

SURVEYING THE RELATIONSHIP BETWEEN TEACHER'S EMOTIONAL INTELLIGENCE AND SELF-EFFICACY IN FIRST REGION OF TABRIZ EDUCATION DEPARTMENT

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Abstract

The nature of this study is correlation. We determined the amount of the sample size with the used of Cochran sampling method which the statistical sample is 254 of these small trading company employees which have been selected through the simple random sampling method. To gathering of data, we used questionnaire. In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used, and to display some statistical data we used column diagram and in deductive level to test the hypothesis of the research we used Pearson correlation coefficients. Findings show that in two-tailed significance level, the significance level of test (0.000) is small than 0.05. In other words, there is a positive relationship between teacher's emotional intelligence their dimensions (self-awareness, self-regulation, motivation, empathy and social skills) and self-efficacy at in first region of Tabriz education department.

Keywords: *self-efficacy, emotional intelligence, self-awareness, self-regulation, motivation, empathy and social skills*

INTRODUCTION

Similarly, in 1940 David Wechsler described the influence of non-intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we could adequately describe these factors (Bar, 2006). In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* (Gardner, 1983). Introduced the idea of multiple intelligences which are included both *interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability (Smith, 2002). Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence were lacking in ability to fully explain performance outcomes.

The first use of the term "emotional intelligence" is usually attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* from 1985 (Payne, 1986). However, prior to this, the term "emotional intelligence" had appeared in Leuner (Leuner, 1966). Stanley Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), (Salovey & Mayer, 1990). And Daniel Goleman (1995) the distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000 (Petrides & Furnham, 2000).

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Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. It can be divided into *ability EI* and *trait EI*. Ability EI is usually measured using maximum performance tests and has stronger relationships with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. Criticisms have centered on whether EI is a real intelligence and whether it has incremental validity over IQ and the Big Five personality traits (Harms & Credé, 2010).

In other words, Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

Daniel Goleman (1995), an American psychologist, developed a framework of five elements that define emotional intelligence:

1. *Self-Awareness* – People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.
2. *Self-Regulation* – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
3. *Motivation* – People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
4. *Empathy* – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
5. *Social Skills* – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

As you've probably determined, emotional intelligence can be a key to success in your life – especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your emotional intelligence can be a good way to show others the leader inside of you.

Physiological and emotional states influence self-efficacy when we learn to associate poor performance or perceived failure with aversive physiological arousal and success with pleasant feeling states. Thus, when I become aware of unpleasant physiological arousal, I am more likely to doubt my competence than if my physiological state were pleasant or neutral. Likewise, comfortable physiological sensations are likely to lead me to feel confident in my ability in the situation at hand. Physiological indicators of self-efficacy expectancy, however, extend beyond autonomic arousal. For example, in activities involving strength and stamina such as exercise and athletic performances, perceived efficacy is influenced by such experiences as fatigue and pain (Bandura, 1986, 1997.)

The basic premise of self-efficacy theory is that “people’s beliefs in their capabilities to produce desired effects by their own actions” (Bandura, 1997, p. vii) are the most important determinants of the behaviors people choose to engage in and how much they persevere in their efforts in the face of obstacles and challenges. Self-efficacy theory also maintains that these efficacy beliefs play a crucial role in psychological adjustment, psychological problems, physical health, as well as professionally guided and self-guided behavioral change strategies.

Self-efficacy is not an intention to behave or an intention to attain a particular goal. An intention is what I say I will probably do; and research has shown that intentions are influenced by a number of factors, including, but not limited to, efficacy beliefs (Maddux, 1999).

The main purpose this study is determines the relationship between Teachers Emotional Intelligence and Self-Efficacy in Tabriz. And our main question is: “is there relationship between Teachers Emotional Intelligence and Self-Efficacy in first region of Tabriz education department?”

RESEARCH HYPOTHESIS

In this paper we have one main hypothesis and fore secondary hypothesis. The statistical way of analysis of hypotheses is two ways, H_1 is acceptance of hypothesis and H_0 is rejecting of hypothesis. In other words, it means that H_1 has positive meaning and H_0 has negative meaning.

1. There is a relationship between Teachers Emotional Intelligence and self-efficacy in first region of Tabriz education department.
 - 1.1 There is a relationship between self-awareness and self-efficacy in first region of Tabriz education department.
 - 2.1 There is a relationship between self-regulation and self-efficacy in first region of Tabriz education department.
 - 3.1 There is a relationship between social skills and self-efficacy in first region of Tabriz education department.
 - 4.1 There is a relationship between empathy and self-efficacy in first region of Tabriz education department.
 - 5.1 There is a relationship between motivation and self-efficacy in first region of Tabriz education department.

METHOD

The nature of this study is correlation. We determined the amount of the sample size with the used of Cochran sampling method which the statistical sample is 254 of teacher’s in first region of Tabriz education department which have been selected through the simple random sampling method. To gathering of data, we used questionnaire. Questionnaires reliability was estimated by calculating Cronbach’s Alpha that is shown in the table 1.

Table1. Results of questionnaires reliability from SPSS software

Variables	Cronbach's Alpha
Emotional Intelligence	0.82
Self-Efficacy	0.88

In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used, and to display some statistical data we used column diagram and in deductive level to test the hypothesis of the research we used Pearson correlation coefficients. The analysis has performed with SPSS

RESULTS AND CONCLUSION

1- Demographical Analysis

Eighty percent are male and fifteen percent are female and 5 present don’t answer. The responder’s degree is 2 percent PHD, 16.5 percent MA, 44.9 percent BA, 27.2 percent Associate Degree and

9.4 percent have DA degree or under. It means that the most of the responder have university degree (Table 2).

Table2: Responders degree

		Frequency	Percent
Valid	Diploma	24	9.4
	Associate Degree	69	27.2
	Bachelor	114	44.9
	MA	42	16.5
	PhD	5	2
	Total	254	100.0

Table 3 shows work experience of the responders. According to table 3, from the precedence point of view about 17.3 percent of responders have less than 5 years' work experience, 28.3 percent have between 6-10, 26 percent 11-15, 7.9 percent have between 16-20, and finally 20.5 percent have more than 21 years of managing experience. It shows that people with less experience are less than 5 years.

Table 3: Work Experience of the Responders

		Frequency	Percent
Valid	<5	44	17.3
	6-10	72	28.3
	11-15	66	26.0
	16-20	20	7.9
	> 21	52	20.5
Total		254	100.0

2- Hypotheses Analysis

In this paper we have one main hypothesis and 5 sub-hypothesis. The statistical way of analysis of hypotheses is two ways, H_1 is acceptance of hypothesis and H_0 is rejecting of hypothesis. In other words, it means that H_1 has positive meaning and H_0 has negative meaning.

Table 4, which present the correlations of each of the 5 items of first main hypothesis "There is a relationship between teachers emotional intelligence and self-efficacy". The results show that Emotional Intelligence and their dimensions are all significantly and highly related with self-efficacy.

Table 4- Pearson's correlation coefficients of variables

Independent Variables	dépendent Variable	n	Pearson Correlation	Level of sig.
Self-Awareness	self-efficacy	254	0.501	0.000
Self-Regulation	self-efficacy	254	0.268	0.000
motivation	self-efficacy	254	0.319	0.000
Empathy	self-efficacy	254	0.720	0.000
Social Skills	self-efficacy	254	0.398	0.000
Emotional Intelligence	self-efficacy	254	0.488	0.000

According to table 4, that presents the correlations of each hypothesis. The results show that relationship emotional intelligence dimensions (self-awareness, self-regulation, motivation, empathy and social skills) are all significantly and highly related with self-efficacy. The highest positive correlation was found between empathy and self-efficacy ($r=0.720$ and $sig= 0.000$).

- According to hypotheses1-1, Significant alpha value is ($0.000 < 0.05$), so, we can confirm H_1 and reject H_0 . And say that there is a relationship between self-awareness and self-efficacy in first region of Tabriz education department.

- According to hypotheses1-2, Significant alpha value is ($0.000 < 0.05$), so, we can confirm H_1 and reject H_0 . And say that there is a relationship between self-regulation and self-efficacy in first region of Tabriz education department.
- According to hypotheses1-3, Significant alpha value is ($0.000 < 0.05$), so, we can confirm H_1 and reject H_0 . And say that there is a relationship between motivation and self-efficacy in first region of Tabriz education department.
- According to hypotheses1-4, Significant alpha value is ($0.000 < 0.05$), so, we can confirm H_1 and reject H_0 . And say that there is a relationship between empathy and self-efficacy in first region of Tabriz education department.
- According to hypotheses1-5, Significant alpha value is ($0.000 < 0.05$), so, we can confirm H_1 and reject H_0 . And say that there is a relationship between social skills and self-efficacy in first region of Tabriz education department.

Findings show that in two-tailed significance level, the significance level of test (0.000) is small than 0.05. We can confirm all H_1 and reject all H_0 hypotheses. In other words, there is a positive relationship between emotional intelligence and self-efficacy and their dimensions (self-awareness, self-regulation, motivation, empathy and social skills) in first region of Tabriz education department.

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