



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2018; 3(1): 147-149

© 2018 Yoga

www.theyogicjournal.com

Received: 14-11-2017

Accepted: 15-12-2017

**Kum Shivamurthi Chikkanarti**

Physical Education Director  
Dharwad, Karnataka, India

**Kum Shivanand Jattennavar**

Physical Education Director  
Dharwad, Karnataka, India

## Relationship between emotional intelligence and self-efficacy in research among Dharwad physical education teachers

**Kum Shivamurthi Chikkanarti and Kum Shivanand Jattennavar**

### Abstract

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 who have committed mistake. It also enables them to work more with children and feel fewer tendencies towards sending stubborn students to the authorities. Teachers having more sense of self-efficacy are enthusiasm and commitment to teach. 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.

The purpose of this research was to find the relationship between emotional intelligence and job self-efficacy in research courses among Dharwad physical education teachers. 200 physical education teachers (124= M, 76=F) were randomly selected from different Dharwad universities. 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.

**Keywords:** Emotional intelligence, job self- efficiency, physical education

### Introduction

Numerous psychological studies have indicated that emotional intelligence and job success are important factors in job performance and career success, which prevents occupational stress and reduction of energy and increase job and life satisfaction. 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. 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 other the hand, based on Bandera's theory of self-efficacy (1997), when adperson does not understand one's own ability to do something, he/she will not make an attempt to do it. Form 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.

### Correspondence

**Kum Shivamurthi Chikkanarti**

Physical Education Director  
Dharwad, Karnataka, India

**Materials and Methods**

The present study and correlation are descriptive. According to 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 Dharwad Universities 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, some what 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 325.76±34.68. The highest score is for empathy and responsibility which is 24.70±3.8 and 24.33±3.6 and the lowest score is for stress tolerance and impulse control which is 14.74±5.66 and 16.95±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 2.36±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	Statistic Indexes
	Mean	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 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	015*	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	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 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	-.004	-.022	-0.182	0.856
Assertiveness	0.057	0.402	3.073	0.003*
Self- Regard	0.009	0.047	0.252	0.802
Independence	0.017	0.101	0.798	0.427
Empathy	0.040	0.198	1.60	0.113
Social Responsibility	-.005	0.023	0.184	0.854
Interpersonal Relationship	0.008	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	0.978	0.331
Happiness	0.020	0.132	-1.116	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 Sum	Df	Square mean	F	P	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) [6], Rastegar and Memarpour (2009) [7], and Mafia and Ghanizadeh (2009) [3]. 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 Dharwad physical education teachers. 200 physical education teachers (124= M, 76=F) were randomly selected from different Dharwad universities. 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.

## References

1. Judge TA, Jackson CL, Shaw JC, Scott BA, Rich BL, J Appl Psych. 2007; 92:107-127.
2. Kaufhold JA, Johnson LR. Educ. 2005; 125(4):615-626.
3. Moafian F, Ghanizadeh A. System, www.sciencedirect.com, 2009.
4. Nikolaou I, Tsaousis I, Inter J Organiz Analy, 2002; 10(4):327-342.
5. Palmer B, Donaldson C, Stough C, Person Individ Differ, 2002, 33(7):1091-1100.
6. Penrose A, Perry C, Ball I, Issues Educ Res. 2007, 17.
7. Rastegar M, Memarpour S, System, www.sciencedirect.com, 2009.
8. Ross JA, Cana J Educ. 1992; 17(1):51-65.
9. Sy T, Tram S, O'Hara LA, J Voca Behav. 2006; 68(3):461-473.
10. Villanueva JJ, & Sanchez JC, Spanish J Psych. 2007; 10(2):349-357.
11. Yenice N. Proc Soc Behav Sci. 2009; 1:1062-1067.