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**THE EXECUTION OF EMOTIONAL INTELLIGENCE SELF-EFFICACY: THE CASE STUDY OF
IRANIAN EFL LEARNING AND TEACHING**

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ABSTRACT

Though of varied probes thus far has been conducted into the effectiveness of emotional intelligence as well as the paramount of self-efficacy in educational settings one area of research that seems to have remained partly intact or which has been given scant attention is the viable relationship between these two constructs EQ and self-efficacy In effect the principal incentive underlying the researchers' interest in the current study emanated from their credence in the fact that meager heed has been given to the possible links holding between these two realm particularly when it comes to considering the case of academic professors Hence in view of the aforesaid facts the researchers in the current study aimed at addressing the correlation between EI and self-efficacy in a brand new context and with a totally unique community Age and teaching experience of professors were also the issues of secondary concern in performing To this end 140 EFL university professors PhD were selected from a range of different universities in Bandar Abas non-profit University as well as Azad University The final analysis of data revealed a significant correlation between the participants' responses to these two questionnaires Result shows the participants' ages and years of teaching experience were not found to be of significant role with respect to the relationship between the participants' performance on the said scales

Keywords: Emotional intelligences Self-efficacy EFL Learning Teaching

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INTRODUCTION

Teachers as practitioners of educational principles and theories are heavily involved in different teaching and learning processes understanding teachers' perceptions and beliefs is important (Eslami & Burlbaw, 2006) Knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms Research has shown that teachers have exciting potential to affect students' educational outcomes (Anderson 2004) Horn (1998)

the teacher effects on students' achievement are "additive and cumulative with little evidence those subsequent effective teachers can offset the effects of ineffective ones Further they maintained that "regardless of race students who are assigned disproportionately to ineffective teachers will be severely academically handicapped relative to students with other teacher assignment patterns Therefore they concluded that "educational assessment that does not address teacher effectiveness is at the very least seriously limited in

its ability to serve its primary purpose In the last two decades great interest has been given to the role of affectivity and emotion in education professionals believed that feelings are crucial in the overall development of their pupils and in their own daily tasks they are voicing the need to encourage not only the academic development of children and young people but also the development of their social and emotional competencies (Greenberg et al 2003)

Emotional competence of teachers is necessary both in general and in particular In general it is essential for their own well-being and for effectiveness and quality in carrying out teaching-learning processes in the classroom and in particular for the socio-emotional development of students (Sutton & Wheatly, 2003) A number of studies (Moafian and Ghanizadeh, 2009) have reported a positive relationship between different affective traits in particular emotional intelligence and job attitudes such as affective commitment Carmeli (2003) noted emotionally intelligent individuals are expected to recognize manage and use their emotions to manipulate the ensuing obstacles and prevent their negative effects on attitudes

Though a multitude of research projects have been conducted on EI (Brackett and Salovey 2006) and on self-efficacy very little (Fabio and Palazzeschi, 2008) has been carried out or reported on the relationship Since these two factors EI and efficacy are of current concern in all levels of education (Gil- Olarte et al 2006) and since they contribute to teaching effectiveness (Mortiboys, 2005) it seems that some serious research is called for to address the would be go-togetherness between these two focal constructs Hence the purpose of the study is relationship between emotional intelligence and self-efficacy beliefs for Iranian university professors in EFL context In doing so an attempt is also made to identify the possible significant differences among EFL university professors with different ages and teaching experiences concerning their emotional intelligence and self-efficacy.

REVIEW OF LITERATURE

The EI originated from the concept of social intelligence introduced by Thorndike (1920) defined social intelligence the ability to understand and

manage men and women boys and girls – to act wisely in human relations (cited in Gürol et al 2010) the concept of emotional intelligence was originally conceptualized however emotional intelligence became popular outside academia by emotional intelligence became a well-known phrase in popular media circles (Matthews et al 2002) Subsequently emotional intelligence was espoused by big businesses enterprises adopting it as a leadership mantra Since 1995 Goleman has published two seminal books concerning EI entitled Working with Emotional Intelligence (1998) and Primal Leadership and Social Intelligence (2006) The literature related to emotional intelligence reveals that Reuven Daniel Goleman and the team of John Mayer and Peter Salvoes were among the researchers who proposed the three main theories about emotional intelligence The first model by Peter Salvoes and John Mayer perceives EI as a form of pure intelligence that is emotional intelligence as a cognitive ability A second model by Reuven Bar-On regards EI as a mixed intelligence consisting of cognitive ability and personality aspects This model emphasizes how cognitive and personality factors influence general well-being The third model introduced by Daniel Goleman also perceives EI as a mixed intelligence involving cognitive ability and personality aspects From Salvoes and Mayers' (1990) point of view emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions and to use the information to guide thinking and actions They defined it as "the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide ones thinking and action (Mayor 1990) They also propose a four-branch model of emotional intelligence that includes the abilities to accurately perceive emotions in oneself and in others use emotions to facilitate thinking understand emotions emotional language and the signals conveyed by emotions and manage emotions so as to attain specific goals

During the past two decades, the construct of self-efficacy has received increased attention in educational research Teachers are one group of professionals whose self-efficacy has been

extensively researched Teacher efficacy is defined as the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. Teacher efficacy has also been defined as teachers beliefs in their ability to have a positive effect on student learning (Ashton 1985) This means that teachers with higher teaching efficacy find teaching meaningful and rewarding expect students to be successful assess themselves when students fail set goals and establish strategies for achieving those goals have positive attitudes about themselves and students have a feeling of being in control and share their goals with students (Ashton 1985) Henson (2001) stated that teacher efficacy has been found to be one of the important variables consistently related to positive teaching behavior and student outcomes beliefs have also been associated with various important aspects of the teaching occupation It has been consistently demonstrated that teachers with a strong sense of efficacy are more enthusiastic and satisfied with their job (Steca & Malone 2006) experience lower levels of burnout (Schwarzer & Hallum 2008) exhibit greater commitment to their profession (Imants& Van Zoelen 1995) and are more likely to continue teaching (Glickman & Tamashiro1982)

The results of many studies in the literature have proved the effects of teacher efficacy on different aspects of teacher performance as well For example the findings of the studies conducted by Fires Humman, and Olivarez (2007) confirmed that teacher efficacy is related to teacher burnout Salami (2007) investigated the degree of correlation between emotional intelligence and self-efficacy to work attitudes among 475 secondary school teachers Results of the study indicated that emotional intelligence and self-efficacy had significant relationships with work attitudes This study provided no support for experience age and gender differences

Salami (2010) examined the relationship between psychological well-being self-efficacy and emotional intelligence on the one hand and students' behaviors and attitudes on the other This study also examined the moderating roles of emotional intelligence and self-efficacy Hierarchical regression

analyses showed that emotional intelligence self-efficacy happiness and life satisfaction over and above depression predicted students behaviors and attitudes

RESEARCH QUESTIONS

Is there significant relationship between EFL university emotional intelligence and their sense of self-efficacy?

Does the age of EFL Azad University have any significant effect on their performance on emotional intelligence and self-efficacy scales?

Does the teaching experience of EFL Azad university professors have any significant effect on their own emotional intelligence and self-efficacy scale?

METHODOLOGY

Participants

The article of the present study consisted of 140 EFL university professors instructing at a range of different universities in Bandar Abbas The participants enjoyed varying degrees (1-45) of teaching experience and aged between 35 and 57 years Additionally they had majored in different branches of English studies TEFL Translation or Literature and were either MA or PhD holders

To evaluate EFL Azad university professors EI the researcher employed Bar which was originally designed by Bar On in 1980s Bar On EI test widely known as emotional quotient inventory is a self-report measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence While the original version of the questionnaire encompasses 140 Likert-type items the domestically standardized version of the test which has been translated to Persian as been reduced to 90 items categorized in five higher-order scales and 15 subscales Following the test designer's lead participants of the study were required to provide their responses on a continuum ranging from strongly agree" to strongly disagree

The Teachers Sense of Efficacy Scale also called the Ohio State Teacher Efficacy Scale consists of two versions long form and short form The long form was utilized in the present study which comprises three subscales efficacy in student engagement efficacy in instructional strategies and efficacy in classroom management Each subscale loads equally on eight items and every item is measured on a 9-

point scale anchored with the notations nothing very little some influence quite a bit a great deal Before conducting the main study a pilot study was conducted with 25 individuals to assess the reliability of the instrument According to this pilot study four questions were eliminated and the questionnaire was found to enjoy adequate reliability ($\alpha = 0.83$) English language professors were also asked to fill in demographic information Demographics asked about participants" age gender experience and the last degree obtained

Data Collection Procedure

As stated current study carried out in a range of different universities in Bandar Abbas Iran the needed data were obtained from the participants during the year 2015 using the said instruments Teachers' Sense of Efficacy Scale and demographic questionnaires

Data Analysis

The data collected analyzed using Pearson product moment correlation in order to relationship between the participants EI and self-efficacy to find out the potential significant differences among EFL university professors with different ages and years of teaching experience independent t-test and were run for both male and female groups

RESULTS

Table1- summarizes the descriptive results of the two instruments

	Self-efficacy	EQ
N	140	140
Mean	211.4300	245.8200
Median	201.5300	216.1200
Mode	199.10	182.00
Std. Deviation	26.34259	29.65231
Minimum	87.00	138.00
Maximum	281.00	238.00

TABLE4- ONE-WAY ANOVA FOR EQ OF PARTICIPANTS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1426.261	1	571.159	.321	0.000
Within Groups	32064.200	48	638.536		
Total	42367.021	49			

In order to examine there were significant differences among EFL university professors with different teaching experiences concerning their EI and self-efficacy independent t-test analysis was applied

To investigate the relationship between EFL university professor's emotional intelligence and self-efficacy a Pearson product-moment correlation The results of correlation revealed that there is a significant correlation between EFL university professors" emotional intelligence and self-efficacy at the level of 0.05 ($r= 0.68^*$, $p < 0.05$) (see Table 2 for additional elucidation of the gained result)

The determine there were any age significant differences among EFL university professors concerning their EI and self-efficacy one-way ANOVA was run The results showed that there was no significant difference among EFL university professors with regard to their age

TABLE2- CORRELATION BETWEEN PROFESSORS

		EQ	Self-efficacy
EQ	Correlation	1	0.895
	Sig.		0.000
	N	140	140
Self-efficacy	Correlation	0.895	1
	Sig.		0.000
	N	140	140

TABLE 3- DESCRIPTIVE STATISTICS ABOUT AGES

		EQ	Self-efficacy
EQ	Pearson Correlation	1	.732**
	Sig. (2-tailed)	0.001	
	N	140	140
	Self-efficacy	Pearson Correlation	
Sig. (2-tailed)		0.000	
N		140	140

TABLE5- DESCRIPTIVE STATISTICS OF TEACHING EXPERIENCE

	N	Mean	Std. Deviation	Std. Error Mean
Self- efficacy	140	211.4300	26.34259	4.32560
EQ	140	201.5300	29.65231	4.98632

The results shows revealed that there was no significant difference among EFL university professors concerning their EI and self-efficacy. In other words teaching experience of EFL university professors was not found to have any significant effect on their performance on the scales of emotional intelligence and self-efficacy

DISCUSSION

The study sought to in the first place the possible association between emotional intelligence and sense of self-efficacy beliefs in a sample of Iranian EFL university professors The findings showed that there was a positive significant correlation between emotional intelligence and self-efficacy among EFL university professors The findings are in line with those reported by Chan (2004) This piece of finding is also consistent with that gained by Penrose et al (2007) who states that there is a moderate association between EI and teacher self-efficacy of primary and secondary school teachers In a similar study in L2 context Ghanizadeh (2009) demonstrated that enhancing EFL teachers' emotional intelligence had a positive influence on their sense of efficacy beliefs among 98 language Institute teachers in Mashhad a city in north-east of Iran Bandura (1977) discussed that "somatic information conveyed by physiological and emotional states" gives rise to efficacy beliefs Sutton and Wheatley (2003) proposed that part of the variation in teacher efficacy is due to variance in teachers' emotions

CONCLUSION

The major study demonstrates the fact that findings from this study might help both researchers and teacher trainers pay more attention to promoting professors' emotional intelligence and their sense of efficacy and conceptualize their teaching endeavors in their early years of teaching career In fact enhancing teachers' emotional intelligence may

lead to a positive influence on their sense of efficacy since a strong sense of teacher efficacy has been associated with teachers' pedagogical success and student characteristics such as motivation achievement and efficacy this in turn may lead to effective teaching and accordingly successful student achievement As Kremenitzer (2005) stated "an increase in a teachers' emotional intelligence significantly impacts on student learning in a powerful way both in academic and interpersonal domains it has been suggested that EFL professors should try to be aware of the existence of emotional abilities and also try to increase their sensitivity towards EI both in their classrooms and outside Thus it is hoped that teacher educators do their best to make teachers familiar with the concept of both constructs of EI and the importance of their perceptions and beliefs in their professional life study show there are no significant difference among EFL university professors with different age ranges and years of teaching experience regarding their emotional intelligence and self-efficacy In other words EFL university professors with different age ranges and also with different years of teaching experience are liable to be successful in their teaching profession provided that they are familiarized with ways in which they can augment their emotional intelligence as well as their sense of self-efficacy

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