on developing strategies and practice through various texts and comprehension exercises. In writing, the focus is on note-taking techniques from lectures, books (integrated with listening & reading), and pre-writing skills like revising; and editing for grammar. In addition to teaching proper writing mechanics, the course also covered the use of descriptions, narrations, and compare and contrast.

ELLs in undergraduate programs studied the English language from elementary school through college for a total of 12–14 years. The prerequisite for enrollment is to pass the Pre-Admission Entry Test (PAET) based on the Higher Secondary Certificate (HSC) level subjects scoring at least 50% marks. According to the examination syllabus, their current level is intermediate to advanced. Results from the Functional English course provide ELLs' English language achievement (ELA). Following the release of the first semester's results, the current study was conducted in the second semester.

Conceptual framework of the study



RESEARCH OBJECTIVES

1. To identify the profiles of Pakistani ELLs global trait EI.
2. To identify the profiles of Pakistani ELLs on the four traits EI factors (well-being, self-control, emotionality, and sociability).
3. To explore the correlation between Pakistani ELLs global trait EI, four trait EI factors, and their overall English language achievement.
4. To explore the impact of Pakistani ELLs English Self-efficacy and their overall English language achievement.

RESEARCH HYPOTHESES

1. There is a correlation between well-being and English language achievement of undergraduate English language learners.
2. There is a correlation between self-control and English language achievement of undergraduate English language learners.
3. There is a correlation between emotionality and English language achievement of undergraduate English language learners.
4. There is a correlation between sociability and English language achievement of undergraduate English language learners.
5. Trait EI global score is positively related to English language achievement of undergraduate English language learners.
6. English Self-efficacy is positively related to English language achievement of undergraduate English language learners.

RESEARCH METHODOLOGY

Sample and Procedure

To determine Pakistani ELLs trait EI and English SE and English language achievement, this study has employed a correlational research design involving a nonprobability homogeneous convenience sampling technique (Jager et al., 2017). An analogous population to one or more sociodemographic factors is used in homogeneous convenience sampling (e.g., the population includes all the ELLs from similar tertiary-level universities). An online questionnaire was administered to 357 first-year English language learners at an engineering public university in Karachi. Research ethics was strictly adhered to.

Instrumentation

For this study, an online research questionnaire was compiled and sent to ELLs at the designated Pakistani public university. Four sections made up the survey questionnaire, with the first section containing consent form and assurance of

maintaining research ethics and confidentiality. The second section was based on obtaining demographic details pertaining to participants' gender, age, academic year, and perceived English language skills. The remaining two sections were based on Questionnaire English Self-efficacy (QESE) and Trait EI Questionnaire-Short Form (TEIQue-SF).

Wang (2004) developed a Questionnaire of English Self-Efficacy, which is 32 items and evaluates ELLs' English SE beliefs about four language skills. The scale ranges from 1 (*I cannot do it at all*) to 7 (*I can do it very well*). The items for the four skills is as follows: (a) listening SE (1, 3, 9, 10, 15, 22, 24, and 27); (b) speaking SE (4, 6, 8, 17, 19, 20, 23, and 30); (c) reading SE (2, 12, 16, 21, 25, 26, 29, and 32); and (d) writing SE in English (5, 7, 11, 13, 14, 18, 28, and 31). Wang et al. (2007) reported QESE's Cronbach's alpha of 0.96, 0.82 for test-retest reliability, 0.55 for concurrent validity, and 0.41 for predictive validity.

TEIQue-SF (Petrides, 2009), measures self-perceived emotions, is a short-form consists of a 30-item questionnaire yields scores for 4 facets of trait EI: well-being, self-control, emotionality, and sociability and global trait EI. Each EI facet uses scores from six items to assess, while eight items constitute the emotionality factor. Four items (3, 14, 18, and 29) present scores for global trait EI. TEIQue-SF uses a 7-point Likert scale, denoting 1-"strongly disagree" and 7-"strongly agree.". Siegling, Petrides, and Martskvishvili (2015) revealed incremental variance ranging from (0.01 to 0.08). Petrides (2009) also discovered that the TEIQue-total SF scores reliability was (0.70) and reported internal reliability is typically to be above (0.80). TEIQue-SF has several negative worded items that could lower Cronbach's alpha (Barnette, 2000 and 2001). So, we changed sentences for items requiring reverse coding before data collection.

Participants' English language achievement was evaluated using Functional English Course scores. These scores decide whether the first-year undergraduates have passed the course learning outcomes. Several studies have examined students' final course grades (percentage) as a global assessment of language proficiency (Chew et al., 2013 and Torrego-Seijo et al., 2021). The marks division makes 100 marks with 40 sessional marks (semester assignments and performance), and 60 final exam marks, following standard assessment protocols of the university. The formative assessments or sessional evaluate four language skills and are evaluated through presentation, midterm results, assignments, collaborative tasks, and quizzes. In the final exams, reading comprehension and writing skills including vocabulary, essay, paragraph and letter writing, are tested. Performance coding used the standard A to F grading, with

the following cut scores for each letter grade: A+ ≥94%, A ≥ 85%, A-≥ 80%, B+ ≥75%, B ≥ 70%, B- ≥67%, C+ ≥ 64%, C ≥ 60%, C- ≥ 57%, D+ ≥ 54%, D ≥ 50% and F < 50%. The final exam follows standard protocols of OBE based examinations system of the university so, it can be considered a satisfactory English global score measurement used in this study.

FINDINGS

Using SPSS (version 22), we conducted statistical analysis. As Table 1 showed, 357 respondents from the following departments: Electronics (51, 14.3%), Metallurgy (29, 8.1%), Polymer and Petrochemical (30, 8.4%), Textile (47, 13.2%), Biomedical (56, 15.7%), Economics (66, 18.5%) and Software Engineering (78, 21.8%) filled out the questionnaire. Descriptive statistics on the respondent's profile showed a notable preponderance of ELLs were female, 230 (64.4%) students than male, 127 (35.6%). Regarding the age group of the students, 336 (94.1%) were between 17 and 20 years old, and 21 students (6.0%) were between 21 and 24 years of age.

Table 1: ***Respondents' Profile***

Characteristics	Frequency	Percentage
Gender		
Male	127	35.6
Female	230	64.4
Departments		
Electronics	51	14.3
Metallurgy	29	8.1
Polymer & Petrochemical	30	8.4
Textile	47	13.2
Biomedical	56	15.7
Economics	66	18.5
Software Engineering	78	21.8
Age (years)		
17 – 20	336	94.1
21 – 24	21	6.0

Hypotheses Testing

To determine the association between independent variables and overall marks we use the Pearson correlation coefficient. Cohen et al. (2007) elaborated that the Pearson correlation is a common test to determine the strength between variables, as indicated by the Pearson coefficient. According to him, 1 implies a positive correlation and -1

shows a negative correlation, whereas 0 reflects no correlation. Cohen et al. (2007) further explained that if the absolute value of 0.1-0.3 is a small correlation. If the value is between 0.3-0.5, it shows a moderate correlation. A strong correlation showed by the value of 0.5.

Overall, six hypotheses were examined to establish whether Pakistani tertiary-level ELLs' Trait EI and QESE correlated with their English language achievement. Of the six hypotheses, five hypotheses (H1, H2, H3, H4, and H5) were rejected and one hypothesis (H6) was accepted, the results of the hypotheses are as follows:
H1. **N**o significant relationship was found between well-being and English language achievement of undergraduate English language learners.
H2. No significant relationship was found between self-control and English language achievement of undergraduate English language learners.
H3. No significant relationship was found between emotionality and English language achievement of undergraduate English language learners.
H4. No significant relationship was found between sociability and English language achievement of undergraduate English language learners.
H5. No significant relationship was found between Trait EI global score and English language achievement of undergraduate English language learners.
H6. English Self-efficacy is negatively related to English language achievement of undergraduate English language learners.

These details are briefly discussed below, and the results are summarized in Tables 2 and Table 3. The first five hypotheses assessed relationship between trait EI (global score and its four constituents – (well-being, self-control, emotionality, and sociability) and English language achievement (ELA) of Pakistani undergraduate ELLs. The result proved no meaningful correlation exists between ELLs trait EI and ELA. Table 2 shows that all p values were above 0.05, a statistically significant value set for the current study, implying that the null hypothesis is approved for H1, H2, H3, H4, and H5.

Table 2: ***Correlation between Trait Emotional Intelligence and English Language Achievement***

		H1	**H2**	**H3**	**H4**	**H5**
ELA	Pearson Correlation	-0.075	0.04	-0.017	-0.056	-0.065
	Sig. (2 tailed)	0.156	0.451	0.744	0.291	0.219

	N	356	356	356	356	356

The sixth hypothesis (H6) evaluated the positive association between ESE on undergraduate ELLs' ELA. Table 3 shows p values for QESE, including four subscales (listening, speaking, reading, and writing), which are all below p = 0.01, demonstrating a linear relationship. The Pearson r value for listening, reading, speaking, and writing are as follows (-0.250, -0.247, -0.272, -0.254), suggesting a negative and small correlation between ELLs English language achievement and English SE beliefs. The overall QESE is in line with this result with r= -0.284**, p< 0.01. Thus, H6 is found to be supported.

Table 3: ***Correlation between English self-efficacy and English Language Achievement***

H6		**Listening**	**Speaking**	**Reading**	**Writing**	**QESE**
ELA	Pearson Correlation	-.250**	-.272**	-.247**	-.254**	-.284**
	Sig. (2 tailed)	0	0	0	0	0
	N	356	356	356	356	356

Regression Analysis

To further explain the linear association between variables, regression analysis was used (Cohen et al., 2007). With trait EI and its four constituents as there was no significant correlation the scatterplot showed no relationship. However, for QESE the regression test was run to uncover the prediction of English SE on ELLs' ELA.

Regression analysis showed that overall QESE along with its four subscales (speaking, listening, writing, and reading), are predicting for a very small change in English language achievement of undergraduate Pakistani students. According to Cohen et al. (2007) the value of $R^2 < 0.13$ explains small variation. In current study, the QESE was able to explain only 8% of the total variation, as presented in table 4, in English language achievement of students [F (1, 354) = 31.041, p < 0.000], with a *p* 0.05 significance threshold. Hence, there is no drastic difference in variation caused by ay subscale of QESE. Moreover, the results also indicated that about 92% of the variance on English language achievement was predicted by variables which are not examined in this research study. Thereby, the standard regression equation for the current project is, English language achievement = 2.986 + 0.209.

Table 4: ***Regression analysis between English Self-efficacy and English language Achievement***

	R	R - square	Constant	Beta
Listening	0.25	0.62	2.735	-0.164
Speaking	0.272	0.074	2.811	-0.175
Reading	0.247	0.61	2.79	-0.171
Writing	0.254	0.64	2.749	-0.168
QESE (total)	0.284	0.081	2.986	-0.209

DISCUSSION

Trait Emotional Intelligence and English language Achievement

The research objective was to investigate Pakistani first-year undergraduate ELLs' trait EI and its four-constituent relationship with English language achievement. From the literature review, it was hypothesized that Trait EI with fifteen factors correlated strongly with English language achievement. Conversely, the bivariate correlation between ELLs' trait EI and English language achievement as assessed by grade-point-average (GPA) revealed that present study does not resonate with existing literature. Results showed a statistically insignificant correlation between the overall Trait EI (global score and its four constituents) with ELLs' language achievement.

The results can be explained concerning a few potential sources. To the best of our knowledge, Trait EI is relatively new concept to gain and adapt in Pakistan. Thereby, it is not incorporated into the curriculum of the Functional English Course. An empirical study established that the four-student group who were not given the emotional intelligence curriculum outperformed the group receiving it in terms of academic performance and a significant increase in EQ scores (Jaeger, 2003). Pertaining to our current sample, first-year engineering students were unaware of fifteen facets of trait EI and gave clouded responses to the questionnaire, leading to unexpected results. This finding concurs with a prior investigation in Saudi Arabia, where Alghamdi (2014) used a self-reported EI questionnaire, stating that there is no statistically meaningful link between academic achievement and EI.

We can state arguably, the current sample of first-year students does not address their emotional state. Proven by previous studies that increased experience contributes to emotional intelligence (Mayer, Salovey, and Caruso, 2004). A widespread belief that when emotion and performance are associated together, they may impede the means of accomplishing tasks (Ashforth and Humphrey, 1995). The current study examined undergraduate students from batch 2021 in their first semester at the university. Many

students feel anxious about the transition from middle school to university. Besides, these students joined right after covid-19, and safe to say it has impacted their affective and cognitive capabilities. These individuals need tutoring to develop their emotional intelligence and its fifteen constituents.

Linking with this phenomenon is the concept of cultural values. There is a plethora of research in western research studies demonstrating substantial association between trait EI and English language achievement. Those learners belong to individualistic societies that promote psycho-social collaborations. Contrarily, the students in current study belong to collectivist culture of Pakistan (Ahmad, 2010), where learners are interdependent and autonomous nature is hardly developed. These students are 'emerging adults' (Zafar, 2019, p. 103) but are not encouraged for their emotional expressions. Thus, contributing to underdevelopment of trait EI in Pakistani undergraduate ELLs.

In Pakistani culture, individuals reflect others' opinions than forming their own informed decisions (Berry et al., 2011). Not surprisingly, in Pakistan, social and family pressures to perform may be more important for academic success than individual depositions. (Zafar, 2019). It implies a need to develop an effective tool in eastern Pakistani society to assess the desired objective explored in this research. A few studies revealed no links between trait emotional intelligence and academic performance (e.g., Barchard, 2003; Amelang & Steinmayr, 2006). The fragility of the self-report nature of trait EI and the empirical studies yielding discrepant results supported the critical view of integrating ability EI or personality traits to predict individual performances (O'Connor and Little, 2003).

English Self-efficacy and English Language Achievement

The study examined first-year undergraduate ELLs' English self-efficacy compared to their achievement in the language. Self-efficacy basis "the foundation for human motivation, well-being, and personal accomplishment" (Parajes, 2009, p. 113). Results showed QESE negatively correlated with English language achievement. QESE improved ELLs' language performance but indicated low SE beliefs (Zhu, 2020). However, regression analysis revealed that for Pakistani students, all four skills, to some extent, bonded together to improve language achievement.

Kim et al. (2015) argued that experience and understanding of the language strengthen self-efficacy beliefs. Applying this to the present sample shows ELLs being first-year students do not have extensive knowledge of the language. Interestingly, the results

match the study conducted on Chinese learners who reported low levels of SE beliefs compared to other western cultures (Wang et al., 2013). Thoroughly, the impact and variation of QESE are not strong in Pakistani students as predicted through the literature review. Although QESE measures context-specific proficiency, it has been investigated only in western countries. The concept of QESE is new in Pakistan; examining cultural and societal context elements, such as affective and social values may provide better insights about Pakistani ELLs, as ESE may not be the primary predictor for the variation and success of English language achievement.

The results presented a revealing picture of undergraduate students in Pakistan, providing valuable insights into the growing literature. Although the results revealed a statistically insignificant relationship amongst trait EI and language achievement, we recommend undergraduate ELLs to introduce to the concept of trait EI along with its four constituents. QESE and English language achievement reveled a negative correlation and marked only lower-level self-efficacy beliefs. Regression analysis of QESE revealed that all four skills, to some extent, bonded together to improve language achievement in Pakistani ELLs. The education system needs to provide opportunities to make ELLs autonomous and adequate attention given to their soft skills and metacognitive development. The study also reported low self-efficacy beliefs, which hint at developing learners' understanding of their cognitive and affective domains.

The present study explored the affective and cognitive factors of Pakistani undergraduate students. The following recommendations would provide fruitful results in future studies. Future studies can employ a similar method to study large samples of different sub-groups and levels, the current sample was limited to first-year students only. Preferably, a representative sample from several universities would also yield a generalizable result with enhanced external validity. Furthermore, we recommend a longitudinal research study that would be beneficial in verifying the validity of scores. To predict language achievement, it is advised that future studies explore ability EI, trait EI and personality factors in a cumulative study, allowing stakeholders in the Education Department to improve the structure and curriculum for academic achievements. Furthermore, the employed instrument was developed in western culture; future researchers can adapt and develop new tools appropriate for Pakistani culture. Moreover, the current study was limited to correlational methodology, the same phenomena could be explored using causal relationships.

RECOMMENDATIONS

The current study focused on first-year undergraduate students from a Pakistani engineering university. The findings of the current research are applicable to the sampled student population. Therefore, expanding research sample and including students from different education levels and institutions would allow a more diverse representation of ELLs in Pakistan and provide a broader perspective on the relationship between trait EI, ESE, and English language achievement.

Further research work is highly recommended to not only identify other variables that may influence ELLs' English language achievement. This research paper should be considered as a knowledge base, the variables studied to investigate the relationship between English Self-efficacy and English language achievement has shown a small proportion of correlation. Thereby, examining the role of metacognitive development and soft skills can contribute to understanding language learning outcomes. Similarly, the insignificant relationship between trait EI and English language achievement also suggested to explore variables that mediate or moderate this relationship.

Lastly to understand affective and socio-cognitive factors influencing language outcome and based on our findings we recommend conducting qualitative research to gain valuable insights into challenges, experiences and perceptions faced by ELLs in relation to trait EI, ESE and language achievement.

REFERENCES

Abdolrezapour, P., & Tavakoli, M. (2012). The relationship between emotional intelligence and EFLlearners' achievement in reading comprehension. *Innovation in Language Learning and Teaching, 6*(1), 1-13.

Ahmad, I. (2010). Trait emotional intelligence as predictor of academic performance. *Journal of Social and Clinical Psychology, 8*(1), 54-65.

Aki, O. (2006). Is emotional intelligence or mental intelligence more important in language learning? *Journal of Applied Sciences, 6*(1), 66-70.

Aghasafari, M. (2006). *On the relationship between emotional intelligence and language Learning strategies*. MA thesis, Allameh Tabataba'ii University, Tehran.

Alghamdi, F. S. (2014). The role of trait emotional intelligence in individual performance: A descriptive study in Albaha University, Saudi Arabia. *Journal of Service Science and Management, 7*(05), 361.

Amelang, M., & Steinmayr, R. (2006). Is there a validity instrument for the test of Emotional intelligence in explaining the variance in performance criterion? *Intelligence, 34*, 459-468.

Anwar, R. H., Zaki, S., Memon, N., & Thurasamy, R. (2021). Exploring the Interplay of Trait Emotional Intelligence and ESL Teacher Effectiveness: Is Self-Efficacy the Mechanism Linking Them? *SAGE-Open*, *11*(4), 1-14.

Ashforth, B. E., & Humphrey, R. H. (1995). Emotion in the workplace: A reappraisal. *Human relations*, *48*(2), 97-125.

Berry, J. W., Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2002). *Cross-cultural psychology: Research and applications.* Cambridge University Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W H Freeman and Company.

Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares, and T. S. Urdan (Eds), *Self-Efficacy Beliefs of Adolescents, (307–337).* IAP.

Bozorgmehr, M. (2008). *On the relationship between emotional intelligence and academic success.* MA thesis, Khorasgan University, Isfahan.

Barchard, K. A. (2003). Does emotional intelligence assist in the prediction of academic success? *Educational and Psychological Measurement, 63*(5), 840–858.

Barnette, J.J. (2000). Effects of stem and Likert response option reversals on survey internal consistency: If you feel the need, there is a better alternative to using those negatively worded stems. *Educational and Psychological Measurement 60*(3) 361–70.

Barnette, J.J. (2001). Likert survey primacy effect in the absence or presence of negatively worded items. *Research in the Schools 8*(1), 77–82.

Bar-On, R. (2006). The bar-On model of emotional-social intelligence (ESI). *Psicothema, 18*(Suppl.), 13–25.

Bassi, M., Steca, P., Delle Fave, A., and Caprara, G. V. (2007). Academic self-efficacy beliefs and quality of experience in learning. *Journal of Youth Adolescent. 36*, 301–312.

Carlos Torrego-Seijo, J., Caballero-García, P. Á., & Lorenzo-Llamas, E. M. (2021). The effects of cooperative learning on trait emotional intelligence and academic achievement of Spanish primary school students. *British Journal of Educational Psychology*, *91*(3), 928-949.

Carmichael, C., & Taylor, J. A. (2005). Analysis of student beliefs in a tertiary preparatory mathematics course. *International Journal of Mathematical Education in Science and Technology*, *36*(7), 713-719.

Chen, Z., and P. Zhang. (2020). Trait Emotional Intelligence and Second Language Performance: A CaseStudy of Chinese EFL Learners. *Journal of Multilingual and Multicultural Development*, 1–15.

Chew, B. H., Zain, A. M., & Hassan, F. (2013). Emotional intelligence and academic performance in first and final year medical students: a cross-sectional study. *BMC medical education*, *13*(1), 1-10.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). Abingdon, Oxon, UK: Routledge

Dewaele, J. M., K. V. Petrides, and A. Furnham. (2008). Effects of Trait Emotional Intelligence and Socio-biographical Variables on Communicative Anxiety and Foreign Language Anxiety amongAdult Multilingual: A Review and Empirical Investigation. *Language Learning 58*(4): 911–960.

Dewaele, J.-M. (2018). The Relationship between Trait Emotional Intelligence and Experienced ESL/EFL Teachers' Love of English, Attitudes Towards Their Students and Institution, Self-Reported Classroom Practices, Enjoyment, and Creativity. *Chinese Journal of Applied Linguistics 41*(4):468–487.

Dewaele, J. M., Magdalena, A. F., & Saito, K. (2019). The effect of perception of teacher characteristicson Spanish EFL learners' anxiety and enjoyment. *The Modern Language Journal, 103*(2), 412- 427.

Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *Modern Language Journal, 100*, 19–47.

Firdaus, M. A. (2017). Looking at the link between emotional intelligence and reading comprehensionamong senior high school students. *Journal of Education and Instruction*, (2), 18-28.

Goleman, D. (1995). *Emotional intelligence*. Bantam Books, Inc.

Jager, J., Putnick, D. L., & Bornstein, M. H. (2017). More than just convenient: The scientific merits of homogeneous convenience samples. *Monographs of the Society for Research in Child Development, 82*(2), 13–30.

Kim, D. H., Wang, C., Ahn, H. S., & Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and individual differences*, 38, 136-142.

Kissling, E. M., & O'Donnell, M. E. (2015). Increasing language awareness and self-efficacy of FL studentsusing self-assessment and the ACTFL proficiency guidelines. *Language Awareness, 24*(4), 283- 302.

Khooei, S. (2014). Emotional Intelligence and Its Relation to Oral Task Fluency, Accuracy, and Complexityamong Iranian EFL Learners. *International Journal of Language Learning and Applied Linguistics World, 6*(2): 76–93.

Klassen, R. M., Ang, R. P., Chong, W. H., Krawchuk, L. L., Huan, V. S., Wong, I. Y. F., & Yeo, L. S. (2009). A cross-cultural study of adolescent procrastination. *Journal of Research on Adolescence, 19*, 799-811.

Lane, J., Lane, A. M., & Kyprianou, A. (2004). Self-efficacy, self-esteem and their impact on academicperformance. *Social Behavior and Personality: an international journal, 32*(3), 247-256.

Lee, C. C. (2002). Strategy and self-regulation instruction as contributors to improving students' cognitive model in an ESL program. *English for Specific Purposes, 21*, 261–289.

Li, C. (2020). A Positive Psychology Perspective on Chinese EFL Students' Trait Emotional Intelligence,Foreign Language Enjoyment and EFL Learning Achievement.

Journal of Multilingual and Multicultural Development 41(3): 246–263.
Li, Y., & Wang, C. (2010). An empirical study of reading self-efficacy and the use of reading strategies inthe Chinese EFL context. Asian EFL Journal, 12(2), 144-162.
Linnenbrink, E. A., & Pintrich, P. R. (2003). The role of self-efficacy beliefs in student engagement andlearning in the classroom. *Reading &Writing Quarterly*, *19*(2), 119-137.
MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin, 146*(2), 150-186.
Magogwe, J. M., & Oliver, R. (2007). The relationship between language learning strategies, proficiency, age, and self-efficacy beliefs: A study of language learners in Botswana. *System, 35*(3). 338-352.
Mayer, J., Salovey, P. and Caruso, D. (2004) Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry, 15*, 197-215.
Mills, N. (2009). A guide du Routard simulation: Increasing self-efficacy in the standards through the project-based learning. *Foreign Language Annals, 42*(4), 607-639
NEDUET. (2018). Introduction to Outcome Based Education (OBE) for students [PDF]. Retrieved from https://ppd.neduet.edu.pk/sites/default/files/Introduction%20to%20Outcome%20Based%20Education%20(OBE)%20for%20students_3.pdf
O'Boyle E. H., Humphrey R. H., Pollack J. M., Hawver T. H., Story P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior, 32*, 788–818.
O'Connor, R. and Little, I. (2003) Revising the Predictive Validity of Emotional Intelligence: Self-Report versus Ability-Based Measures. *Personality and Individual Differences, 35*, 1893-1902.
Oxford, R. L. (2017). Anxious language learners can change their minds: ideas and strategies from traditional psychology and positive psychology. In C. Gkonou, M. Daubney, and J.-M. Dewaele (Eds), *New Insights into Language Anxiety: Theory, Research, and Educational Implications*, (177–197). Multilingual Matters.
Oz, H., Demirezen, M., & Pourfeiz, J. (2015). Emotional intelligence and attitudes towards foreign language learning: Pursuit of relevance and implications. *Social and Behavioral Sciences, 186*(2015), 416 – 423.
Pajares, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of theliterature. *Reading &Writing Quarterly, 19*(2), 139-158.
Pajares, F. (2009). Motivational role of self-efficacy beliefs in self-regulated learning. In D. H. Schunk &B.J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications.* Routledge.
Panadero, E., Jonsson, A., & Botella, J. (2017). Effects of self-assessment on self-regulated learning andself-efficacy: Four meta-analyses. *Educational Research Review, 22*, 74-98.
Pavlenko, A. (2013). The affective turn in SLA: From 'affective factors' to 'language desire'

and 'commodification of affect'. *The affective dimension in second language acquisition, 3,* 3-28.

Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality, 15*(6), 425–448.

Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality & Individual Differences,36*(2), 277–293.

Petrides, K. V., Pérez-González, J. C., & Furnham, A. (2007a). On the criterion and incremental validity oftrait emotional intelligence. *Cognition and emotion, 21*(1), 26-55.

Petrides, K. V., Pita, R., & Kokkinaki, F. (2007b). The location of trait emotional intelligence in personalityfactor space. *British journal of psychology, 98*(2), 273-289.

Petrides, K. V. (2009). Psychometric properties of the trait emotional intelligence questionnaire (TEIQue). In C. Stough, D. H. Saklofske, & J. D. Parker (Eds.), *Assessing emotional intelligence:Theory, research, and applications* (pp. 85–102). Springer.

Petrides, K. V. (2011). Ability and trait emotional intelligence. In T. Chamorro-Premuzic, S. von Stumm, & A. Furnham (Eds.), *The Wiley-Blackwell handbook of individual differences* (pp. 656–678). Malden, MA: John Wiley & Sons.

Petrides, K. V., M. Mikolajczak, S. Mavroveli, M.-J. Sánchez-Ruiz, A. Furnham, and J.-C. Pérez-González. (2016). Developments in Trait Emotional Intelligence Research. *Emotion Review, 8*(4): 335–341.doi:10.1177/1754073916650493.

Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in education: Theory, research, and applications.* Merrill Prentice-Hall.

Pishghadam, R. 2009. A quantitative analysis of the relationship between emotional intelligence andforeign language learning. *Electronic Journal of Foreign Language Teaching, 6*(1). 31-41.

Prior, M. T. (2019). Elephants in the room: An "Affective turn" or just feeling our way? *The Modern Language Journal, 103,* 516-527.

Rossiter, M. J. (2003). The effects of affective strategy training in the ESL classroom. *TESL-EJ, 7(*2), 1-20.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination Cognition and Personality, 9*(3), 185–211. https://doi.org/10.2190/dugg-p24e-52wk-6cdg.

Schunk, D. H. (1989). Self-efficacy and achievement behaviors. *Educational psychology review, 1*(3), 173-208.

Schunk, D. H. (1991). *Self-efficacy and academic motivation*. Educational Psychologist.

Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading &Writing Quarterly, 19*(2), 159-172.

Schunk, D. H., Pintrich, P. R., and Meece, M. L. (2008). *Motivation in Education: Theory, Research, andApplications,* (3rd Ed). Pearson.

Shao, K., Yu, W. and Ji, Z. (2013), An exploration of Chinese EFL students' emotional intelligence andforeign language anxiety. *The Modern Language Journal, 97*, 917-929.

Shih, S., & Alexander, J. M. (2000). Interacting effects of goal setting and self- or other referenced feedback on children's development of self-efficacy and cognitive skill within the Taiwaneseclassroom. *Journal of Educational Psychology, 92*, 536–543.

Siegling, A. B., K. V. Petrides, and K. Martskvishvili. (2015). An Examination of a New Psychometric Method for Optimizing Multi-Faceted Assessment Instruments in the Context of Trait Emotional Intelligence. *European Journal of Personality 29*(1): 42–54..

Wang, C. (2004). *Self-regulated learning strategies and self-efficacy beliefs of children learning English as a second language.* Doctoral dissertation. http://www.ohiolink.edu/etd/

Wang, G. L. (2005). Humanistic approach and affective factors in foreign language teaching. *Sino–USEnglish Teaching, 2*, 1–5.

Wang, C., Wang. L., & Li, Y. (2007, March). *Chinese secondary school self-regulated learners of English*. In: Paper presented at TESOL (Teachers of English to Speakers of Other Languages) Convention,Seattle, WA.

Wang, C., Schwab, G., Fenn, P., & Chang, M. (2013). Self-efficacy and self-regulated learning strategiesfor English language learners: Comparison between Chinese and German college students. *Journal of Educational and Developmental Psychology, 3*(1), 173.

Zafar, V., Suneel, I., & Majeed, S. (2019). Trait Emotional Intelligence as Predictor of Academic Achievement in Undergraduate Students. *Paradigms, 13*(2), 100-105.

Zeidner, M., Matthews, G., & Roberts, R. D. (2012). The emotional intelligence, health, and well-being nexus: What have we learned and what have we missed? *Applied Psychology: Health and Well-Being, 4*(1), 1–30.

Zhu, Y., & Gong, B. (2020). The relationship between English self-efficacy and English language performance among Chinese university students. *European Journal of Molecular & Clinical Medicine, 7*(03), 16.

Ziegler, N. A. (2014). Fostering self-regulated learning through the European language portfolio: An embedded mixed-methods study. *The Modern Language Journal, 98*(4), 921-936.

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relatinggrade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology,82*, 51–59.

Zimmerman, B. J., & Kitsantas, A. (2005). Homework practices and academic achievement: The mediating role of self-efficacy and perceived responsibility belief. Contemporary *Educational Psychology 30*, 397–417.