Indian Journal of Fundamental and Applied Life Sciences ISSN: 2231– 6345 (Online)
An Open Access, Online International Journal Available at www.cibtech.org/sp.ed/jls/2015/02/jls.htm
2015 Vol. 5 (S2), pp. 1860-1863/Mohammadi et al.
Research Article

RELATIONSHIP BETWEEN SELF-EFFICACY AND EMOTIONAL INTELLIGENCE IN TEACHERS OF SARAVAN CITY

Abdolmalek Dehvari Mohammadi[1] and *Mohammad Reza Saravani[2]
[1]*Department of Psychology, Islamic Azad University, Zahedan Branch, Zahedan, Iran*
[2]*Department of Psychology, Zahedan University of Medical Sciences, Zahedan, Iran*
**Author for Correspondence*

ABSTRACT
The aim of present study was to investigate the relationship between self-efficacy and emotional intelligence in teachers of Saravan city. The statistical population of present study was including all male and female teachers (274 male and 283 female) of Saravan, Iran in 2014. Based on Krejcie and Morgan sampling table, sample study were 228 students (112 male and 116 female) that selected by random sampling method. For data collection we used General self-efficacy (GSE) and Schutte Emotional Intelligence Scale. Data were analyzed by SPSS software and descriptive and Pearson correlation test used for data analysis. Results showed that Self-efficacy has significant relationship with emotional intelligence and its subscales (Assessing emotions and Regulation emotions) at 95% confidence level.

Keywords: *Emotional Intelligence, Self-Efficacy, Teachers*

INTRODUCTION
Self-efficacy is judgment of a person about their abilities to successful perform a task or job. Bandura self-efficacy theory emphasized on the role of trust, confidence and self-esteem relation to their abilities in a work and individual with high self-efficacy attribute their failures to low level of trying, and individual with low self-efficacy attribute their failures to low level of their abilities (Alkin, 2008). Self-efficacy is the person opinion to their abilities in organization and performs a required works for management of the different conditions (Bandura, 1995). Self-efficacy is one of the factors influencing the mental health of people which entered the history of psychology by Bandura's (1977) article. Self-efficacy has been conceptualized and studied both as a state like concept called specific self-efficacy (SSE) (Gist and Mitchell, 1992; Lee and Bobko, 1994) and a trait like construct referred to as general self-efficacy (GSE) (Eden, 1988; Judge *et al.*, 1998). Wood & Bandura, (1989) defined self-efficacy as "beliefs in one's capabilities to mobilize the motivation, cognitive responses, and courses of action needed to meet given situation demands". On the other hand, Judge *et al.*, (1998) defined general self-efficacy as "individuals' perception of their ability to perform across a variety of different situations". According to Chen *et al.*, (2001), "GSE captures differences among individuals in their tendency to view themselves as capable of meeting task demands in a broad array of contexts". Self-efficacy beliefs influence behaviors associated with human health in two ways: one via the effects of these beliefs on behaviors associated with individual health and the other via its effect on the performance of her life, namely the incidence of various diseases and the improvement of the disease process affects. Self-efficacy beliefs affect the way people think, how to deal with problems, emotional health, decision making, coping with stress and depression, access to targets that. Belief systems also play a role in improving behavior, health and life satisfaction and on the other hand many of the problems of people come from these beliefs. According to Bandura perceived inefficiency plays a role in depression, anxiety, stress and other emotional state plays. It can also lead to feelings and beliefs of emptiness. Siukaucheng and Stephens findings (2000) suggest that enhanced self-efficacy is associated with improved mental health.

Emotional intelligence is cross-point capabilities of emotional and social skills, and facilitators who are interacting with each other (Schmit and Androco, 2004). Emotional intelligence is a personality trait that is closely related to mental health and its relationship with mental health, according to some studies it has been found. Emotional intelligence is a construct that mediates communication between the pressures of

life and mental health (Ciarroch *et al.,* 2001). If we define emotional intelligence, is the ability of a person to know their social and emotional awareness. Several models have been proposed to explain the social Emotional intelligence. These models fall into one of two approaches the ability to circuits or mixed (Gannon and Ranzin, 2005). Circuit ability approach refers to a type of intelligence that is reflected in the ability to process emotional information. In contrast, the mixed approach is believes that elements of Emotional intelligence and personality traits is the ability to approach (Caruso, 2002). One of the most important social emotional intelligence models that are placed in the mixed approach is Bar ON social-Emotional intelligence model. Study Bar ON (1997) and other researchers have shown that this model could be involved in the lives of people with mental health and success. In other words, these studies have shown that mental health and Emotional intelligence concepts are interrelated. Emotional intelligence is engagement with other important determinants of (the ability to succeed in coping with environmental) such as biological fitness - health, intelligence, talent, cognitive and environmental realities and limitations. High emotional scores were correlated with better mental health (Bar-On, 2000). Emotional intelligence is actually a set of skills, talents and abilities of people with cancer individual's that increase ability to succeed in coping with environmental pressures. To our knowledge, the relationship between self-efficacy and emotional intelligence in teachers of Saravan city has not been investigated. The current study was conducted to study this subject.

MATERIALS AND METHODS

Present study is a developmental-applicable in goal and is descriptive-correlation in method.
The statistical population of present study was including all male and female teachers (274 male and 283 female) of Saravan, Iran in 2014. Based on Krejcie and Morgan sampling table, sample study were 228 students (112 male and 116 female) that selected by random sampling method.

Instruments

General self-efficacy (GSE): The SGSES (Sherer *et al.,* 1982) is a Likert format 17-item scale (example of items include: "When I make plans, I am certain I can make them work ", "I give up easily", "I am a self-reliant person", "I avoid facing difficulties"). The response format is a 5-point scale (1 = strongly disagree, 5 = strongly agree). Sum of item scores reflects general self-efficacy. The higher the total score is, the more self-efficacious the respondent. Sherer *et al.,* developed the GSE scale to measure "a general set of expectations that the individual carries into new situations" (p. 664). The SGSES has been the most widely used GSE measure. The SGSES was primarily developed for clinical and personality research. Later it has also been used in organizational settings. Reviewing various organizational studies, Chen *et al.,* (2001) found internal consistency reliabilities of SGSES to be moderate to high (α= .76 to .89). In two of their studies using samples of university students and managers, Chen *et al.,* reported high internal consistency reliability for SGSES (α= .88 to .91 respectively). With regard to temporal stability of SGSES, Chen & Gully (as cited in Chen *et al.,*) obtained a low test-retest estimate (r = .23) across only 3 weeks. However, Chen et al found high test-retest reliability (r = .74 and .90).
Several studies have questioned the unidimensionality of SGSES. For example, Woodruff and Cashman (1993) found that SGSES items measure three distinct empirical factors reflecting self-perception of behaviour initiation, effort, and persistence. Investigations also have reported three- factor structure of SGSES (e.g., Bosscher and Smit, 1998; Chen *et al.,* 2001).
Schutte Emotional Intelligence Scale (SEIS Schutte *et al.,* 1998): The SEIS consists of 33 items responded to on a 5-point Likert scale. Its psychometric properties have been scrutinized in several papers (Saklofske *et al.,* 2003) and it has been found to have between three and four factors. The main shortcoming of the SEIS is that it provides incomplete coverage of the trait EI domain, being exclusively based on the three dimensions postulated in the early Salovey and Mayer (1990) model. Nevertheless, it has been used extensively in the literature and can be employed as a short measure of global trait EI (Schutte *et al.,* 2001).
For data analysis we used descriptive and inferential analysis, that we used Pearson correlation test with SPSS software.

RESULTS AND DISCUSSION

Descriptive analysis of Emotional Intelligence and its subscales and Self-efficacy showed in table 1.

Table 1: Descriptive analysis of Emotional Intelligence and its subscales and Self-efficacy

Variable	N	Mean	SD
Assessing emotions	228	30.94	6.47
Regulation emotions	228	23.59	30.41
Emotion utilization	228	23.67	10.76
Emotional Intelligence	228	78.2	151.12
Self-efficacy	228	69.69	108.29

Results showed that Self-efficacy has significant relationship with emotional intelligence and its subscales (Assessing emotions and Regulation emotions) at 95% confidence level (Table 2).

Table 2: Relationship between Emotional Intelligence and its subscales with Self-efficacy

Self-efficacy	R	Sig
Emotional Intelligence	0.19	0.003
Assessing emotions	0.18	0.004
Regulation emotions	0.14	0.03
Emotion utilization	0.12	0.06

Our results showed that Self-efficacy has significant relationship with emotional intelligence and its subscales (Assessing emotions and Regulation emotions) at 95% confidence level. These findings are similar to previous studies, as Saboori (2007) showed significant relationship between emotional intelligence and self-efficacy in managers, Chan (2004) showed significant relationship between emotional intelligence and self-efficacy in teachers, Salami (2007) and Aniola and Bosari (2007). As expected, emotional intelligence was positively related to teacher self-efficacy. The moderate association found between emotional intelligence and teacher self-efficacy provides empirical support to the theorized association between these two constructs. Some limitations of this study are worth mentioning. Although this study utilized validated and usable measures, the data collected were from self-report measures that have their obvious limitations. Future studies on this topic could add interview schedules to augment data collection from questionnaires. The data collected were from governmental teachers' schools, future studies could include teachers from other schools, private and public educational institutions.

ACKNOWLEDGEMENT

The authors are grateful to Seyed Abdolkhalegh Yadegarnejad for their valuable contributions.

REFERENCES

Ahmadi S (2008). *Addiction to Drugs and Quit Smoking with Hypnosis*, 1st edition (Modabber publications) Tehran.

Aqabakhshy H (2000). *Addiction and Family Pathology,* second edition (Publication of Danesh Afarin) Tehran.

Bandura A (1986). *Social Foundations of Thought and Action* (Englewood Cliffs, NJ: Prentice-Hall).

Bandura A (1989). Human agency in social cognitive theory. *American Psychologist* **44** 1175–1184.

Bar On R (1997). *Bar On Emotional Quotient Inventory* (Toronto: Multi Health System INC.).

Caruso M (2002). Ability measures of emotional intelligence to personality. *Journal of Personality Assessment* **2** 306-320.

Chen G, Gully SM and Eden D (2001). Validation of a New General Self-Efficacy Scale. *Organizational Research Methods* **4**(1) 62-68.

Christopher M (2004). A broader view of trauma: A bio psychosocial-evolutionary view of the role of the traumatic stress response in the emergence of pathology and/or growth. *Clinical Psychology Review* **24** 75-98.
Ciaroochi J, Chan Y and Bajgae I (2001). Measuring emotional intelligence in adolescents. *Journal of Personality and Individual Differences* **31** 1105-1119.
Cooper LM, Russell M and George HW (1988). Coping expectancies and alcohol abuse: A test of social learning formulation. *Journal of an Abnormal Psychology* **97** 218-230.
Eden D (1988). Pygmalion, goal setting, and expectancy: Compatible ways to raise productivity. *Academy of Management Review* **13** 639-652.
Fishbein DH, Krupitsky E, Flannery BA, Langevin DJ, Bobashev G, Verbitskaya E, Augustine CB, Bolla KI, Zvartau E, Schech B and Egorova V (2007). Neurocognitive characterizations of Russian heroin addicts without a significant history of other drug use. *Drug and Alcohol Dependence* **90** 25-38.
Frhoodyan A, Mohsenifar S and Ehteram M (2011). *Introduction to Methadone Maintenance Treatment* (Mehr o Mah publication) Tehran.
Gannon N and Ranzijn R (2005). Does E1 predict unique variance in life satisfaction beyond LQ and personality? *Personality and Individual Difference* **38** 1353-1364.
Gist ME and Mitchell TR (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management Review* **17** 183-211.
Judge TA, Erez A and Bono JA (1998). The power of being positive: The relation between positive self-concept and job performance. *Human Performance* **11** 167-187.
Maremmani I, Pacini M, Lamanna F, Maremmani AGI, Pani PP and Perugi G (2010). Predictors for non-relapsing in methadone- and buprenorphine-maintained heroin addicts: A comparative study. *Journal of Heroin Addiction & Related Clinical Problems* **11**(3) 41-44.
Raoofi M and Razavi M (2009). *Addiction Prevention Guide* (Moalefin publication).
Saklofske DH, Austin EJ and Minski PS (2003). Factor structure and validity of a trait emotional intelligence measure. *Personality and Individual Differences* **34** 707–721.
Schafer J and Brown AS (1991). Marijuana and cocaine effect expectancies and drug use paterns. *Journal of Consulting and Clinical Psychology* **59** 58-69.
Schutte NS, Malouff JM, Bobik C, Coston TD, Greeson C and Jedlicka C *et al.*, (2001). Emotional intelligence and interpersonal relations. *Journal of Social Psychology* **141** 523–536.
Schutte NS, Malouff JM, Hall LE, Haggerty DJ, Cooper JT and Golden CJ *et al.*, (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences* **25** 167–177.
Wood R and Bandura A (1989). Impact of conceptions of ability on self-regulatory mechanisms and complex decision making. *Journal of Personality and Social Psychology* **56** 407 – 415.
World Drug Report (2010). *United Nations Office on Drug and Crime (UNODC)* (Slovakia, Austria: United Nations Publication), Retrieved June 15.
World Health Organization (2010). The WHO collaborative study on substitution therapy of opioid dependence and HIV/AIDS.