# EXAMINATION OF EMOTIONAL INTELLIGENCE LEVEL, TEACHER'S SELF-EFFICACY BELIEFS AND GENERAL SELF-EFFICACY BELIEFS OF TEACHERS

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## ABSTRACT

The aim of this study is to examine emotional intelligence level, general self-efficacy beliefs and teacher's self-efficacy beliefs of teachers. The study hypothesises a model which consists of emotional intelligence, general self-efficacy and teacher's self-efficacy. 278 teachers from different fields participated in the study. Collected data was analysed with Pearson Product Correlation, one-way ANOVA, and Independent t-test. The hypothesised model was analysed in AMOS (Analysis of Moment Structure). Consequently, while significant relations were found between emotional intelligence, general self-efficacy beliefs and teachers' self-efficacy beliefs of teachers, hypothesised model was accepted.

**Key Words:** Emotional Intelligence Level, General Self-efficacy Beliefs, Teacher, Teacher's Efficacy Beliefs.

## ÖĞRETMENLERİN DUYGUSAL ZEKA SEVİYELERİ, ÖĞRETMEN YETKİNLİK İNANÇLARI VE GENEL ÖZ YETERLİK İNANÇLARININ İNCELENMESİ

## ÖZET

Bu çalışmanın amacı, öğretmenlerin duygusal zeka seviyeleri, genel öz yeterlik inançları ve öğretmen yetkinlik inançlarının incelenmesidir. Çalışma, duygusal zeka, genel öz yeterlik ve öğretmen yetkinlik inancından oluşan bir model hipotez etmektedir. Farklı alanlardan 278 öğretmen çalışmaya katılmıştır. Toplanan veriler Pearson Product korelasyon, independent t-test ve one-way ANOVA ile analiz edilmiştir. Hipotez edilen model AMOS programında analiz edilmişitir. Sonuç olarak, öğretmenlerin duygusal zeka, genel öz yeterlik ve öğretmen yetkinliği arasında pozitif ilişki bulunurken, hipotez edilen model kabul edilmiştir.

**Anahtar Kelimeler:** Duygusal Zeka Seviyesi, Genel Öz Yeterlik İnançları, Öğretmen, Öğretmen Yetkinlik İnancı.

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## INTRODUCTION

Emotional intelligence is a concept that has recently drawn interest in education and other fields. It is possible to find studies that examine the relationship between emotional intelligence and subtopics in educational literature. Humphrey *et al.* (2007) have examined the relationship between emotional intelligence and education; McPail (2004) has conducted a study examining the emotional intelligence levels of accounting students; Chan (2004) has examined the relationship between burnout levels and emotional intelligence of secondary school teachers; Esturgo-Deu and Sala-Roca (2010) have revealed the relationship between destructive behaviors and emotional intelligence of primary students; Yin *et al.* (2013) have explored the relationship between teachers' emotional intelligence, emotional labor strategies and teaching satisfaction; while MacCann *et al.* (2011) have studied emotional intelligence and academic achievement.

There are studies that evidence the specific importance of the concept of emotional intelligence in educational field. Emotional intelligence is a social intelligence type that included the ability to control people's own emotions and emotions in others, choosing one of their emotions and utilizing emotions to lead their lives (Mumcuoglu, 2002). Teachers are of course always in communication with their colleagues, friends and students. Understanding and managing emotional sharing experienced in the process of communication, namely utilizing emotions and developing empathy skills, provides teachers with the opportunity to be more successful and content in their professional life. In other words, along with professional and academic success, emotional intelligence has an important role to play in advancing a teacher's abilities to an optimal level (Adilogullari, 2013).

Furthermore, Chan has shown that the relationship between self-efficacy belief and emotional intelligence (2004). The concept of self-efficacy has since received more attention in the educational field. In the beginning of 2007, Schunk and Pajares (2010), after searching for references to self-efficacy across a broad range of academic databases, found 4000 articles about self-efficacy to have been published, while revealing that there were as many as 1 million results for self-efficacy. These results evidence the importance of considering teacher beliefs about self-efficacy as a concept, when it comes to understanding teachers' sense of their own efficacy.

It can be said that teachers' sense of professional efficacy about teaching has an important role to play in the field of education, as much as the concepts of emotional intelligence and general self-efficacy beliefs do. Studies into emotional intelligence and teachers' sense of efficacy have revealed the importance of this factor (Penrose, Perry, Ball, 2007; Moafian ve Ghanizadeh, 2009; Gürol, Ozercan and Yalcin; Kocoglu, 2011).

The aim of this study has been to examine emotional intelligence levels; general self-efficacy beliefs; and teachers' self-efficacy beliefs. This study provides a model for educating efficacious teachers, where activities developing emotional intelligence and self-efficacy may be included in educational programmes. Therefore, educational researchers will find here a theoretical framework that includes concepts of emotional intelligence and self-efficacy.

## METHOD
### Participants
Teachers from different fields of study in primary and secondary schools in Kırşehir in Turkey participated in the study. 28.1% of the participants was female (n=78), 71.9% of them was male (n=200). The age mean of the participants was found to be 38.5±6.47. From amongst the participants; 16.2% of are from social field (n=45); while 28.1% of them are from science and mathematics (n=78); 18.7% of them are from the field devoted to the Turkish language (n=52); 13.7% of them are from special ability field (n=38); 18.7% of them are from other areas of study (n=65). In this study, special abilities field is the area that teachers are selected based on their abilities such as playing an instrument, being good at any sport field or being good at art. Classroom teachers, history teachers, social studies teachers, geography teachers, and philosophy teachers constitute the social field; chemistry teachers, physics teachers, biology teachers, science teachers, science and technology teachers, math teachers constitute the science and math field; music teachers, art teachers and physical education and sports teachers constitute the special abilities field; Turkish language teachers and Turkish language and literature teachers made the field devoted to the study of the Turkish language; education of religious and ethics teachers, English teachers, computer teachers and kindergarten teachers constituted other branches.

### Research Instruments
#### Emotional Intelligence Scale
Schutte *et al.* (1998) developed an original emotional intelligence scale form consisting 33 items. Chan (2004, 2006) adapted this scale in a short form consisting of 12 items. Chan (2004, 2006) used this item to investigate the relationship between burnout and emotional intelligence. The scale was a five-likert type. Chan found high scale reliability in his studies (Cronbach's Alpha = 0.82 - 0.86). Aslan and Ozata used the same scale for research on health service workers. The scale had four sub-dimensions, namely: emotional appraisal; positive regulation; emphatic sensitivity; and positive utilization. In this study, Cronbach's alpha value was found to be 0.89.

### General Self-Efficacy Scale (GSES)
A general self-efficacy scale developed by Schwarzer and Jerusalem (1995) and adapted to Turkish by Yesilay, Schwarzer and Jerusalem (1996) was used to determine the self-efficacy beliefs of participants. Cronbach's alpha value was found to be 0.84 in this study and Schwarzer and Jerusalem gave information about the scale in their website. The scale was developed to assess a general sense of perceived self-efficacy, with the aim of predicting coping with daily hassles, as well as adaptation after experiencing all kinds of stressful life events. The scale was designed for the general adult population, including adolescents. Persons below the age of 12 are advised not be tested. In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. The scale is one-dimensional. With regards to the validity, detailed information was given thus:
Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints. In studies with cardiac patients, their recovery over a half-year time period could be predicted by pre-surgery self-efficacy. The measure has been used internationally with success for two decades. It is

suitable for a broad range of applications. It can be taken to predict adaptation after life changes, but it is also suitable as an indicator of quality of life at any point in time. (retrieved from: http://userpage.fu-berlin.de/health/engscal.htm, accessed on 16 March 2013).

**Ohio Teacher's Efficacy Scale**

The Ohio Teacher's Efficacy Scale developed by Tschannen-Moran and Woolfolk-Hoy (2001), adapted to Turkish by Baloglu and Karadag (2008), was used to ascertain teachers' sense of efficacy. Cronbach's alpha value of scale was 0.90, but in our study, this value reflected at 0.94. Tschanen-Moran and Woolfolk-Hoy (2001) found there

sub-dimensions, including efficacy for instructional strategies, efficacy for classroom management, and efficacy for student participation. In the Turkish adaptation, Baloglu and Karadag (2008) found five sub-dimensions: guidance; behavior management; motivation; teaching skill; and assessment and evaluation.

**Analysis of Data**

Collected data was analyzed in SPSS 16.0 program. Pearson Product Correlation was used to analyze the relationship between sub-dimensions. The AMOS program was used to analyze fit index of the hypothesized model.

## RESULTS
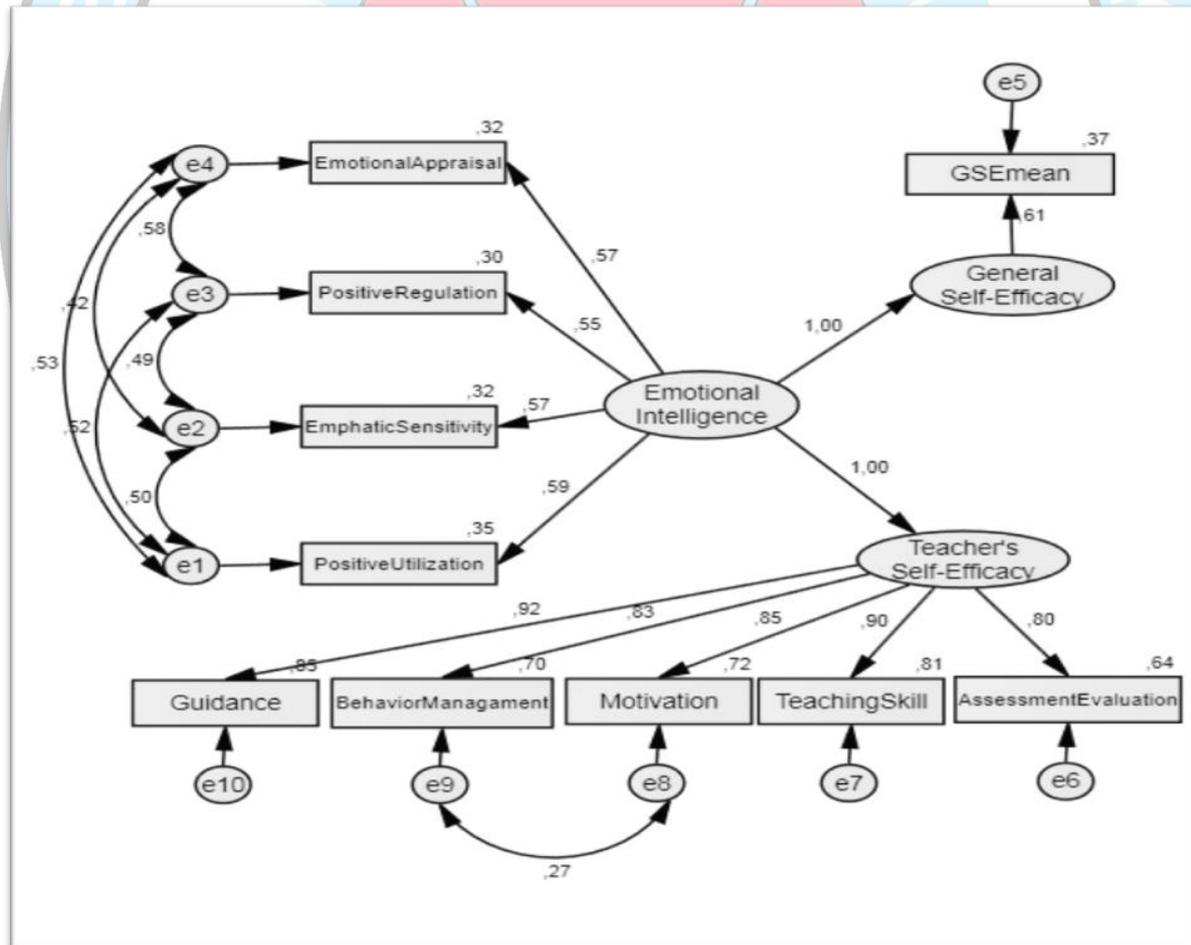


**Figure 1.** The Hypothesized Model Consisting Emotional Intelligence, General Self-Efficacy and Teacher's Efficacy Beliefs

**Table 1.** Emotional Intelligence, General Self-Efficacy and Teacher's Efficacy Beliefs Model Fit Indexes

| Model | $\chi^2$ | df | $\chi^2$/df | NFI | TLI | CFI | RMSEA |
|---|---|---|---|---|---|---|---|
| Before modification | 384.3 | 35 | 10.98 | .820 | .785 | .833 | .190 |
| After modification | 55.1 | 28 | 1.96 | .974 | .979 | .987 | .05 |

In figure 1, parameters of the hypothesised model were given. Model fit index of emotional intelligence, general self-efficacy and teacher's efficacy was given. As seen in table 1, the model fit index was found as TLI= .979, CFI = .987, NFI = .979 and RMSA= .05. $\chi^2$ = 55.1, df = 28, and all the parameters were found to be significant ($\chi^2$/df < 3). The pairs with high error covariances were $\varepsilon 1 - \varepsilon 2$, $\varepsilon 1 - \varepsilon 3$, $\varepsilon 1 - \varepsilon 4$, $\varepsilon 2 - \varepsilon 3$, $\varepsilon 2 - \varepsilon 4$, $\varepsilon 3 - \varepsilon 4$, and $\varepsilon 8 - \varepsilon 9$. Afterwards, related error pairs were connected in the model. Standardised estimates ranged between .32 and 1.00. All the parameters were significant and the model fit indexes showed that the model was at good fit level.

**Table 2.** Correlation Between Sub-Dimensions of Emotional Intelligence, General-Self Efficacy and Teacher's Efficacy Beliefs

| | 1. Emotional Appraisal | 2. Positive Regulation | 3. Emphatic Sensitivity | 4. Positive Utilization | 5. General Self-Efficacy Mean | 6. Guidance | 7. Behavior Management | 8. Motivation | 9. Teaching Skill | 10. Assessment and Evaluation |
|---|---|---|---|---|---|---|---|---|---|---|
| | 4.00 (0.57) | 3.97 (0.51) | 4.06 (0.54) | 4.00 (0.53) | 3.19 (0.40) | 3.75 (0.56) | 3.80 (0.56) | 3.81 (0.55) | 3.72 (0.58) | 3.77 (0.65) |
| 1 | 1 | .711 | .609** | .688** | .434** | .523** | .466** | .501** | .505** | .407** |
| 2 | | 1 | .647** | .673** | .488** | .509** | .442 | .460** | .464** | .450** |
| 3 | | | 1 | .670** | .476** | .539** | .390** | .485 | .498** | .477** |
| 4 | | | | 1 | .491** | .539** | .441 | .486 | .536** | .487 |
| 5 | | | | | 1 | .544** | .519 | .499** | .524** | .498** |
| 6 | | | | | | 1 | .768** | .793** | .829** | .740** |
| 7 | | | | | | | 1 | .789** | .771** | .647** |
| 8 | | | | | | | | 1 | .767** | .663** |
| 9 | | | | | | | | | 1 | .726** |
| 10 | | | | | | | | | | 1 |

*\*\* Significance is at p<0.01 levels, Mean (Standard Deviation)*

In table 2, correlation analyses between dimensions were given. Positive correlation was found between emotional appraisal and general self-efficacy (r=.434, p<.01), guidance (r=.523, p<.01), behavior management (r=.466, p<.01), motivation (r=.501, p<.01), teaching skill (r=.505, p<.01) and assessment and evaluation (r=.407, p<.01). There were strong relationships found between all dimensions. Positive correlations were found between positive regulation and general self-efficacy (r=.488, p<.01), guidance (r=.509, p<.01), behavior management (r=.442, p<.01), motivation (r=.460, p<.01), teaching skill (r=.464,

p<.01), assessment and guidance (r=.450, p<.01). Positive correlation was found between emphatic sensitivity and general self-efficacy (r=.476, p<.01), guidance (r=.539, p<.01), behavior management (r=.390, p<.01), motivation (r=.485, p<.01), teaching skill (r=.498, p<.01), assessment and guidance (r=.477, p<.01). Positive correlation was found between positive utilization and general self-efficacy (r=.491, p<.01), guidance (r=.539, p<.01), behavior

## DISCUSSION AND CONCLUSION

As a result of reliability analysis of the scale used in the study, Cronbach's alpha values of Emotional Intelligence Scale, General Self-Efficacy Scale and Ohio Teacher's Efficacy Scale were found as 0.89, 0.84, 0.92, respectively.

Chan (2004) found that self-efficacy beliefs had an important role in predicting the components of emotional intelligence. In our study, the result showed the positive correlation found between emotional intelligence and teacher's efficacy to be consistent with some results found in other studies (Penrose, Perry, Ball, 2007; Moafian and Ghanizadeh, 2009; Kocoglu, 2011). Chan (2004) suggested that perceived emotional intelligence predicted the self-efficacy beliefs of teachers. Communication skills of teachers with their students and colleagues should be improved. On the other hand, feedback and emphatic skills of these teachers needs to be developed. This type of teacher can have a stronger sense of efficacy about their profession. There are studies in which positive relationship was found between self-efficacy and emotional intelligence (Rastegar and Memarpour, 2009; Abdolvahabi, Bagheri, Haghighi and Karimi, 2012; Sarkhosh and Rezaee, 2014)

There were no significant differences between boys and girls in terms of emotional intelligence in the study. This result is consistent with the findings of

management (r=.441, p<.01), motivation (r=.486, p<.01), teaching skill (r=.536, p<.01), and assessment and guidance (r=.487, p<.01). Positive correlation was found between general self-efficacy and guidance (r=.544, p<.01), behavior management (r=.519, p<.01), motivation (r=.499, p<.01), teaching skill (r=.524, p<.01), and assessment and guidance (r=.498, p<.01).

some studies (Chan, 2004; Adilogullari, 2011).

There was a positive correlation found between emotional intelligence, general self-efficacy and teacher's efficacy beliefs in this study. There are limited studies examining these three factors together in the literature. From this point, hypothesized model can contribute to educational field, especially for teacher education programs. It can be said that the self-efficacy beliefs of teachers improved in terms of emotional capabilities, as well as professional, social competences; and the teachers having the ability to use social competencies effect their efficacy beliefs about the teaching profession. This model provides a pathway for educating teachers both emotionally and professionally. Yazici, Seyis and Altun (2011) found that emotional intelligence and self-efficacy was the significant predictors of academic success. Penrose, Perry and Ball (2007) suggested "*It is important to find ways to enhance efficacy for teachers who are less experienced and who occupy lower status positions in a school's hierarchy. This provides support for developing training programs to teach the skills associated with emotional intelligence for the purpose of enhancing teachers' sense of efficacy, particularly focused on improving the skills of less experienced teachers and those in lower status positions.*" The study finds the self-efficacy and teacher efficacy beliefs of teachers with emotional intelligence to be strong.

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