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Emotive Behavior Control to Reduce Intolerance and Depression among Secondary School Students in Tulungagung Indonesia

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Abstract

The present study attempts to examine the impact of emotive behavior control in determining self-efficacy among students through mediating role of depression and intolerance in students. Following the quantitative approach, the primary data has been collected through purposive sampling from the 307 students of the educational institutions of Indonesia. Data has been analyzed with AMOS and SPSS. Several tests were applied including descriptive analysis, Confirmatory factor analysis, convergent and discriminant validity and Structural equation modeling to test the hypothesized relationships. The results show significant differences in direct and indirect effects. The direct effects indicated that emotive behavioral control techniques are the significant and positive drivers of self-efficacy among secondary level students. While the indirect effects show that depression and intolerance do not act as a significant mediator between emotive behavioral control and self-efficacy. Also, the study embraces several theoretical, practical and policy-making implications for the practitioners of mental health and academicians to promote self-efficacy and emotional wellbeing among students. In addition, the findings elaborated the mechanism of behavioral control and highlighted the associated outcomes which can be used for designing the emotional control curriculum. In the last, various limitations have been given along with the recommendations for in-depth findings by future researchers.

Keywords: Emotive Behavior Control, Intolerance, Depression, Indonesia

Introduction

The goal of education is to teach value systems and the development of abilities that can make contribution to the harmony of society. Education is a learning phenomenon that develops self-identification, self-esteem, intellectual and emotional skills among individuals(Hulten, 2017). Through learning systems, the individuals are able to conceive the favorable and prohibited behavior and norms of the society and become a responsible citizen and individual. It enables a person to understand emotional intelligence with the understanding of tolerance for disagreeable belief systems(Smith et al., 2017). Therefore, in order to achieve the desired objectives of educations, it is essential to facilities students with the learning processes and conditions which allows them to be active learners and recognize learning opportunities (Lalic, Ciric, Gracanin, & Anisic, 2018). In the learning conditions, the notion of self-efficacy is the crucial factor, emerged from Bandura's social cognitive theory and its significance in learning systems was supported with practical and theoretical implications by several scholars (Connolly, 2017). Self-efficacy is the perceived self-esteem, sense of self-worth and the self-confidence of abilities holds by an individual (Shehzadi & Krishnasamy, 2018). It is the belief of an individual in the possessed capabilities to perform a particular behavior. According to Bandura (2001)"Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment". It enables an individual to control and evaluate the thought process, feelings and their associated outcomes(Kong, Deng, & Zhang, 2019). The degree of self-efficacy perceived

by an individual drive the emotions desired performance and the selection of behaviors and ultimately drives the efforts for a particular activity (Lent & Brown, 2019). Self-efficacy is also believed to be a source of positive mental health and satisfaction of students with their life's and their executed behaviors. As the students who considered themselves successful in their academics are more satisfied with regards to their performance (Lau, Fang, Cheng, & Kwong, 2019). It is observed that the students with high self-efficacy are more inclined towards their career and set challenging goals whereas, the students with low levels of self-efficacy or self-confidence feel disappointed and discouraged in their academic activities and easily falls into depression (Brenninkmeijer, Lagerveld, Blonk, Schaufeli, & Wijngaards-de Meij, 2019). As shown from the global statistics of mental health of students (figure 1), depression and anxiety are the most prevailing negative mental health element.

Types of mental health problems among students
Which of these best describes your mental health problem(s)? % (Select all that apply)

Depression: 77
Anxiety: 74
Eating disorder: 14
Behavioural/ Developmental: 5
Learning disability: 5
Other: 4

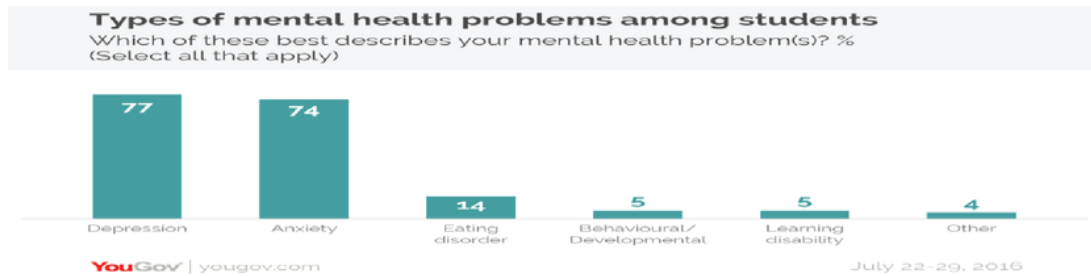YouGov | yougov.com   July 22-29, 2016

Figure 1: Common mental health problems among students

For the achievement of desired performance in academics, it is essential for students to enhance their self-worth and reduce academic burnout and depressive behaviors as sound mental health are the vital factor for boosting self-confidence. Throughout the world, almost every country is facing the challenge of student's mental health which needs to be resolved as due to this the capabilities and potential of students are underutilized as for the growth of any country, effective education systems and students capabilities in the form of human capital are the major contributors (Sperry & Binensztok, 2019).Therefore, in view of the discussed findings, it is observed that the researches have been focused on the impact of cognitive-behavioral interventions and therapies but no such study has been conducted to analyze the role of emotive behavioral control on self-efficacy of students particularly. Also, the mediating role of depression and intolerance in students in the relationship between emotive behavioral control and self-efficacy of the students not examined earlier. These observations highlighted the literature gap which needs to be fulfilled, therefore in order to fulfill the identified gap, by following the suggestions of previous studies of (Sutherland, Conroy, McLeod, Kunemund, & McKnight, 2019; Vernon & Bernard, 2019) the present study proposed the following research objectives:

1. To determine the impact of emotive behavior control on the self-efficacy among Secondary School Students in Tulungagung Indonesia

2. To investigate the mediating role of depression in students in the relationship between emotive behavior control and the self-efficacy among Secondary School Students in Tulungagung Indonesia.

3. To explore the mediating role of intolerance in students in the relationship between emotive behavior control and the self-efficacy among Secondary School Students in Tulungagung Indonesia.

Similarly, the other contribution was the inclusion of Indonesia's education sector to investigate the impact of emotive behavior control on the self-efficacy among Secondary School Students in Tulungagung Indonesia with the mediating role of depression and intolerance. As, the education system is the 4th largest in the world with more than 50 million students, 2.6 million teachers, and 250k schools as shown in figure 1. The education of primary and high school is compulsory.
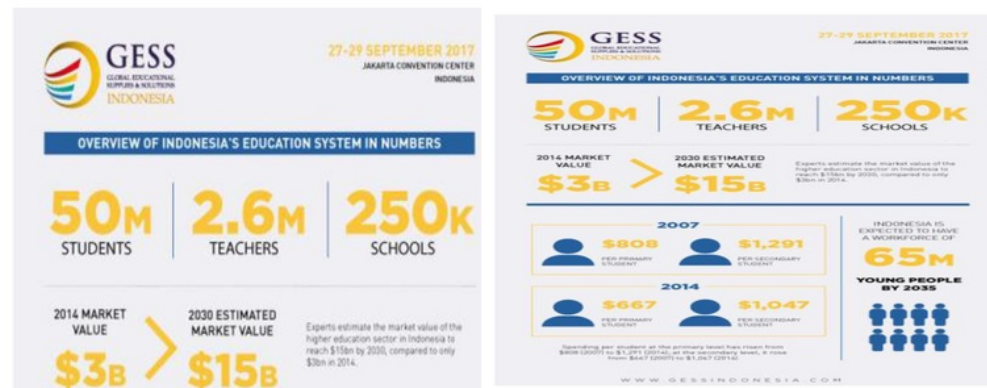

Figure 2

Moreover, unlike previous studies, the current study incorporated advanced methodological techniques such as Structural equation modeling and confirmatory factor analysis. The explanation of the proposed mechanism is significant for mental health practitioners and educators to develop recovery therapies and promote mental health. Thus, the rest of the research covered the relevant literature and formulation of hypotheses, in section 3 the methodology of the study is discussed, whereas in section 4 data analysis and results are discussed while section 5 includes a conclusion and future policy implications.

Literature Review and Theoretical Background

In order to analyze the role of emotive behavior control on the self-efficacy of students, the study incorporated the framework of "rational-emotive behavior therapy (REBT)"(A. Ellis & MacLaren, 1998). The application of REBT for the treatment of mental health problems of school students was pioneered by Alber Ellis in the 1950s since that long history was evidenced in terms of its application to school students (Turner, 2016). This intervention was proposed as a significant framework to understand and promote mental health as mentioned by (A. Ellis, 1995) that "I have always believed in the potential of REBT to be used in schools as a form of mental health promotion and with young people experiencing developmental problems". REBT emphasized the inclusion of prevention curriculum in the schools as it helped students in learning of mental health mechanisms through which the present and future benefits are associated. In the context of education and schools, REBT is derived as REBE i.e. "rational-emotive behavior education" which can be applied to teach emotional control behavior and practices (Wood, Barker, & Turner, 2017). As the learning of social and emotional competence is vital for the wellbeing of students. Also, it fosters their academic performance, self-confidence, and sense of responsibility (Cunningham & Turner, 2016). The core characteristics of REBT comprises of prevention, promotion and intervention approach to teaching the students the skill of rational evaluations of their behaviors including self-worth, tolerance of frustration, and risk-taking. It

also enhanced the ability to challenge irrational thoughts with the incorporation of several change methods based on emotional, behavioral and cognitive aspects (MacLaren, Doyle, & DiGiuseppe, 2016). The mental health of students is affected in various forms including depression, career anxiety, intolerance, suicide or suicide ideation, eating disorders, and substance abuse result when they are unable to deal and control their emotions and behaviors (Iftene, Predescu, Stefan, & David, 2015). Several studies have incorporated REBT framework for an in-depth understanding of mental health promotion and its outcomes in the educational context and for the reduction of depression and academic anxiety among student (D. J. Ellis, 2019; Ogbuanya, Eseadi, Orji, Anyanwu, Ede, et al., 2018). Thus, the present study proposed the following conceptual model presented in figure 3 by taking into consideration the role of emotive behavior control (independent variables) as the determining factor of self-efficacy among students in Indonesia (dependent variable). The study also assumed that depression in students and intolerance acts as a significant mediators in the relationship between emotive behavior control and self-efficacy among students of secondary schools.

Emotive Behavior Control and Student Self-Efficacy

Emotive behavior control refers to the degree to which individuals are able to control their emotions. It is the identification of rational thoughts and addressing existing mental health disorders and irrational beliefs. It includes the discovery of one's self-worth and the detection of potential weak areas that need to be improved (Zahrakar & Kasaee, 2019). It is a self-oriented perspective focused on the promotion of wellbeing and mental health which allows the individuals to work on their self-satisfaction and self-worth by controlling their emotional responses to various situations of the environment in which they live through the development of positive attitude. It works on the principle of prevention, promotion, and intervention which emphasizes implementing best mental health promotion practices and ultimately high self-worth (Turner & Davis, 2019).

It is argued by the authors that emotive behavior control generates solutions to the underlying behavioral problems faced by individuals. Without the adoption of this intervention the individuals are unable to resolve mental problems and fulfill the needs of self-satisfaction and confidence it has a significant impact on an individual's self-efficacy (Haydon, Alter, Hawkins, & Kendall Theado, 2019). Also, emotive behavior control leads towards consistency in perceiving high self-value and capacity to perform and targeted towards solutions of the existing issues like low self-esteem and academic anxiety, etc.(Krispenz, Gort, Schültke, & Dickhäuser, 2019). Also, emotive behavior control is an approach based on mental health-driven practices to explore the existing potentials and strengths among individuals for the enhancement of self-efficacy (Wijayanti, Sugiharto, & Wibowo, 2019). In order to archive high levels of self-worth, the schools incorporate the activities comprising of emotional controltechniques to promote positive mental health among students and for the reduction of stress levels (Pannebakker et al., 2019). Also, multiple studies have emphasized the importance of being emotionally strong and intelligent responsive to high performance and ultimately for self-confidence(Ogbuanya, Eseadi, Orji, Anyanwu, Joachim, et al., 2018). While studying the major determinants of self-efficacy and high self- satisfaction, the findings highlighted that the implementation of emotive behavior control techniques is effective in generating solutions with creating a favorable environment for the students (Wood et al., 2017). Therefore, based on the reviewed literature and the recognition of the importance of emotive behavior control in the determination of self-worth or self-efficacy among students, the current study hypothesized that:

H1: Emotive behavior control has a significant impact on student self-efficacy.

Mediating Role of Student Intolerance

Tolerance in students is the willingness to accept difference of opinion that occurs due to personality, religion and cultural differences. Whereas, Intolerance in students refers to the unwillingness of the acceptance of beliefs, opinions, and views that are not similar to the opinions and beliefs of one's self (Si & Zhang, 2017). It is necessary for the schools to promote tolerant environment in order to teach the acceptance of differences of opinion which exists due to different value systems and diverse perceptions among individuals (Warren & Hale, 2016), also it is important to understand cultural differences. Because high tolerance behavior among students encourages participation and collaboration and provides multiple opportunities for learning new skills and abilities through gaining knowledge from different mindsets (Phelps-Naqvi & Katz, 2017). This skill development ultimately boosts the self-confidence and self-worth of individual as positive perceptions of being able to achieve the desired tasks emerged (Cândea et al., 2018). It is observed in the literature that tolerance behavior can be taught with high emotional self-control as it requires the courage to respect and understand the belief systems that are different from self-perceptions about a particular mechanism(Matweychuk & Dryden, 2017). Moreover, it is argued by several scholars and practitioners of REBT that emotive behavioral control is the effective and significant way to reduce irrational negative emotions and behaviors such as intolerance, and anxiety among students as in the present era the schools evidenced high trends of diversity in terms of cultural and regional characteristics that resulted in diverse opinions and self-concepts (Dryden, 2019). Therefore, in order to boost high self-esteem and self-confidence among students, it is vital to teaching them tolerance behavior through emotive behavioral control techniques and interventions as REBT emphasized the inclusion of prevention curriculum in the schools to help students in learning of mental health mechanisms (Bennett & Turner, 2017).Because the confidence in one's self can only be achieved when an individual realizes the importance of his or her unique perceptions and identities. This confidence can be injected among students with the promotion of positive emotions and the avoidance of intolerance behaviors that resulted in negative emotions and lowers the self-esteem (Stephenson, Watson, Chen, & Morris, 2018). Thus in view of the existing relationship between, intolerance in students, emotive behavioral control and self-efficacy, the present study hypothesized that:

H2: Intolerance in students significantly mediates the relationship between emotive behavior control and student self-efficacy.

Mediating Role of Depression in Student

Depression in the form of mental disorder and is a common and serious medical illness which negatively impacted the behavior of an individual, it affects how the person feels and observes the surroundings and also the acts. The feelings of sadness are caused by depression and ultimately result in loss of interest in the activities which were important earlier (Damush et al., 2016). It is argued by the authors that depression in students, their ability to control the emotions and their self-efficacy are interrelated. As mentioned above, the core characteristics of REBT comprises of prevention, promotion and intervention approach deal with negative mental health aspects such as depression, as enhanced the skill of rational evaluations of behaviors. It also enhanced the abilityof students to challenge the irrational thoughts with the incorporation of several change methods based on emotional and behavioral aspects (Cherenack, Sikkema, Watt,

Hansen, & Wilson, 2018)With the adoption of emotive behavior control, the individuals are able to avoid negative emotions and mental disorders fulfill the needs of self-confidence and increased their trust in their capabilities(Blackburn & Owens, 2015). With high depression levels, the need to control such disorder emerges in the individual and it has a significant impact on self-worth of the students(Harries & Brown, 2019). Also, the effective reduction of negative emotions like depression requires well-designed prevention and emotive behavior control approach that results in strong emotional control and provides ways for them to cope up with the challenging environment and leads towards enhanced self-worth (Adams et al., 2019). Moreover, it was highlighted by Muris, Meesters, Pierik, and de Kock (2016) ENREF 27that for the enhanced self-worth, it is essential that the individual must possess positive perceptions about the overall wellbeing and enjoys sound mental health as its plays a significant role in the process of fostering high self-confidence, self-esteem and build trust in the capabilities of one's self. Thus in view of the existing relationship between, depression levels of students, emotive behavioral control and self-efficacy, the present study hypothesized that:

H3: Depression in students significantly mediates the relationship between emotive behavior control and student self-efficacy.
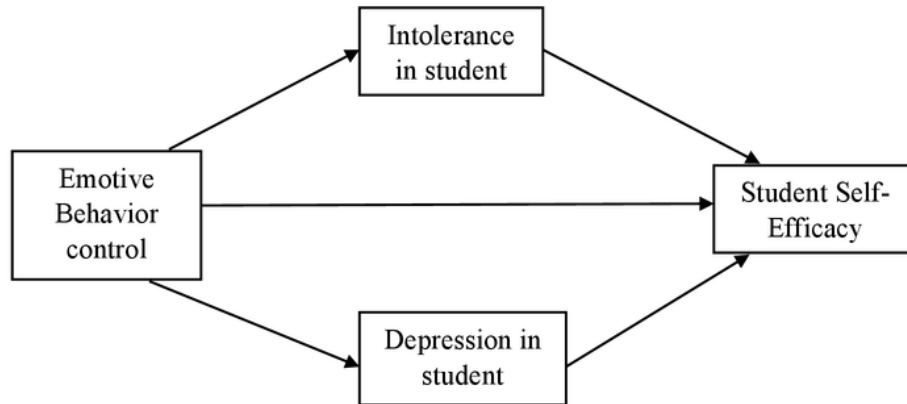

Figure 3: Conceptual model

Research Methodology
Population and Sampling

Researcher accompanied this research study for checking the effect of emotive behavior control on student self-efficacy, in mediating role of tolerance in students and depression in students. Researcher observed this specific research study in population of Indonesia because education quality has been questioned a lot in Indonesia, as Indonesian government provides the free to charge education to students from one to nine grade in schools but still it has been evaluated that after completing the school students still not much literate. Moreover, self-efficacy in students has not been observed due to attitude of teacher towards students learning and behavior, as many schools have been owned by politics officers that's why teachers were more attentive rather than students learning. There is need to change the culture of education system and teachers should focus on building the character and behavior of students, in this regard researcher accompanied this research study for checking that if emotive behavior control policies have been implemented

then what will be the effect on self-efficacy of students. Researcher target the Tulungagung Indonesia region for data collection, as it has been observed that schools in this specific region have poor education quality and due to high misconduct practices of students in this region. Further, researcher used simple random sampling technique for selecting schools from this region, in order to maintain balance and researcher used purposive sampling technique for selecting students from sampling frame, as it enables to selects only those who have interest in study and have knowledge about variables. For data collection, researcher distributes the questionnaire among 360 respondents, only 523 responded and researcher considered only 307 valid because rest of them have been rejected.

Data Collection Procedure

Structured questionnaire has been taken into consideration for the collection of quantitative, objective and primary responses form large no of responses. Researcher categorized the questionnaire into two types of closed ended questions such as first one is variable scale items related to emotive behavior control, intolerance in students, depression in students and student self-efficacy and second one is demographic questions. Researcher originally written the questionnaire items in English language but for data collection from Indonesia, researcher converted into native language. Afterward, researcher used back-translation method for converting questionnaire back into English language, for easy data analysis. Further, researcher checked the content validity of measured through feedback of industrial practitioners and also checked the understandability of items through feedback of 30 selective respondents. For administration of questionnaire, researcher accompanied self-administering technique because some respondents were unable to understand the specific terms of questionnaire that's why researcher self-visit the respondents to solved the queries.

Measures

Different authors have already used the proposed variables in their earlier studies in the previous literature, in totally different context but due to reliability and authenticity of outcomes, researcher adapts the survey items from their research work for the assessing the roles of variables. In this study, researcher measured the emotive behavior control through 24 survey items, adapted from (Macavei, 2005), researcher takes into account research study of (Fibert & Ressler, 1998), for adapting 4 survey items for the measurement of intolerance in students and researcher adapts the 7 measurement items form earlier study of (Inam, Saqib, & Alam, 2003), for the measurement of depression in students. Further, student's self-efficacy measurement, researcher takes into account earlier work of (Walker, 2003) for adapting 10 survey items. All these measurement items, have been assessed through 5-point Likert scale, in this scale response ranges from1 (strongly disagree) to 5 (strongly agree).

Data Analysis

For statistical analysis of the collected data or responses, researcher takes into account two software such as (1) SPSS and (2) AMOS, which analyzed the data by accompanying different tests. Researcher accompanied the SPSS for running the diagnosis of reliability test, regression test, correlation test and descriptive statistics test, all these tests examined different criteria to statistically analyzed the collected data. In reliability test, researcher examined two criteria such as composite reliability and Cronbach's alpha, both must have the values in threshold range, greater than 0.70 in order to ensured the internal consistency and items reliability. Further,

researcher accompanied AMOS for running the diagnosis of confirmatory factor analysis and structure equation modeling. CFA has been taken into consideration for assessing convergent validity, model fitness and discriminant validity. Contrary to this, SEM runs for checking that which hypothesis get accepted or which get rejected.

Results and Analysis

The data for this study has been collected from 307 residents of Tulungagung, Indonesia. 40.7% were males and 59.3% are females. Moreover, about 48.9% of the sample respondents have done their post-graduation and 40.4% have done their masters, which makes the sample highly educated. The largest portion of the sample, almost 60%, belonged to the age group 31-40, making the majority sample mature and able to understand the intricate details of the study.

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	SD	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	SE
SSelfEfficacy	307	1.00	4.90	3.5609	1.08867	-.837	.139
IntolStud	307	1.00	5.00	3.3550	1.21409	-.523	.139
DeprStud	307	1.00	5.00	3.4597	1.12641	-.553	.139
EmBehvCont	307	1.00	5.00	3.4851	1.13219	-.563	.139
Valid N (listwise)	307						

Table no. 1 is showing descriptive statistics results of this study. Minimum and maximum statistic values show that none of the variables acted as an outlier in the data. Mean values show an average inclination towards 3.5, making it easy to interpret that most of the respondents either stated neutral responses or agreed with the statements in the questionnaire. The skewness measures were used to check the normality in the data. The results of skewness lie between the threshold range for normal distribution, i.e. -1 and +1. So it can be said that the data was normally distributed against all variables.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.809
Bartlett's Test of Sphericity	Approx. Chi-Square	23986.996
	df	990
	Sig.	.000

The results of the KMO and Bartlett's Test has been shown in the Table no. 2. The sampling adequacy for the data taken for calculation is given as an output of KMO testing. The result for this study, .809, lies between the threshold range of this test, 0.8 and 1. The sample size for this study was therefore adequate.

Table no. 3 represents the results of rotated component matrix. The results of all the components show that their carry factor loading is almost above 0.7, with only one component having .699 result, which is insignificant due to its closeness to 0.7, it is validated greater that there is no issue of cross loading, meaning that the validity of data is good.

Table 3: Rotated Component Matrix

	Component			
	1	2	3	4
SE1		.699		
SE2		.769		

SE3		.842		
SE4		.858		
SE5		.829		
SE6		.811		
SE7		.815		
SE8		.835		
SE9		.854		
SE10		.829		
IS1				.782
IS2				.828
IS3				.820
IS4				.830
DS1			.826	
DS2			.880	
DS3			.876	
DS4			.885	
DS5			.888	
DS6			.890	
DS7			.876	
BC1	.865			
BC2	.906			
BC3	.885			
BC4	.877			
BC5	.873			
BC6	.874			
BC7	.817			
BC8	.905			
BC9	.888			
BC10	.882			
BC11	.858			
BC12	.884			
BC13	.907			
BC14	.868			
BC15	.894			
BC16	.874			
BC17	.902			
BC18	.860			
BC19	.822			
BC20	.901			
BC21	.883			
BC22	.892			
BC23	.845			
BC24	.875			

Table 4: Convergent and Discriminant Validity

|	CR	AVE	MSV	MaxR(H)	BC	IS	DS	SE
BC	0.921	0.819	0.279	0.991	**0.905**			
IS	0.931	0.771	0.271	0.992	0.521	**0.878**		
DS	0.965	0.796	0.233	0.994	0.336	0.438	**0.892**	
SE	0.938	0.755	0.279	0.995	0.528	0.484	0.483	**0.869**

Table no. 4 shows results of the convergent and discriminant validity tests. The CR and AVE are indicators of convergent validity while the rest are indicators of discriminant validity. Threshold of CR values is 0.7 and for AVE is 0.5. The results for all variables for these indicators is above threshold which confirms that there is convergent validity in data. the diagonal portion of this table shows that IS and DS are more associated with themselves instead of being dependent on each other while IS has more association with BC and SE is more associated with DS.

Table 5: Confirmatory Factors Analysis

Indicators	Threshold range	Current values
CMIN/DF	Less or equal 3	2.188
GFI	Equal or greater .80	.800
CFI	Equal or greater .90	.956
IFI	Equal or greater .90	.956
RMSEA	Less or equal .08	.065

Table no. 5 is for confirmatory factor analysis that shows the fitness of model. The fitness of model is confirmed if the results for all the indicators is above threshold like in the present study results that are proving that the developed model is a good fit.

Figure 4: CFA
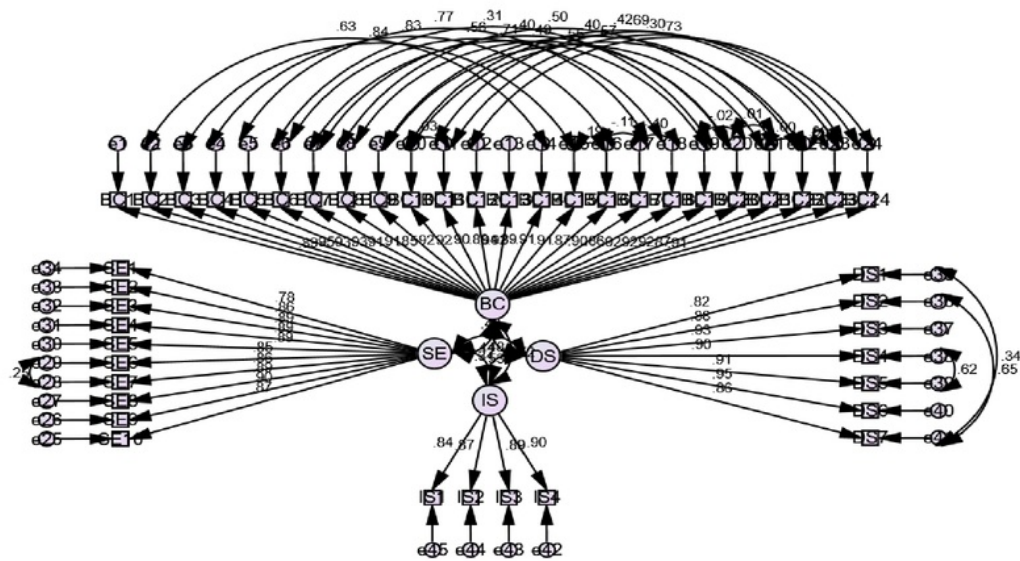
Table 6: Structural Equation Modeling

Total effect	EmBehvCont	DeprStud	IntolStud
DeprStud	.331***	.000	.000
IntolStud	.502***	.000	.000
SSelfEfficacy	.534***	.294**	.173**
Direct effect	EmBehvCont	DeprStud	IntolStud
DeprStud	.331***	.000	.000
IntolStud	.502***	.000	.000
SSelfEfficacy	.350***	-.294**	-.173**
Indirect effect	EmBehvCont	DeprStud	IntolStud
DeprStud	.000	.000	.000
IntolStud	.000	.000	.000
SSelfEfficacy	-.184**	.000	.000

SEM was run on AMOS for testing the hypotheses of this study. Results have been shown in table no.6 that show that emotive behavior control exerts a significant positive direct effect on the self-efficacy of the students. Increasing one unit of emotive behavior control has shown to increase self-efficacy by 35%. However, under the influence of the mediators, indirect effect is insignificant but negative. Increasing one unit of emotive behavior control increases depression by 33.1% and intolerance by 50.2%. While increase in depression by one unit reduces self-efficacy by 29.4% and increase in intolerance by one unit reduces self-efficacy by 17.3% in the students. This negative impact of mediators can be seen in the decrease of 18.4% in self-efficacy under indirect effect of emotive behavior.

Figure 4: SEM
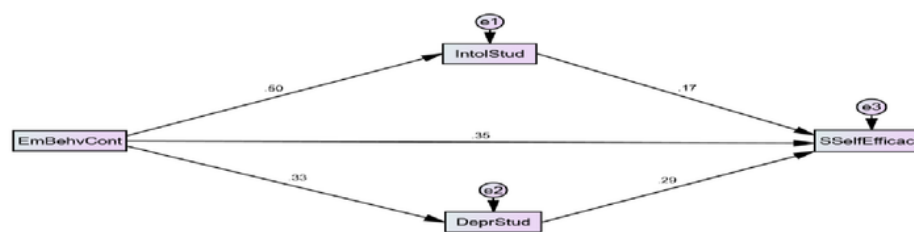
Discussions and conclusion

Discussions

This study focused on how emotive behavior in secondary level students affected their self-efficacy. The major aim was to discuss the reduction of depression and intolerant behavior of secondary level students by promoting the use of the technique of emotive behavior control by the teaching staff. During this study, the author generated three major hypotheses that were used to test the said effects of emotive behavior control. The first hypothesis proposed that emotive behavior control directly effects the self-efficacy of the students. This hypothesis was accepted by the SEM testing steps, as depicted in table no.6 given above. Some studies have mirrored these results (Wood et al., 2017; Zee, de Jong, & Koomen, 2016). The second hypothesis proposed that emotive behavior control and self-efficacy have an indirect relationship through the mediating effects of depressive behavior in secondary level students. The results showed that this variable had a significant but negative effect on self-efficacy was caused through this mediator, as depicted in table no.6 given above. A number of previous studies follow this result (Beiter et al., 2015; Raskauskas, Rubiano, Offen, & Wayland, 2015). The third hypothesis presented the fact that emotive behavior control and self-efficacy have an indirect relationship through the mediating effects of intolerant behavior in secondary level students. This hypothesis was also rejected as a significant and negative impact of intolerant behavior was seen over self-efficacy. Few studies (Jibeen, 2017; Noh, 2016) also mentioned similar research outcomes. These analysis help in deducing that if the tolerance level of students is increased through promotion of emotive behavior control and the depression causing factors for students are also decreased, then the self-efficacy of the students can be increased efficiently.

Conclusion

Today's education system imposes a great amount of stress and responsibility on students of very tender ages. These stress factors cause the students to develop low levels of self-esteem and self-efficacy. The purpose of this study was to analyze how emotive behavior therapy can be used to increase self-efficacy in students. The study used reduction in depression and intolerant behavior of students as the mechanism to improve the levels of efficacy in students. The data for this study was collected from secondary schools in Tulungagung, Indonesia. The selected sample had 307 respondents. Statistical analysis, estimation techniques and root unit testing were some methods using which this data was analyzed. Results have been summarized in the analysis and results

section of this paper. The results showed that reduction in depression and intolerance caused the self-efficacy in students to increase to efficient levels. The author of this study has outlined several policy making, theoretical and practical implications in the section below.

Implications

Since this study discusses the impact of emotive behavior controlling for the reduction of very critical behavior issues, intolerance and depression, in young students, it has several implications in theoretical, practical and policy making contexts. Deep literature review has been presented that can be used by fellow researchers for clarifying their concepts for their own researchers. In addition, it provides the school faculties with guidelines and insights that can help them to recognize and control depressive and intolerant behavior in students. The government officials can also use this study to guide policy designs for school level laws in their jurisdiction.

Limitations and Future Research Recommendations

It is important to consider few limitations for the improvement and enhancement of future research in this area of study. Some of the limitations and boundaries of this particular research are based on the fact that the population taken for this research is very small and the results can prove to be geographically biased. This limitation implies that in future, researchers should consider conducting similar research taking a country level or region level data. In addition, the effects of emotive behavior control techniques should be tested for other behavioral characteristics of students, like self-esteem level, self-efficacy and learning power with the aim improving the volume of research and the quality of education.

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