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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF EFFICIENCY OF FACULTY OF MEDICAL SCIENCE UNIVERSITY

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ABSTRACT

The overall objective of this study was to determine the relationship between emotional intelligence and faculty's self- efficiency in medical sciences university. For the purpose of doing that 120 faculty randomly was selected and Emotional Intelligence Questionnaire (Bradbery and Graves, 2005), and self-efficiency Questionnaire (Martin and Culina, 2003) were completed. The findings showed that there was a significant positive relationship between emotional intelligence and self-efficiency ($P=0.02$, $r=0.74$). Among the subscales of emotional intelligence, self-awareness ($P=0.04$, $r=0.13$), social awareness ($P=0.001$, $r=0.80$) and relationship management ($P=0.007$, $r=0.57$) showed a significant correlation with self-efficiency. Regression analysis showed that all components of emotional intelligence can predict self-efficiency. Eventually it became clear that the faculty who has a higher emotional intelligence have better self-efficiency. By considering that emotional intelligence is including a Contiguous set of skills to sense the precise perception, evaluating and expressing emotions and emotional knowledge, and the ability to regulate emotions for the purpose of emotional and intellectual growth and also self-efficiency belief effect on people thinking cap, How to deal Problems, emotional health, decision making, coping with stress and depression. Both constructs are a set of skills, talents and abilities that increase a person's ability to succeed in coping with environmental pressures and necessity.

Keywords: *Emotional Intelligence, Self-Efficiency, Faculty of Medical Sciences University*

INTRODUCTION

One of the most important factors to create favorable conditions for the realization of the goals of Education is the administrators of education system including administrators and faculty. A significant issue that can affect the success or failure of people, especially faculty, is their self-efficiency which has a considerable impact on their teaching function, as the faculty with a high degree of self-efficiency in their teaching ability could create more opportunities for successful performance of their students. Cognitive - Social Theory suggest that the awareness of faculty self-efficacy in overcoming barriers which they are faced in education (learning) process is vital. Bandura beliefs in self-efficacy and has defined it as a person's judge of his ability for a specific task (Bandura, 1977, as quoted by Hsieh *et al.*, 2007). Bandura believes that in some cases, self-control result is much stronger than the results which external environment can create in a person. From his point of view, there is nothing more horrible and destructive than self-scorn (Sadrosadat and Esfandabad, 2001). According to Schultz (1990), peoples who have poor sense of self-efficiency do not have necessary ability to exert any influence on the events and conditions that affect them (Karimi *et al.*, 2002).

According to Bandura (2001) self- efficiency is a concept that through it the experiences, ability and individuals thought is merged in a single path. Self- Efficiency and other expectation attitudes are together show the fact that all of them are believes about the individual's ability to understand, but their difference with self-efficiency is that the self-efficiency of individual's ability perception to achieve performances and the results of other situations are predetermined, so self-efficiency in terms of expectations beliefs is different (Pajrys, 1996).

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Bandura (1997) suggests that people believe in their self-efficiency, will form a major part of their consciousness. For making changes and self-efficiency believes system, four major sources have recognized. These resources include the enactive mastery experiences, vicariousness experiences supplant, the verbal or social persuasion, and physiological and affective states.

One of the personality characteristics of individuals is their emotional or sentiment intelligence. According to Golman (1998) Emotional intelligence is factor that determines the capacity of the human in understanding self and others emotion, and helps to self-motivate and emotions control and also helps to lay the foundation of relationships with others. Human with emotional intelligence can make his life stable and order, So that a person with high emotional intelligence will experience fewer negative events in life. People with higher emotional intelligence can more successfully cope with problems in their working and living environments and they are healthier (Martinez, 1997).

According to Golman, sentiment intelligence is a skill that the owner can control his spiritual matters via self- consciousness and through self-management improves it, by the means of empathy perceive its impact and through the relationship management behaves in a way which could raise himself and the others mood (Khaef and dustar 2003). In fact, the Goleman describes of emotional intelligence that has evolved over the years, encompasses four areas: self-awareness, self-management, social awareness and relationship management.

Abdolvahabi *et al.*, (2012) have indicated a significant relation between emotional awareness, empathy, and self-efficiency in theory periods. Teachers with respect to the components of emotional intelligence is significant. Ghaffari (2001) showed that there is a significant relationship between emotional intelligence and teachers' self-efficiency. Two subscales of emotional intelligence, problem solving and self-esteem were good predictors of teacher efficiency scale.

Rostami, *et al.*, (2000) Findings showed that the self-efficiency has a direct and significant relationship with all components of emotional intelligence and perceived social support. Emotional intelligence and social support, respectively, explained 23% and 15% of the self-efficiency variance and common correlation of emotional intelligence component and social support with self-efficiency were 0.37. Among the Component of emotional intelligence, emotional perceived has a greater role in explaining dispersion of self-efficiency. Self-efficiency, emotional intelligence and social support have a meaningful and mutual relationship. Current research confirmed the role of teaching environment in enhancing the self-efficiency and emotional intelligence.

By considering the conducted research and the necessity of faculty efficiency and their role in teaching and educating of athletes current research is aim to investigate the relationship between emotional intelligence and faculty's self-efficiency. The basic research question is whether the faculty's self-efficiency is related to emotional intelligence and its subscales? Do coaches with high emotional intelligence; will have a higher self-efficacy? The results of current study will apply to recruit mentors with different emotional intelligence and its impact on their self-efficiency.

MATERIALS AND METHODS

The current Study is an applied research, based on the way of conducting the investigation it places in correlation research group and by considering the method of data collection it is a field research. To determine sample size, Morgan table was used; in a favor of study objective random sampling was used and 120 faculties formed the study sample.

In this study, a questionnaire was used to collect data. The questionnaires included: Emotional Intelligence questionnaire (Bradbery and Graves, 2005), and self-efficiency questionnaire (Martin and Culina, 2003). Emotional Intelligence Questionnaire has 28 items and measures four subscales of self-awareness, self-management, social awareness and relationship management. The questionnaire Cronbach's alpha coefficient was obtained 0.84.

Self-efficiency questionnaire (Martin and Culina, 2003) consists of 16 questions in four scales: students, space, time, and other staffs of university, including the manager, assistant and the other Co-work. The Cronbach's alpha of this questionnaire was %81.

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RESULTS AND DISCUSSION

Descriptive results of the test showed that the average age of faculty was 28.02 with a standard deviation of 7.78. Also the average of teaching experiences was 6.6 years with a standard deviation of 2.24. Among the subscales of emotional intelligence the highest amount was related to the self-awareness factor (82.40) and the lowest amount was related to relationship management factor (71.29). Also the highest mean among the self-efficiency subscales was related to space factor (18.30) and the lowest was related to time (6.63). The results of inferential statistics are as follows:

Table 1: Correlation between emotional intelligence and self-efficiency

variables	components	Correlation amount	significance level
Emotional intelligence		0.74	0.02
	Self-awareness	0.13	0.04
	Self-management	0.05	0.35
	Social awareness	0.80	0.001
	Relationship management	0.57	0.007

According to Table 1, the results of correlation test showed a significant positive relationship between emotional intelligence and self-efficiency (P=0.02, r=0.74). There is a Significant positive relationship between self-awareness and self-efficiency (P=0.04, r=0.13). This means that by increasing self-awareness, self-efficacy is enhanced. Significant relationship between self-management and self-efficiency (P=0.35, r=0.05) did not exist. There is a Significant positive relationship between self-efficiency and social awareness (P=0.001, r=0.80). Also there is a positive and significant relationship between relationship management and self-efficiency (P=0.007, r=0.57). This means that the increase in relationship management, self-efficiency will increase. Results of multiple regression analysis show that component of emotional intelligence social awareness (p=0.001, t=3.30) and relationship management (p=0.002, t=3.21) can predict self-efficiency, so the regression equation is as follows:

$$Y = 16.54 + 4.61(\text{Social Awareness}) + 3.52(\text{Relationship management})$$

Conclusion

The aim of this study was to investigate the relationship between emotional intelligence and self-efficiency of faculty. The results showed that there was a significant relationship between emotional intelligence and self-efficiency (P=0.029, r=0.74). The results are consistent with the findings of Khalatbary and colleagues (2011), Mafyan and Ghani (2009), Rastegar and Memarpour (2009), Bashiri et al., (2011), Ghaffari (2011), Jahanshahi (2011), Rostami et al., (2000), Soleimani and Beigy (2009), Amini and colleagues (2008), Gurul et al., (2010), Ignat and Klypa (2009), Rathy and Rastujy (2009) Fabioveplazski (2008). These results indicate that faculty with high emotional intelligence will have greater self- efficiency. Bashiri and colleagues have described people with high emotional intelligence are able in making right decision and appropriate influence and choose proper planning to achieve their goals. The results showed a significant positive correlation between self-awareness and self-efficiency (P=0.041, r=0.13). The results is consistent with the findings of Rostami et al., (2000) and Chan (2004), But inconsistent with the findings of Soleimani and Beigy therefore by self-awareness faculty could have a better control on their spiritual matters.

This results by considering the definition of Golleman (1995) which stated self-awareness is the foundation and basis of the other subscale of emotional intelligence, is justifiable. Golleman mentioned that the people who have a higher level of self-consciousness, by a better understanding of their strengths and weaknesses are more easily able to sort out their real needs. These people always have a lot of confidence and self-esteem because they know their abilities very well. Also a significant relation between social awareness and self-efficiency was confirmed(r=0.80, p=0.001) which was consistent with findings of Abdolvahabi and colleagues (2012) and Solymany and Beigy (2009) as a result sympathetic

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teachers by establishing an accurate communicate with students have more success in their jobs and their self- efficiency will be higher. The obtained results confirmed the relation between relationship management and (P=0.007, r=0.57) which are consistent with the findings of Rostami, *et al.*, (2000) and Chan (2004). So the teachers who are able to control their spiritual matter and emotional mood have a higher self-efficiency. To justify the relationship between emotional intelligence and self-efficiency it is necessary to say that emotional intelligence is including a Contiguous set of skills to sense the precise perception, evaluating and expressing emotions and emotional knowledge, and the ability to regulate emotions for the purpose of emotional and intellectual growth and also self-efficiency belief affect on people thinking cap, How to deal Problems, emotional health, decision making, coping with stress and depression. Both constructs are a set of skills, talents and abilities that increase a person's ability to succeed in coping with environmental pressures and necessity. Abdolvahabi and colleagues express that since self-efficiency is an important factor in education, has strong effects on progress, motivation and sense of self-efficiency among individuals. Efficacy believes have impact on the stability of coaches in training process and high degree of efficiency that enables faculty to have better behavior with students. Faculty with a high sense of self-efficiency, has more enthusiasm and commitment to teaching. Nowadays faculty has a direct association with the development of physical and mental health of individuals and instruction of the correct way of healthy living. The faculty who has a strong sense of efficiency are more receptive to new ideas and willing to test new methods and meet the needs of individuals. These types of faculty has more enthusiasm and commitment to education and more likely to remain on the teaching job. Researchers have shown that the efficiency of individuals have a mutual relation with the physical and emotional state of a person. Application of emotions in education and learning of social programs and sport are inevitable. Emotional Intelligence through cognitive-emotional features, facilitating emotional, emotional cognitive, emotions management and forecasting mechanisms, enhanced the power of control and strengthen efficient coping strategies help individuals to Improve their performance and increases the likelihood of success in various fields. Therefor emotional intelligence is an important factor which faculty should foster simultaneously with obtaining necessary skills and abilities to success in related fields.

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