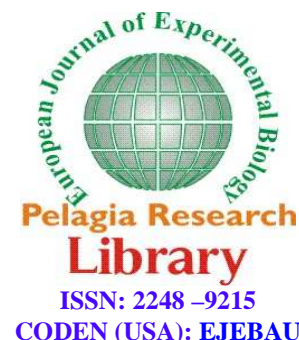




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## Relationship between Emotional Intelligence and Self-efficacy in Practical courses among Physical Education Teachers

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### ABSTRACT

*The purpose of this research was to find the relationship between emotional intelligence and self-efficacy in practical courses among physical education teachers. 124 male and 76 female physical education teachers were randomly selected. Bar-on Emotional and Self- efficacy job Questionnaires were used to evaluate the teachers' attitudes. Pearson correlation coefficient was used to investigate the two by two relationships between variables at  $p < 0.05$  level. The results demonstrated a significant relationship between emotional awareness, empathy, and self-efficacy in theory courses. Teaching physical education teachers with respect to components of emotional intelligence was significant.*

**Key words:** Emotional intelligence, self-efficacy, Physical Education

### INTRODUCTION

Numerous psychological studies have indicated that emotional intelligence [6, 23] and job success [15] are important factors in job performance and career success, which prevents occupational stress [18] and reduction of energy [10] and increase job and life satisfaction [19]. Theoretically; it is believed that with high social and individual emotional competencies, individuals will have a sense of identifying, understanding and managing social and individual emotional in their jobs [5, 13]. Goleman (1995) maintains that emotional intelligence is one of the most important factors as predictor of job success. He also stated that emotional intelligence was closely related to job satisfaction and job success. On other the hand, based on Bandura's theory of self-efficacy (1997), when a person does not understand one's own ability to do something, he/she will not make an attempt to do it. The importance of job competence in achievements of university professors and the important role of social abilities in this achievement on one hand, and the potential role of emotional intelligence in social orientation on the other hand form this hypothesis that Emotional intelligence and professor's efficacy may be related. The research in the field of educational psychology indicates that some of emotional competence is in relation to teachers' sense of self-efficacy [11, 20, 17, 21]. For example; dimensions of emotional self-awareness, interpersonal relations, and problem – solving among English teachers in institutes in Mashhad were significant predictors of teacher's self-efficacy [17].

While, by using a four-component of emotional intelligence among Chinese secondary school teachers in Hong-Kong, only the positive emotions was known as significant predictor of feelings of self-efficacy [9]. It has been reported that there are significant correlation between the overall level of emotional intelligence and self-efficacy job among England teachers, while this relationship has been independent of impacts of variables such as; age, sex, and teaching experience [20]. Although the above relationship has been studied in previous studies, the results are not complete agreement among different communities. Therefore; lack of consistency in the results emphasized on conducting further studies in this area. On other hand, the relationship between emotional intelligence and job competence in higher education was not noticeable for the researchers and the existing data are confined to secondary schools [11] and foreign languages institutes [17, 21]. According to Bar-on (2000), emotional intelligence is defined as the sum of social and emotional competencies that how and quality of individual's communicate with himself and others in order to cope with environmental pressures and demands can be determined. He also maintains that emotional intelligence is a series of collection of unknown capabilities, competencies, and skills which can have a strong effect on individuals' capabilities in order to succeed in coping with environmental demands and pressures. Brown et al. (2003) indicated that emotional intelligence in the form of empathy, use of emotions, relation management and self-control is positively related to decision- making competence, while use of emotion and self control has a negative relation with commitment. Moafian and Ghanizadeh (2009) concluded that there is significance correlation between emotional intelligence and teachers' self-efficacy. Further analysis by using regression with multiple variables indicated that dimensions of emotional self-awareness, interpersonal relation, and solving- problem are significant predictors of teachers' self-efficacy. Rastegar and Memarpour (2009) found that there is significant and positive relationship between emotional intelligence and English teachers' self-efficacy. Comparing the results also indicated that there is not significant difference between emotional intelligence and teachers' self-efficacy with variables such as; sex, age, and teaching experience. Yenice (2009) found that the sex, age, teaching experience, weekly teaching and job satisfaction does not change science teacher's competence, while self-efficacy beliefs varied regarding working experience and weekly teaching sessions. Birol et al. (2009) also found that there is significant difference between teachers' perceptions on management performance and different sex. The results also revealed that there is no significant difference between teacher's perceptions on management performance and emotional intelligence with different age, but these two variables have shown significant change regarding the type of schools. The findings indicated that there is significant relationship between the two subscales of emotional intelligence and spontaneity and adaptability to change and overall ratings of performance management. Ahadi et al (2009) indicated that there is positive and significant relationship emotional intelligence and self-efficacy with life satisfaction [25]. Fabio and Palazzeschi (2008) indicate that there is significant difference in emotional intelligence with different age. Compared with women, men scored more points in intrapersonal aspect while women scored higher in interpersonal aspects. Teacher's self- efficacy is well described by the intrapersonal aspect. Penrose et al. (2007) found that there is significant relationship between emotional intelligence and job competence, while this relationship is independent of age, gender and years of teaching experience. In this study, the component of emotional intelligence has not been analyzed. Adeyemo (2007) indicated that there is significant relationship between emotional intelligence, educational competence and educational achievement. Villanueva and Sanchez (2007) found out that task adequacy has an intermediary role between leadership adequacy and collective adequacy. Although there is no significant relationship between emotional intelligence and collective adequacy, there is a significant relationship between emotional intelligence and leadership adequacy. Gencer and Cakiroglu (2007) found that most teachers have positive beliefs about their teaching. In addition, the results indicated that participants are willing to intervene in educational system, while they are popular of non-intervention style in the management of human resource. Chan (2006) found that emotional exhaustion was affected by emotional arousal and positive regulation which was preferred on the character and personal development that stroke, but personal development is a relatively independent component of emotional breakdown can be developed through positive employment effects. Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence. Regarding the contradictory results of different researches, the present research tries to study the relation between emotional intelligence variables and job competence to answer this question: is the overall level of emotional intelligence able to predict the level of overall job competence of physical education teachers in University of Tehran?

## MATERIALS AND METHODS

The present study and correlation are descriptive. According the practical purpose and time, the present research is and its data gathering has been done by field research in a cross-sectional manner.

**Subjects:** 200 (124=M, 76=F) Physical Education Teachers were randomly selected using Cochran formula with medium of  $37\pm 2.9$  years old and experience of  $5.6\pm 2.75$  years. 166 of them had master degree and 34 of them had PhD. 9 of them were associate professors, 95 of them were assistants, and 96 of them were coaches. 45 of them held general graduate degree, 24 of them held Motor Behavior graduate degree, 24 Management and Planning, 52 Physiology, 29 Pathology, and 26 Biomechanics

**Instrument:** In order to collect demographic characteristics of participants used a questionnaire. The questions of this questionnaire consist of age, gender, education, major course, academic ranking, and teaching experience.

**Bar-on Emotional Quotient:** This test consists of 117 items and 15 subscales. The answers of the test are set on a Likert scale of 5 points (Totally agree, agree, somewhat disagree or completely disagree). The test subscale includes emotional awareness, assertiveness, self-regard, Self-actualization, independence, empathy, social responsibility, interpersonal relations, reality testing, flexibility, problem solving, stress tolerance, impulse control, optimism and happiness. Reliability coefficient of the test for physical education teachers is 0.76 by Cronbach's alpha method.

**Questionnaire of Self- efficacy job of physical education teacher:** The questionnaire is 66 items. This questionnaire was made to assess employment self-efficacy of Physical Education Teachers in three fields of theoretical courses. The answers of the questionnaire is also set on a Likert scale of 5 points (Totally agree, agree, somewhat disagree or completely disagree). Reliability coefficient of the test for subscale of self-efficacy in teaching theoretical courses was 0.79, self-efficiency in teaching practical courses 0.87.

**Data Analysis:** Pearson correlation coefficient was used to investigate the two by two relationships between the variables following by Multivariate regression model to determine the prediction power of emotional intelligence components for estimation of dimensions and the overall level of job self-efficacy. T-test was used for determination of regression model of self-efficacy in teaching theoretical courses

## RESULTS

**Table 1. Descriptive statistics relating to components and overall level of emotional intelligence of participants**

	Variables	
	Mean	Statistic Indexes St. Dev.
Emotional self-awareness	22.25	4.16
Assertiveness	20.79	5.38
Self- Regard	22.53	4.32
Self- Actualization	22.65	3.95
Independence	21.56	4.45
Empathy	24.70	3.80
Social Responsibility	24.33	3.60
Interpersonal Relationship	23.90	4.06
Reality Testing	18.54	4.30
Flexibility	18.73	3.72
Problem Solving	23.21	4.40
Stress Tolerance	16.95	5.14
Impulse control	14.74	5.66
Optimism	21.83	4.12
Happiness	22.28	5.10
Emotional Intelligence	325.76	34.68

**Table 2. Descriptive statistics relating to dimensions and overall level of emotional intelligence of participants**

	Variables	
	Mean	Statistic Indexes St. Dev.
self-efficacy in teaching practical courses	2.72	0.55

Table 3. Relationship between all components

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Emotional self-awareness																			
Assertiveness	0.32*																		
Self- Regard	0.39*	0.39*	0.5*																
Self- Actualization	0.45*	0.34*	0.59*																
Independence	0.19*	0.21*	0.48*	0.57*															
Empathy	0.22*	0.25*	0.16*	0.14	-0.01														
Social Responsibility	0.31*	0.15*	0.1	0.31*	0.05	0.31*													
Interpersonal Relationship	0.28*	0.39*	0.5*	0.45*	0.07	0.36*	0.08												
Reality Testing	.34*	0.25*	0.31*	0.44*	0.19*	0.05	0.35*	0.16*											
Flexibility	0.15*	0.27*	0.33*	0.4*	0.29*	0.09	0.22*	0.16*	0.24*										
Problem Solving	0.256*	0.17*	0.04	0.04	0.09	0.02	0.11	0.23*	0.08	0.17*	0.14*								
Stress Tolerance	0.35*	0.28*	0.47*	0.46*	0.28*	0.03	0.25*	0.31*	0.64*	0.25*	0.32*								
Impulse control	0.15*	-0.08	0.05	0.22*	-0.01	0.12	0.21*	0.14	0.27*	0.24*	0.18*	0.36*							
Optimism	0.34*	0.4*	0.77*	0.74*	0.61*	0.02	0.19*	0.35*	0.5*	0.4*	0.1	0.63*	0.15*						
Happiness	0.11*	0.11	0.3*	0.22*	0.25*	0.03	0.22*	0.06	0.32*	0.11	0.4*	0.09	0.23*	0.13	0.14				
Emotional Intelligence	0.53*	0.54*	0.69*	0.74*	0.3	0.33*	0.3*	0.59*	0.69*	0.6*	0.39*	0.74*	0.4*	0.76*	0.48*				
self-efficacy in teaching practical courses	-0.05	0.07	-0.02	0.09	0.05	0.03	0.07	0.07	0.04	0.13	0.15*	0.05	0.05	0.01	-0.08	0.19*	0.25*	0.08	

Table 3. Results of analysis of variance for regression model self-efficacy in teaching theoretical courses

	Square Sum	Df	Square mean	F	P	R <sup>2</sup>
Regression	21.039	15	1.403	2.592	0.003*	0.316
Remaining	45.45	15	0.541			
Total	66.49	15				

Table 3. The result of t- test for determination of regression model of self-efficacy in teaching theoretical courses

	B	β	T	P
Consistent	1.548	-	1.495	0.139
Emotional self-awareness	0.083	0.389	3.294	0.001*
Assertiveness	-0.021	-0.138	-1.1	0.274
Self- Regard	0.012	0.061	3340.	0.739
Self- Actualization	-0.029	-0.121	-0.666	0.507
Independence	-0.004		-0.175	0.862
Empathy	0.038	0.176	1.481	0.142
Social Responsibility	-0.60	-0.238	-1.98	0.051
Interpersonal Relationship	0.011	0.052	0.378	0.707
Reality Testing	0.030	0.160	0.986	0.327
Flexibility	0.010	0.043	0.304	0.762
Problem Solving	0.075	0.384	3.648	0.001*
Stress Tolerance	-0.054	-0.331	-1.75	0.084
Impulse control	0.004	0.030	0.241	0.81
Optimism	-0.020	-0.087	-0.315	0.753
Happiness	-0.011	0.072	-0.636	0.527

Table 1 indicates descriptive analysis relating to components of overall level of emotional intelligence of participants. According to data of this table, the total of score of emotional intelligence of physical education teachers is  $325.76 \pm 34/68$ . The highest score is for empathy and responsibility,  $24.70 \pm 3.8$  and  $24.33 \pm 3.6$ , and the lowest score is for stress tolerance and impulse control,  $14.74 \pm 5.66$  and  $16.95 \pm 5.14$ .

**Job self-efficacy and its dimension:** Table 2 indicates descriptive statistics relating to dimensions and overall level of job self-efficacy of participants. According to data of this table, the total of score of self-efficacy of physical education teachers in teaching practical courses is  $2.72 \pm 0.55$ .

The table 3 indicates that analysis of variance for regression model self-efficacy in teaching physical education teachers with respect to components of emotional intelligence is significant. That is, that the emotional intelligence components can efficiently predict physical education teacher's self-efficacy in teaching practical courses. The amount of determination coefficient shows that emotional intelligence components determine 31.6 % of self-efficacy changes of physical education teachers.

Table 6 indicates t-test to determine the significance of regression equation coefficients of self-efficacy in teaching theoretical courses. Also the significance of regression equation coefficients test which its results are presented in table shows that emotional awareness and problem solving components are significant predictors for physical education teacher's teaching self-efficacy. Based on this regression equation, self-efficacy in teaching will be as follows:

(problem solving)  $0.384$  + (emotional self-awareness)  $0.386$  = self-efficacy in teaching.

## DISCUSSION AND CONCLUSION

The aim of this study is to define relationship different dimensions of emotional intelligence and job self-efficacy among physical education teachers. In this regard, the results indicated that emotional awareness, empathy, and problem solving components has a positive and significant relationship with self-efficacy in teaching practical course and the level of job self-efficacy, while there is no significant relation in other components. Due to relationship between some of components of emotional intelligence with self-efficacy of physical education teachers lead to direct relationship overall level of emotional intelligence with self-efficacy. This result goes line with the findings of Chan (2009), Penros et al. (2007), Fabio and Palazzeschi (2007), Rastegar and Memarpour (2009), and Moafian and Ghanizadeh (2009). Although direct relation between emotional awareness and job self-efficacy is obvious in present and previous researches, the condition of the relation between emotional awareness and aspects of job self-efficacy is not in total accordance with the mentioned researches. As an example, in the present research emotional awareness, empathy, and problem solving components were in relationship with teachers and coaches job self-efficacy, while among four components of emotional intelligence, Fabio and Palazzeschi (2008) has reported two components of interpersonal and adaptability, Chan (2004) has reported positive emotional regulation and empathy, and finally Moafian and Ghanizade (2009) has reported all emotional intelligence components in relation with teacher's job self-efficacy. It seems that these contractions are related to several factors.

First, although the field of work is common between all applicants, their duties and educational categories were different. For example in the present research teaching and researching in physical education at university level was considered, while in other researches teaching at secondary and guidance school and teaching foreign languages was the scale for self-efficacy. The other point is using different tools for evaluation of emotional intelligence. It is also possible that cultural differences or present limitations (lack of educational facilities, lack of organized educational institutions) make these differences and affect the relation between emotional intelligence and job self-efficacy. Yet, some of the components of emotional intelligence showed same sensitivity for prediction of the level of self-efficacy in the present research and the previous ones. For example, empathy is a significant component for self-efficacy in the present research and Chan's research (2004). Since in the present research among different components of emotional intelligent, emotional awareness, empathy, assertiveness, problem solving, and flexibility has predicted the limits of job self-efficacy, it is needed to study each one of them. Emotional awareness regulates moods of behavior and makes synchronization easier. Individuals who have emotional awareness are skillful in emotional regulations and are able to increase the moods of themselves and others and are even able to manage the emotions and excitements in a way to excite and arouse others to obtain the most optimum result. The ability to create and

preserve a good mood can bring about positive educational results and therefore, it can improve self-efficacy believe. On other hand, Birol et al. (2009) indicated that there is significant relationship between empathy and overall score of management performance. Empathy relies on emotional awareness and is the basis for the communication skill. People who have more empathy pay more attention to slight social signals which shows other people's needs or requests. This ability makes them more successful in the professions which require taking care of others, such as teaching, selling, and management. Based on two reasons the ability to understand other people's emotions should be improved, first individuals are not able to understand others' experience directly, secondly "language" cannot convey experience well, because the experiences which are hidden in personal human knowledge and experiences are extremely worthy. Allen Okoch (2004) says about the importance of empathy that if teachers are unable to feel sympathy with children, they cannot be successful in teaching and managing the class [21]. Therefore, it is expected that the professors who have these abilities also have a higher self-efficacy in doing their duties in front of students with different moods. The ability to understand other people's feelings, urges, and interests results in better and stronger communications. These abilities make relationships smoother and are essential for attracting other people, social achievements, and even personal attraction [13]. Therefore, having this competence in high level causes teachers to be intimate with students. Chan (2004) explains how empathy can define teacher's self-efficacy by showing an interaction model between the individual and the nature of the job. He mentions that teacher's who start teaching in elementary schools, have a high self-efficacy in helping other people which even improves by their empathy. In a way that, by gaining more experience, a feeling of more self-efficacy in helping other people is achieved and this is also the same for Physical Education teachers. Problem solving skill includes recognition and definition problems and finding appropriate and potential solutions. Problem solving ability is mediating ability, and avoiding or solving conflicts. People having this ability are good in negotiations, judgment, and intermediation. Having communication ability facilitates encountering other people, understanding their needs and replying back to their feelings [13]. Regarding the group nature of the education and the chance of dissension and contention especially in practical courses, it is expected that teachers need the ability of problem solving in order to become successful and this success improves self-efficacy. The ability to express feelings, beliefs, and explicit thoughts and defending teacher's constructive skills shows their 'assertiveness' [17]. Physical education teachers also like all teachers, require assertiveness in order to do practices such as organizing classes, performing their schedule, maintaining discipline, implementing of educational rules, and facing with negative atmosphere [9] and therefore, having such as factors help teachers to continue their goals successfully. On the subject of component of flexibility, the present research indicated that teachers with high feeling of self-efficacy were less flexibility. Of course, this reverse relationship did not see in the aspects of teaching practical courses, let alone the research indicated that teachers with high self-efficacy had a more flexibility to new ideas and they are willing to new ways of replying to the students' needs [5, 12, 25]. However, it is possible that due to the difference between teaching practical and theoretical courses and researches and also the difference in teaching fields, the teacher's job self-efficacy is not necessarily accompanied by flexibility. In general, if emotional intelligence is higher, individuals will aware of the effects of emotions on actions and behaviors [21]. Therefore, it seems that teachers with high capabilities in different aspects of emotional intelligence improved their teaching and add their successful experience. Since major part of judgments of self-efficacy is on the basis of individual's knowledge resource [25] it seems logical that when teachers considering the effectiveness of the teaching due to high emotional intelligence, find a positive feeling about their teaching, and their self-efficacy judgment becomes more positive. On the contrary, the problems related to low emotional intelligence and the experience of defeat results in a lower self-efficacy. In general, the present research indicated that some components of emotional intelligence include emotional self-awareness, empathy, assertiveness, problem solving, and flexibility was related to job self-efficacy of physical education teachers of university of Tehran and are able to predict changes [22]. Since self-efficacy beliefs is important factor in education have strong impacts on educational achievement [24], motivation [17], and sense of self-efficacy among students [2]. The self-efficacy beliefs affect teacher's stability in a situation that teaching process does not progress easily, in a way that higher self-efficacy enables teacher to behave better which students [3] who have committed a mistake. It also enables them to work more with children and feel fewer tendencies towards sending stubborn students [17] to the authorities. Teachers having more sense of self-efficacy are enthusiasm [14] and commitment [16] to teach [6]. For this regard, factors relating to self-efficacy in teaching teacher in every level should be interpreted with care. According to findings of present research, components of emotional intelligence is not exempt from this regulation and perhaps by improving capabilities of emotional intelligence among physical education teachers improve beliefs of self-efficacy.

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