

Relationship between emotional intelligence and self-efficacy in research among Gadag District physical education teachers

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Abstract

Higher levels of self-efficacy allow teachers to better assist pupils who have made mistakes, which in turn affects the teacher's stability when the teaching process is not going smoothly. Additionally, it makes it possible for them to engage with kids more and has less of an inclination to report uncooperative students to the authorities. More self-efficacious teachers are passionate and dedicated to their work. In light of this, variables pertaining to teaching teachers' self-efficacy at all levels need to be carefully understood. The results of this study indicate that emotional intelligence components are not immune to regulation, and that physical education instructors' confidence in their own efficacy may be enhanced by developing their emotional intelligence.

The aim of this study was to investigate the association between Gadag District physical education instructors' job self-efficacy and emotional intelligence in research courses. 200 physical education instructors (124 men and 76 women) were chosen at random from several Karnataka universities. To assess the teachers' attitudes, Bar-on Emotional and Self-efficiency job questionnaires were utilized. At the $p < 0.05$ level, the Pearson correlation coefficient was utilized to examine the associations among the variables. The findings showed a strong correlation between self-efficiency, empathy, and emotional awareness. Based on emotional intelligence components, the variance analysis results for regression study self-efficiency were significant.

Keywords: physical education, job self-efficiency, and emotional intelligence

Introduction

Emotional intelligence and career success are critical components of job performance and career success, which reduces occupational stress and energy loss and increases job and life pleasure, according to a plethora of psychological studies. In theory, it's thought that using

high levels of social and individual emotional competences, people will be able to recognize, comprehend, and control social and individual emotional aspects of their work. Goldman (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 the other hand, based on Bandera'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. From viewpoint of this hypothesis, the importance of job competence in achievements of university professors and the important role of social abilities in this achievement may be related to each other, and the potential role of emotional in social orientation hand that may influence emotional intelligence and professor's efficacy. The search in the field of educational psychology indicates that some of emotional competence is in relation to teachers' sense of self- efficiency. 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. 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. 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.

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

124 male and 76 female Physical Education Teachers from different Gadag District were selected randomly by Cochran formula.

Bar-on Emotional Quotient

This test consists of 117 items and 15 subscales. The answers of the test is set on alike scale of 5 points (Totally agree, agree, somewhat disagree or completely disagree). The test subscale

include emotional awareness, assertiveness, self- esteem, 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 Cranach's alpha method.

Questionnaire of Self- efficacy of physical education teacher

The questionnaire is 66 items. This questionnaire was made to assess employment Self-efficacy of Physical Education Teachers in research courses. The answers of the questionnaire are also set on a Liker scale of 5 points (Totally agree, agree, somewhat disagree or completely disagree). Reliability coefficient of the test for subscale of self-efficacy in research 0.82.

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 self-efficacy.

Results

Emotional intelligence and its dimension

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 325.761 ± 34.68 . The highest score is for empathy and responsibility which is 24.70 ± 13.8 and 24.33 ± 13.6 and the lowest score is for stress tolerance and impulse control which is 14.74 ± 5.66 and 16.951 ± 5.14 .

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

	Variables	Statistic Indexes
	Mean	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

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 in research among physical education teachers is 2.361 ± 0.72 ,

According to results of table 3, the relationship between emotional awareness, empathy, and self-efficacy in research courses is statically significant. The relationship between emotional intelligence and research self-efficacy is statically significant.

Table 2: Descriptive statistics relating to dimensions and overall level of emotional intelligence of participant Variables Mean

	Variables Mean	Statistic Indexes St.Dev.
self-efficacy in research	2.36	2.36

Table 3: Relationship between all components

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Emotional Intelligences																	
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	015*	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	.032*	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 research	0.1	0.11	0.1	0.05*	0.06	0.13	0.14	0.1	0.01	-0.12	-0.12	0.02	0.1	0.1	-0.04	0.2*	0.12

Table 4: The result of t-test for determination of regression model of self-efficacy in research

	B	B	T	P
Consistent	1.195	-	1.176	0.243
Emotional self-awareness	-0.004	-0.22	-0.142	0.456
Assertiveness	0.057	0.402	3.073	0.003
Self-regard	0.009	0.047	0.253	0.802
Independence	0.017	0.101	0.796	0.427
Empathy	0.040	0.198	1.60	0.113
Social Responsibility	-.005	0.023	0.184	0.854
Interpersonal Relationship	00.008	0.04	0.277	0.783
Reality Testing	0.015	0.085	0.505	0.615
Flexibility	0.999	-0.442	-3.004	0.004
Problem Solving	0.047	0.255	2.325	0.022
Stress Tolerance	0.014	0.089	-0.45	0.654
Impulse control	0.017	0.132	1.003	0.319
Optimism	0.059	0.281	0.976	0.331
Happiness	0.020	0.132	-1.114	0.268

Table 4 indicates t-test to determine the significance of regression equation coefficients of self-efficacy in research courses. Also the significance of regression equation coefficients test which its results are presented in table shows that assertiveness, flexibility and problem solving components are significant predictors for physical education teacher's research self-efficacy. Based on this regression equation, self- efficacy in teaching will be as follows:(problem solving) 0.255+ (flexibility) 0.386 (assertiveness)0.402 = self- efficacy in research The data presented in the shows that the results of variance analysis for research self-efficacy regression insignificant according to emotional intelligent components. That is, components of emotional intelligence predict self-efficacy in research among physical education teachers significantly. The magnitude of obtained coefficient indicates that emotional intelligence defines 26 percent of changes self-efficacy in research.

Table 5: Results of analysis of variance for regression model self- efficacy in research

Square	Df	Square Mean	F	F	R2	
Regression	15.366	15	1.024	1.968	0.027	0.027
Remaining	43.734	15	0.521			
Total	59.100	15				

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 research 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), Penrose et al. (2007) 61, Rastegar and Memarpour (2009) (71, and Mafia and Ghanizadeh (2009) 1. 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. The purpose of this research was to find the relationship between emotional intelligence and job self-efficiency in research courses among Gadag District physical education teachers. 200 physical education teachers (124 M, 76-F) were randomly selected from different Gadag District. Bar- on Emotional and Self- efficiency job questionnaires were used to evaluate the teachers' attitudes. Pearson correlation coefficient was used to investigate the relationships between the variables at $p < 0.05$ level. The results demonstrated a significant relationship between emotional awareness, empathy, and self-efficiency. The results of variance analysis for regression research self-efficiency was significant according to emotional intelligent components.

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